

# COMPETENCE BY DESIGN

## TECHNICAL GUIDE 6: LEAVES

### Subject

What is required when a resident returns from a leave?

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Credentials Unit

### Date

March 2022

### Version

1.0

When a resident returns to training after a leave of absence, the program must:

- undertake a comprehensive assessment of the resident's training to date and current skill level
- determine the appropriate stage of training in which to place the resident upon their return, and
- develop a tailored learning plan.

## WHAT IS REQUIRED WHEN A RESIDENT RETURNS FROM A LEAVE?

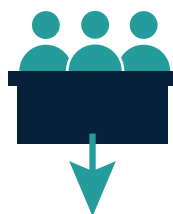
### Prior to taking a leave



**Competence Committee, Program Director or Residency Program Committee documents the resident's training:**

- EPAs and milestones (if in competency-based program)
- Required training experiences
- Rotations
- Evidence of achievements in other program assessments
- Length of training completed

### When returning from a leave



**Competence Committee provides:**

- Comprehensive assessment of training
- Recommendations for stage of training and personalized learning plan



**Residency Program Committee:**

- Ratifies decision of the competence committee
- Records the decision
- Notifies the postgraduate dean



**Program Director**

- Develops a tailored learning plan, with support
- Communicates the decision to the resident



## Principles of Leaves

- Residents may take leaves of absence from their training for a variety of reasons. Granting leaves is the authority of the resident's program, as determined by the relevant program and/or postgraduate office policy. The Royal College does not need to approve or be informed of leaves.
- Prior to taking leave, the resident's training to date must be fully documented.
- Regardless of whether the resident was in a competency-based (CBD) or time-based program before the leave, the program must conduct a comprehensive review of the resident's past training and achievements to determine the resident's stage of training and learning plan upon returning to a competency-based program.

## WHAT NEEDS TO BE DONE

### TAKING A LEAVE FROM A COMPETENCY-BASED PROGRAM AND RETURNING TO A COMPETENCY-BASED PROGRAM

### TAKING A LEAVE FROM A TIME-BASED PROGRAM AND RETURNING TO A COMPETENCY-BASED PROGRAM

#### STEP ONE PRIOR TO GOING ON LEAVE, THE RESIDENT TRAINING IS DOCUMENTED

Resident / competence committee documents resident's progress and training to date, including but not limited to:

- EPAs and milestones achieved
- Required training experiences completed
- Evidence of achievements documented in other program assessments
- Length of training completed

Resident / residency program committee documents resident's progress and training to date, including but not limited to:

- Specialty training requirements achieved
- Rotations completed
- Evidence of achievements documented in other program assessments
- Length of training completed

#### STEP TWO PRIOR TO RETURNING FROM A LEAVE, THE PREVIOUSLY DOCUMENTED RESIDENT TRAINING MUST BE REVIEWED BY THE COMPETENCE COMMITTEE

Competence Committee must:

- Conduct a comprehensive review of the resident's training taken prior to the leave.
- Map the resident's achievements and completed training experiences to the current stages of training in the program's curriculum plan.
- Consider whether a reassessment of the resident's skills through practical or simulation exercises is needed and, if so, include the assessment results in its recommendation.
- Make a recommendation to the residency program committee (RPC) regarding the stage of training the resident will enter upon return from leave.
- Provide recommendations for adjustments to the resident's personal learning plan.



### STEP THREE RESIDENCY PROGRAM COMMITTEE MAKES DECISION

- Considering the recommendation of the competence committee, the RPC makes a final decision regarding the resident's stage of training upon returning from leave, including which stage progressions, EPAs, required training experiences (RTEs) and other program-based assessments are considered achieved in the program's current curriculum.
- The decision and the rationale should be captured in a short summary and uploaded into the resident's electronic portfolio, and documented in the residency program committee meeting minutes.
- The postgraduate dean should also be made aware of the decision.

### STEP FOUR PROGRAM DIRECTOR COMMUNICATES THE DECISION TO THE RESIDENT

- The decision and rationale regarding stage of training and record of achievements should be clearly understood by the resident before they resume training.
- The program director should also discuss the revised individual learning plan with the resident.

## WHERE THERE IS FLEXIBILITY

- Programs have flexibility to design the assessment process and what evidence is reviewed. This is determined, in part, by the duration of the leave and the resident's stage of training prior to the leave.
- The program has discretion to place the resident into an appropriate stage of training based on its judgment of the resident's level of competence upon returning from leave. The Royal College does not need to validate this decision.

