



# Faculty of Public Health

of the Royal Colleges of Physicians of the United Kingdom

Working to improve the public's health

## Development and process evaluation of a formative assessment of Key Area 10

Integration and Application of Competences for Consultant Practice

### *Framework Key Area 10 Panel*

Guidance & templates

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## 1 Background

1.1 The 2015 curriculum introduces an entirely new Key Area 10: Integration and Application of Competences for Consultant Practice. This area focuses on the ability to integrate and apply public health competences for consultant practice.

Assessment of full achievement is expected during the final year of training. The aim is described in the following way.

*To be able to demonstrate the consistent use of sound judgment to select from a range of advanced public health expertise and skills, and to use them effectively, working at senior organisational levels, to deliver improved population health in complex and unpredictable environments.*

1.2 Summative assessment to demonstrate that a registrar has achieved these Key Area 10 learning outcomes will be undertaken in the final year of training utilising: the activity summary sheets, a range of workplace based assessments with multiple assessors and the results of the multisource feedback. Guidance for assessment of competency and Guidance for method of assessment for Key Area 10 learning outcomes are provided in the 2015 curriculum.

1.3 To support Registrars and their Educational Supervisors to develop and demonstrate these learning outcomes an additional assessment of this Key Area is being developed which is formative and developmental in order to ensure that registrars are ready to perform at consultant level on completion of training. The timing of this formative assessment allows for additional training needs to be picked up and addressed as required before the end of training.

1.4 The learning outcomes are multifaceted and it is recognised that while the Educational Supervisor is ultimately responsible for the summative assessment of these learning outcomes, they are unlikely to be able to signoff those in KA10 single-handedly. This paper describes a process to support the Educational Supervisor in this role by enabling the registrar to discuss an overview of their work with a wider group.

1.5 The process may help to pave the way for the registrar towards peer appraisal at consultant level.

1.6 A feasible model for 2016 needs to be identified *as soon as possible* for the benefit of registrars and educational supervisors who are supporting registrars who have made the transition to the new curriculum and are approaching their Completion of Specialist Training date. In the first instance this model is relevant to registrars with a CCT date between 1<sup>st</sup> August 2017 and 31<sup>st</sup> July 2018.

1.7 In line with the 2015 curriculum the Faculty of Public Health encourages registrars to take part in the development and evaluation of a formative assessment of Key Area 10. This specific formative assessment tool is not part of the curriculum and assessment system, and registrars are not required to participate in this specific formative assessment. Formative assessment and feedback are a curriculum requirement, but using this specific formative assessment tool that is being developed and evaluated for Key Area 10 is not.

## **2 Principles**

The following principles underpin the proposed model.

2.1 The assessment is to help registrars in their progress towards consultant level working and should assist with future preparation for an Advisory Appointments Committee (or equivalent).

2.2 It is based on the registrar's work to date and it does not require the identification of new projects. It is a matter of reflecting on work to date and the synthesis of actions.

2.3 It is not a Part C exam, but intended as a formative assessment leading to an appropriate Personal Development Plan for ST5, leading the registrar toward consultant practice. In this, the panel, registrar and supervisor explore progress towards the competencies in KA10 and identify learning skill acquisition and experience areas which would benefit from development and plan to meet these within the final training period.

2.4 This model will be developed and refined for future years as experience is gained and development will be informed by an evaluation.

## **3 Content**

3.1 The registrar prepares a reflective note for each of the three competences in KA10 ie. Public Health Expert, Personal Effectiveness and Impact, and Commitment to Public Health Values. These reflective notes form the basis of the discussion with the panel.

3.2 The reflection should cover at least two of the three pillars of public ie. Health Improvement, Healthcare Public Health, Health Protection.

3.3 Each reflective note can be up to 1000 words, excluding titles or headings. It should be prose without diagrams or tables.

3.4 The registrar should also submit the substantial 360 feedback from the end of ST4 together with their reflection (as prepared for KA9).

3.5 The Educational Supervisor submits a report that has been shared with the registrar in advance. This comprises comments on the reflective notes. (Appendix 1)

3.6 A supervisor that has worked closely with the registrar in the past six months (either an Educational or Clinical Supervisor) submits a report that has been shared with the registrar in advance. This is a comment on progress towards the KA10 competences. (Appendix 2).

3.7 The submissions of three reflective notes, the MSF plus reflective note, Educational and recent Supervisor reports are sent to the Training Programme Director (TPD) with the cover sheet found in Appendix 3.3.8 Guidance on writing reflective notes can be found on the Faculty of Public Health

website. <http://www.fph.org.uk/uploads/FPH%20Tips%20on%20Writing%20Effective%20Reflective%20Notes.pdf>

## **4 Process**

4.1 The trainee is invited by the TPD to submit the evidence listed in section 3, 12 months (whole time equivalent) before the expected CCT date.

4.2 A panel is convened by the TPD comprising a consultant level member of the local Public Health Training Committee, an external TPD and the responsible TPD themselves.

4.3 The registrar meets with the panel to discuss her/his submissions. The registrar will not be expected to deliver a presentation.

4.4 The panel considers appropriate signposting to address developmental areas identified to be considered for including in the registrar's learning agreement.

4.5 The panel prepares a report for the registrar and the Educational Supervisor.

4.6 The registrar and the Educational Supervisor use the panel report in the development of the educational plan/learning agreement. The educational plan/learning agreement is in the portfolio available to the Annual Review of Competence Progression (ARCP) committee. The registrars should not share the panel report with ARCP committee.

4.7 In accordance with usual practice the Educational Supervisor and registrar agree actions if any needed in the light of the ARCP feedback.

4.8 The Educational Supervisor assesses the registrar against the Key Area 10 learning outcomes prior to the final ARCP and CCT in line with the Guidance for assessment of competency and Guidance for method of assessment for Key Area 10 learning outcomes are provided in the 2015 curriculum.

## **5 Future Developments**

5.1 In the first instance this model is to be piloted for registrars with a CCT date between 1<sup>st</sup> August 2017 and 31<sup>st</sup> July 2018.

5.2 This proposal is based on Health Education England Local Education and Training Board structures and it may be more feasible to look to Regional arrangements in the future. It also needs to reflect arrangements in Scotland, Wales and Northern Ireland.

5.3 Since this is partly to support registrars gaining consultant posts it may be advantageous to look to include Faculty of Public Health Advisory Appointments Committee representatives.

**Based on report Authored by**

*Judith Bell Deputy Chair OSPHE Examiners, Julie Parkes Training Programme  
Director*

*Rebecca Hams, Adeola Agbebiyi Specialty Registrars Committee*

*April 2016*

## 6 Appendix

### Appendix 1: Educational Supervisor Report on Reflective Notes

This form is for submission to the Key Area 10 formative assessment panel by the registrar's current educational supervisor, commenting on the three reflective notes written by the registrar covering key area 10 learning outcomes as shown overleaf.

<b>Registrar Name</b>		<b>Educational Supervisor submitting this form</b>	
<b>Competency area</b>		<b>Comments on individual reflective note</b>	
1. Public Health Expert (See reverse for specific LOs)			
2. Personal Effectiveness and Impact (See reverse for specific LOs)			
3. Commitment to Public Health Values (See reverse for specific LOs)			
Do the presented reflective notes draw on examples from at least two of the three pillars of public (Health Improvement, Healthcare Public Health, Health Protection)?			<b>Yes / No</b>
Do the reflective notes cover all of the competency specific learning outcomes covered in Key area 10 as shown overleaf?			<b>Yes / No</b>

## Key area 10 Learning Outcomes to be included in each competency area

<b>Public Health Expert</b>	
10.1	Selects and uses advanced public health knowledge and skills appropriately for different tasks to deliver timely results.
10.2	Produces, integrates and interprets complex evidence from multiple sources with scientific rigour and judgement.
10.3	Promotes and uses an evidence based and evaluative approach to scope public health problems and deliver solutions.
10.4	Uses academic rigour appropriately to give independent public health advice.
<b>Personal Effectiveness and Impact</b>	
10.5	Provides advanced public health expertise at a senior management level in their own organisation and for one or more partner organisations working together.
10.6	Uses a range of high order literacy and communication skills appropriately to increase understanding about the determinants of population health and promote effective action to improve it.
10.7	Influences and negotiates successfully at senior organisational levels in both their own organisation and in multi- agency settings to achieve effective public health action.
10.8	Operates as a leader at a senior organisational level, showing understanding of the impact they have on others, and giving effective support to colleagues within teams.
<b>Commitment to Public Health Values</b>	
10.9	Is proactive in identifying opportunities to improve population health and taking effective action to influence the corporate work programmes of an organisation to include solutions.
10.10	Uses and promotes public health principles and core values.
10.11	Works flexibly and perseveres through uncertainty, additional unexpected complexity and potential or actual conflict to seek effective outcomes.
10.12	Uses reflective practice regularly to ensure on-going professional and personal development of their public health practice.

**I confirm that this report has been shared and agreed between the registrar and educational supervisor.**

<b>Educational supervisor</b>		
Signature:		Date:
<b>Specialty Registrar</b>		
Signature:		Date:

## Appendix 2: Recent Supervisor Report on Key Area 10 progress

This form is for submission to the Key Area 10 formative assessment panel by a supervisor who has worked closely with the registrar in the past six months (either an Educational or Clinical Supervisor). The comments below are aimed to help guide the panel in making any recommendations for developmental areas in key area 10 during the final stage of registrar training prior to CCT.

<b>Registrar Name</b>		<b>Supervisor submitting this form</b>	
<b>Training placement* on which this report is based</b>		<b>Supervisor role (Educational or Clinical)</b>	
<b>Assessments during the placement*</b>			
Direct observation			
Case discussion			
Written report			
Other (Please specify)			
<b>Competency area</b>	<b>Comments on registrar progress and suggestions for improvements (if required)</b>		
Public Health Expert (See reverse for specific LOs)			
Personal Effectiveness and Impact (See reverse for specific LOs)			
Commitment to Public Health Values (See reverse for specific LOs)			



## Key area 10 Learning Outcomes to be included in each competency area

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10.1	Selects and uses advanced public health knowledge and skills appropriately for different tasks to deliver timely results.
10.2	Produces, integrates and interprets complex evidence from multiple sources with scientific rigour and judgement.
10.3	Promotes and uses an evidence based and evaluative approach to scope public health problems and deliver solutions.
10.4	Uses academic rigour appropriately to give independent public health advice.
<b>Personal Effectiveness and Impact</b>	
10.5	Provides advanced public health expertise at a senior management level in their own organisation and for one or more partner organisations working together.
10.6	Uses a range of high order literacy and communication skills appropriately to increase understanding about the determinants of population health and promote effective action to improve it.
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10.8	Operates as a leader at a senior organisational level, showing understanding of the impact they have on others, and giving effective support to colleagues within teams.
<b>Commitment to Public Health Values</b>	
10.9	Is proactive in identifying opportunities to improve population health and taking effective action to influence the corporate work programmes of an organisation to include solutions.
10.10	Uses and promotes public health principles and core values.
10.11	Works flexibly and perseveres through uncertainty, additional unexpected complexity and potential or actual conflict to seek effective outcomes.
10.12	Uses reflective practice regularly to ensure on-going professional and personal development of their public health practice.

**I confirm that this report has been shared and agreed between the registrar and supervisor.**

<b>Supervisor</b>		
<b>Signature:</b>		<b>Date:</b>
<b>Specialty Registrar</b>		
<b>Signature:</b>		<b>Date:</b>

### Appendix 3 Key Area 10 Panel Report

This form is for completion by the panel to be submitted to the Registrar and their Educational Supervisor. On the basis of the Learning Outcomes (listed overleaf) please identify any development needs.

<b>Registrar Name</b>		<b>Membership &amp; Chair of panel</b>	
<b>CCT Date</b>		<b>Date of next ARCP</b>	
<b>KA10 review date</b>		<b>Educational Supervisor</b>	
<b>Competency area</b>		<b>Panel feedback on developmental needs</b>	
Overall progress for KA 10 Eg satisfactory progress achieved/on track/some gaps			
Public Health Expert  Development needs to fully achieve KA 10 competencies  Any recommendations for future professional development over and above requirements of KA 10			
Personal Effectiveness and Impact  Development needs to fully achieve KA 10 competencies  Any recommendations for future professional development over and above requirements of KA 10			
Commitment to Public Health Values  Development needs to fully achieve KA 10 competencies  Any recommendations for future professional development over and above requirements of KA 10			
Any other feedback			

## Key area 10 Learning Outcomes to be included in each competency area

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<b>Personal Effectiveness and Impact</b>	
10.5	Provides advanced public health expertise at a senior management level in their own organisation and for one or more partner organisations working together.
10.6	Uses a range of high order literacy and communication skills appropriately to increase understanding about the determinants of population health and promote effective action to improve it.
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10.8	Operates as a leader at a senior organisational level, showing understanding of the impact they have on others, and giving effective support to colleagues within teams.
<b>Commitment to Public Health Values</b>	
10.9	Is proactive in identifying opportunities to improve population health and taking effective action to influence the corporate work programmes of an organisation to include solutions.
10.10	Uses and promotes public health principles and core values.
10.11	Works flexibly and perseveres through uncertainty, additional unexpected complexity and potential or actual conflict to seek effective outcomes.
10.12	Uses reflective practice regularly to ensure on-going professional and personal development of their public health practice.

<b>Training Programme Director/Chair</b>		
Signature:		Date: