

## HEE Study Leave

### Study Leave for Special Circumstances: International and Aspirational Activity

HEE's new approach to study leave has now been in place for 12 months.

When first implemented the following approach was outlined for 'aspirational activity that was not directly within the curriculum'.

- Study budget support for aspirational activities can be considered for trainees who have attained their core curriculum competencies and received an ARCP 1 or are on track to do so if they are in their first year.
- The Educational Supervisor (ES) should be aware of aspirations and performance to assess whether the request is aligned to the trainee PDP.
- Any supported aspirational activities should normally be aligned to service needs.
- For activities that represent aspirational activity, part-funding may be considered – reflecting both HEE and the trainee's commitment to their enrichment. The TPD or HoS will make this decision.
- HEE funding of postgraduate diplomas and degrees must be rationalised by an established link to the curriculum and a commitment that the qualification will be integral to the doctor's future career.

The GMC has made clear within its Generic professional capabilities framework<sup>1</sup>, that fitness to practise data shows that most concerns about doctors' performance fall into one or more of the nine domains identified and are as follows:

#### **Professional values and behaviours** (Domain 1)

#### **Professional skills** (Domain 2)

practical skills  
communication and interpersonal skills  
dealing with complexity and uncertainty  
clinical skills  
history taking, diagnosis and medical management  
consent  
humane interventions  
prescribing medicines safely  
using medical devices safely  
infection control and communicable disease

#### **Professional knowledge** (Domain 3)

professional requirements  
national legislative requirements  
the health service and healthcare system in the four countries

#### **Capabilities in health promotion and illness prevention** (Domain 4)

#### **Capabilities in leadership and team working** (Domain 5)

#### **Capabilities in patient safety and quality improvement** (Domain 6)

#### **Capabilities in safeguarding vulnerable groups** (Domain 7)

#### **Capabilities in education and training** (Domain 8)

#### **Capabilities in research and scholarship** (Domain 9)

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<sup>1</sup> [https://www.gmc-uk.org/-/media/documents/Generic\\_professional\\_capabilities\\_framework\\_0817.pdf\\_70417127.pdf](https://www.gmc-uk.org/-/media/documents/Generic_professional_capabilities_framework_0817.pdf_70417127.pdf)

Traditional funding of study leave was mapped to domains 1 and 2. Given the GMC now require all curricula to be re approved by 2020, meet the standards set out in Promoting Excellence<sup>2</sup>, and contain the above GPCs, this training can no longer be considered aspirational but additional core aspects of training.

It has therefore been agreed by HEEDs that the following approach be taken:

**That any study leave mapping to the above is no longer called ‘aspirational’.**

**That study leave is granted dependent on the needs of the trainee to fulfil the curriculum, and not dependent on the previous ARCP outcome.**

The Educational Supervisor (ES) should be aware of aspirations and performance to assess whether the request is aligned to the trainee PDP.

### **International Study Leave**

International study leave should occur when the learning outcomes from the course/conference are not available in the UK. The DHSC has made requirements clear.<sup>3</sup>

Therefore the following principles should be followed:

Attendance at courses/conferences should be taken as close to the base of the trainee as possible.

As part of the approvals process, requests to attend overseas study courses/conferences will only be considered in very exceptional circumstances.

The course/conference must provide a clearly stated curriculum outcome. Such circumstances include where the training course is not available in the UK, where the course or activity is part of the college curriculum or guidelines on required training, for the presentation of significant research findings from within an NIHR recognised academic clinical fellowship or clinical lectureship or where the course is set out as a mandatory requirement of college training to reach the required qualification to practice.

There must be a documented discussion with the ES about the clear need of the course/conference to meet curriculum requirements.

A full program should be provided. A report recovering the entirety of the leave may be requested from the doctor in training after attendance.

Any contribution to funding of such leave will need the prior written approval of the HEE local Post Graduate Dean.

If further periods of international study leave are required this will be considered on a case by case basis by the Postgraduate dean, and budget allowing.

If a doctor in training wishes to fund a period of international study leave by other means, the ES should still ensure the activity aligns to the PDP.

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<sup>2</sup> [https://www.gmc-uk.org/-/media/documents/Promoting\\_excellence\\_standards\\_for\\_medical\\_education\\_and\\_training\\_0715.pdf\\_61939165.pdf](https://www.gmc-uk.org/-/media/documents/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61939165.pdf)

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/791560/education-and-training-tariffs-2019-to-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791560/education-and-training-tariffs-2019-to-2020.pdf)

## Aspirational Study Leave

Aspirational study leave should be defined as

‘Study leave that enhances the knowledge, skills and attitudes of the doctor in training, or enhances any aspect of patient care, but is not mapped to any direct curriculum requirements’

Given that best practice in many specialties is now shared at European and global meetings, the lack of ability to attend international courses/conferences may hamper advancing of medical knowledge and service development. This may also have the unintended consequence of preventing quality improvement within the NHS.

For these special aspirational circumstances it is proposed:

One international conference/meeting, providing all other curriculum requirements are met will be supported for each doctor in training for any one programme, which can be defined as Foundation, Core, Higher or run through.

The Educational Supervisor (ES) should be aware of aspirations and performance to assess whether the request is aligned to the trainee PDP, which may contain items in addition to curriculum requirements.

For such activities, part-funding may be considered – reflecting both HEE and the trainee’s commitment to their enrichment.

HEE funding of postgraduate diplomas and degrees must be rationalised by an established link to the curriculum and a commitment that the qualification will be integral to the doctor’s future career.

If an external body such as a Medical Royal College suggests a doctor in training attends an international conference. In such circumstances, HEE expects that body to contribute at least 50% of the costs.

***Once appeals mechanisms have been used, the decision of the local Postgraduate dean remains final.***