**Project Brief – Evidence review and policy development for Greater Manchester Effective Use of Resources team**

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| **Activity area title** | | Evidence review and policy development for CSU EUR team | | | | | | | | | | | |
| **Personal details** | | | | | | | | | | | | | |
| **Name** | |  | | | | | | | | | | | |
| **Training number** | |  | | | | **Slot number** | | |  | | | | |
| **Date** | |  | | | | **Year of training (WTE)** | | |  | | **Phase of training** | |  |
| **Training location** | |  | | | | | **Supervisor** | |  | | | | |
| **Evidence included** | | | | | | | | | | | |  | |
| **Description of evidence** | | | | | | | | | | | | **Number and letter eg 1a** | |
| Draft policy and evidence review taken to meeting of EUR Committee | | | | | | | | | | | | 1 | |
| Discussion point document taken to meeting of EUR Committee | | | | | | | | | | | | 2 | |
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| **Learning outcomes claimed** | | | | | | | | | | | | | |
| **Number and brief description of learning outcome** | | | | | **Explanation** | | | | | | | **Evidence** | |
| EMS1.7 | Respect the rights of the public and patients to be involved in choices | | | | Patient choice is ensured through including this as key criteria of the policy. | | | | | | | 1 | |
| EMS1.12 | Pay regard to efficiency while not discriminating against individuals/populations | | | | Working with the effective use of resources panel ensures that resources are used in the most effective way and to avoid discrimination. | | | | | | | 1 | |
| 2.1 | Generate an appropriate question in order to assess the evidence | | | | Appropriate question has to be developed to assess the evidence of clinical and cost effectiveness of the treatment under review. | | | | | | | 1 | |
| 2.4 | Define a literature search strategy | | | | The literature search strategy is defined within the evidence review within this document. | | | | | | | 1 | |
| 2.5 | Document methods used in finding and retrieving evidence | | | | A table to demonstrate which elements of the search generated which resources is included. | | | | | | | 1 | |
| 2.6 | Filter and refine searches to select appropriate evidence | | | | Hierarchy of evidence is incorporated, with details of different search findings and their level of evidence. | | | | | | | 1 | |
| 2.9 | Provide options for decision makers | | | | Options for criteria to be included within the policy to be provided to the committee | | | | | | | 2 | |
| 2.17 | Work with others to generate consensus | | | | Working with the committee to gain a consensus on the inclusion of appropriate criteria in response to evidence available. | | | | | | | 2 | |
| 3.4 | Propose evidence-based policy options | | | | The draft policy is proposed in response to the evidence review that was undertaken. | | | | | | | 1 | |
| 3.5 | Collate and interpret information and advice | | | | Seeking appropriate advice on the development of the cataract  surgery policy | | | | | | | 2 | |
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| **Activity details** | | | | | | | | | | | | | |
| **Background** | | | | The Greater Manchester CSU Effective Use of Resources team has a responsibility for policy development relating to treatments and procedures that are identified as not normally funded, or where there may be uncertainty over when the procedures are funded.  The public health role supporting the evidence review and draft policy development is normally undertaken by Sheila Will, but due to the large demand for policies there is scope for registrars to undertake some of this work. | | | | | | | | | |
| **Aims and objectives** | | | | * To undertake an evidence review on an identified topic * Use the evidence review to develop a draft policy for the Effective Use of Resources Committee. * Produce a discussion points document to support the policy and highlight the areas for discussion by the committee * Present work to the EUR Committee. | | | | | | | | | |
| **Personal contribution/ roles and responsibilities** | | | |  | | | | | | | | | |
| **Methods** | | | | Desktop review  Face to face meetings | | | | | | | | | |
| **Involvement of others** | | | |  | | | | | | | | | |
| **Results** | | | |  | | | | | | | | | |
| **Outcome** | | | |  | | | | | | | | | |
| **Academic Reflection** | | | | | | | | | | | | | |
| **Backing literature** | | | |  | | | | | | | | | |
| **Possible publication** | | | |  | | | | | | | | | |
| **How will you disseminate this work/finding/learning** | | | |  | | | | | | | | | |
| **Academic supervisor’s signature if relevant** | | | |  | | | | | | **Date** | | | |
| **Personal Reflection** | | | | | | | | | | | | | |
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| **Supervisor reflection** | | | | | | | | | | | | | |
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| **Supervisor confirmation** | | | | | | | | | | | | | |
| I confirm that this work supports the competencies claimed\* | | | | | | | | | | | | | |
| **Date** | | |  | | | | | **Signature** | | | | | |
| **Supervisor’s name** | | |  | | | | |

\* **Signature** **does** not **indicate satisfactory assessment of competence, merely confirmation that this work contributes.**