

# Academic Training Pathways

A guide for trainees and trainers in the London Specialty School of Paediatrics



## Foreword

The London School of Paediatrics and Child Health has now been in existence for four years and during that time trainees within the School have demonstrated that they are among the highest academic achievers in the UK. It is therefore a privilege to be able to contribute to this first Academic Training Guide.

Training and working within London not only brings several advantages, it also gives a number of responsibilities. The very presence of three Academic Health Science Centres and a number of prestigious teaching hospitals means that the opportunities within London are great; however it is equally important that paediatric training in London reflects the high standards of academic excellence that is possible. It is a constant source of encouragement that there is a high standard of competition for academic training posts in London, but even more important that these posts fulfil their expectation.

There has been a national concern about the future of academic medicine in all specialties over the past few years. Professor Walport's report has gone some way to correcting this imbalance although the Royal College of Paediatrics and Child Health still recognises that the future of academic Paediatrics is being severely challenged. The commitment to academic training in London is therefore significant and the London School of Paediatrics and Child Health is equally committed to programmes that offer high quality training alongside opportunities to engage in research programmes that will improve the health of children not only in the United Kingdom but throughout the world.

I commend this Academic Training Guide and trust that it will act not only as a source of information but as a focus for inspiration for trainees either considering a career in academic Paediatrics or excited by the opportunity to contribute to world class research which can make a real difference to children's lives.

**Andrew Long**

**Head of the London School of Paediatrics and Child Health**



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## Introduction

Welcome to the first edition of the London Specialty School of Paediatrics Academic Training Guide. Training in academic Paediatrics provides unique opportunities to develop academic skills, undertake original research and develop an academic career. All of this can be achieved whilst maintaining and excelling at clinical training and gaining full accreditation as a paediatrician. This guide is aimed at:

**a) Those considering applying for an academic training post:**

Are you an enthusiastic, able paediatrician-in-the-making? Would you like to contribute to an understanding of why, as well as how, we practise as we do? Would you like to learn academic skills, complementing those provided by your clinical training? Would you like to develop your career at the cutting edge of clinical research or laboratory science? Then a career in academic Paediatrics may be for you. This guide provides information on our academic training programmes; from what is involved in academic training posts, to how to apply for one and how to prepare for interviews.

**b) Trainees on academic training pathways:**

Academic training pathways provide exciting opportunities which complement those provided by standard clinical training. This guide will help you navigate through the administrative, research and clinical issues relating to academic training. It will help you organise and get the most out of your academic placements, enable you to make sure you are paid on time, and, perhaps most importantly, identify whom to contact when you need further guidance. This guide is primarily aimed at those early in their academic training as, from our experience; this is when the most guidance is needed.

**c) Trainers (College Tutors, Educational and Academic Supervisors):**

Supervising an academic trainee is a new experience for some trainers and supervisors. This guide provides relevant information for you, as a trainer, to help academic trainees benefit fully from their experience and ensure that both their clinical and academic training runs smoothly.

We hope that you find this guide useful and informative. If you have any comments about aspects which should be included in future editions, or anything which needs to be reviewed, please let us know.

**Sarah Eisen, Carrie Williams and Joia de Sa**  
**London Specialty School of Paediatrics**

*This guide has been developed with Sara Stoneham, Paul Winyard and Terence Stephenson, from a version written for academic trainees at the Institute of Child Health in 2008, by Sarah Eisen, Karin Straathof and Paul Winyard. We would also like to acknowledge the support and contribution of the 'Supporting Trainees' subgroup of the London School of Paediatrics Trainee Committee.*

## Section 1

### Academic Clinical Training in the London School of Paediatrics

#### a. Overview: A specific clinical academic training pathway for medical graduates

Over recent years, there has been an increased focus on the integration of academic and clinical training, particularly with the advent of the Modernising Medical Careers framework. The Walport Report (link below) was published in 2005 by a sub-committee of the UK Clinical Research Collaboration (UKCRC) and the NHS Modernising Medical Careers (MMC). This report recommended initiatives to integrate the development of academic and clinical skills, starting at medical school, continuing throughout the career pathway of a trainee doctor, and intended to culminate in joint clinical-academic senior appointments.

Link: [http://www.nihrtcc.nhs.uk/intetacatrain/copy\\_of\\_Medically\\_and\\_Dentally-qualified\\_Academic\\_Staff\\_Report.pdf](http://www.nihrtcc.nhs.uk/intetacatrain/copy_of_Medically_and_Dentally-qualified_Academic_Staff_Report.pdf)

#### b. What is it?

**The National Institute for Health Research has developed an integrated academic and clinical training pathway for speciality trainees.** This consists of dedicated academic training programmes in host academic institutions, in partnership with local NHS organizations and Trusts. The academic training programmes offer, at each stage of training, a percentage of protected time within the post or rotation for academic training. For junior posts (Academic Clinical Fellowships, ST1-4), this is usually 25%, while for more senior posts (Academic Clinical Lectureships, ST6 and upwards) this rises to 50%. The key difference from previous academic training schemes is that these are integrated with clinical posts, which facilitates academic and clinical training in parallel.

#### c. When can I join?

The pathway allows entry at several levels. Figure 1 shows the current academic career pathway. Some trainees will have completed an academic Foundation post prior to entry, while others will not. It does not matter if you have not done Paediatrics during your Foundation programme. Most trainees will apply to enter the programme upon entry into the School of Paediatrics at ST1, as an Academic Clinical Fellow (ACF), but others may enter at later stages of training (ST2-4) or after completing a PhD, as an Academic Clinical Lecturer (ACL).

#### d. What can I expect to achieve?

The ultimate aim of the academic training pathway for medical graduates is to provide structured training opportunities for doctors with the potential to become leaders in clinical research and education. At each stage of this training you can expect to achieve various research skills and competencies in addition to clinical competencies.

#### e. The clinical academic career pathway

**An Academic Clinical Fellowship (ACF)** is the ideal way to gain research experience and to maximise your chances of long-term academic success, without compromising clinical training. All ACFs will have the opportunity to gain experience of conducting research and will undertake training in research methodology and academic skills. The ACF post allows you to work within an academic department to develop a research project. This project should hopefully lead to a proposal for submission to an external funding body for a research training fellowship. ***The ultimate aim of each three-year ACF programme is to secure this type of funding to undertake a PhD.*** If you are successful, after completing a PhD, you will be eligible to apply for an Academic Clinical Lectureship. Trainees who have gained a PhD earlier in training are also eligible to apply for an Academic Clinical Lectureship under current NIHR regulations.

**An Academic Clinical Lectureship (ACL)** is held by a post-doctoral trainee (i.e. with a completed PhD which has been awarded), usually already established within a particular academic and/or clinical field. These posts can be held for a maximum of four years and allow development of independent research. They usually lead to an application for a Clinician Scientist post or University-funded Senior Lectureship.

**A Clinician Scientist post** is a primarily research-orientated post held for a maximum of five years, either before or after CCT has been achieved. Clinical commitments pre-CCT are negotiable; after CCT two clinical sessions per week are permitted. Those who are successful at this level will usually ultimately seek joint academic and clinical substantive senior posts.

#### f. What if I decide academic Paediatrics is not for me?

Although the majority of trainees entering an academic programme will choose to pursue academic clinical training, some trainees may decide after completing an ACF that a career in academic Paediatrics is not for them. This is fine; it is possible to leave the academic programme at any time and return to full time clinical training. The majority of academic trainees who do complete the academic training programme will seek joint academic and clinical Consultant level posts, but completion of academic training does not preclude any trainee from returning to a full time clinical career if they choose to do so.

#### g. Can I train flexibly?

The answer is most certainly yes! Undoubtedly, fitting both academic and clinical training into a flexible training schedule can be challenging. It will often require some ingenuity and flexibility on the part of both the trainee and the School. However, we have several academic trainees who train on a less than full time (LTFT) basis. Further information can be sought from the School of Paediatrics.

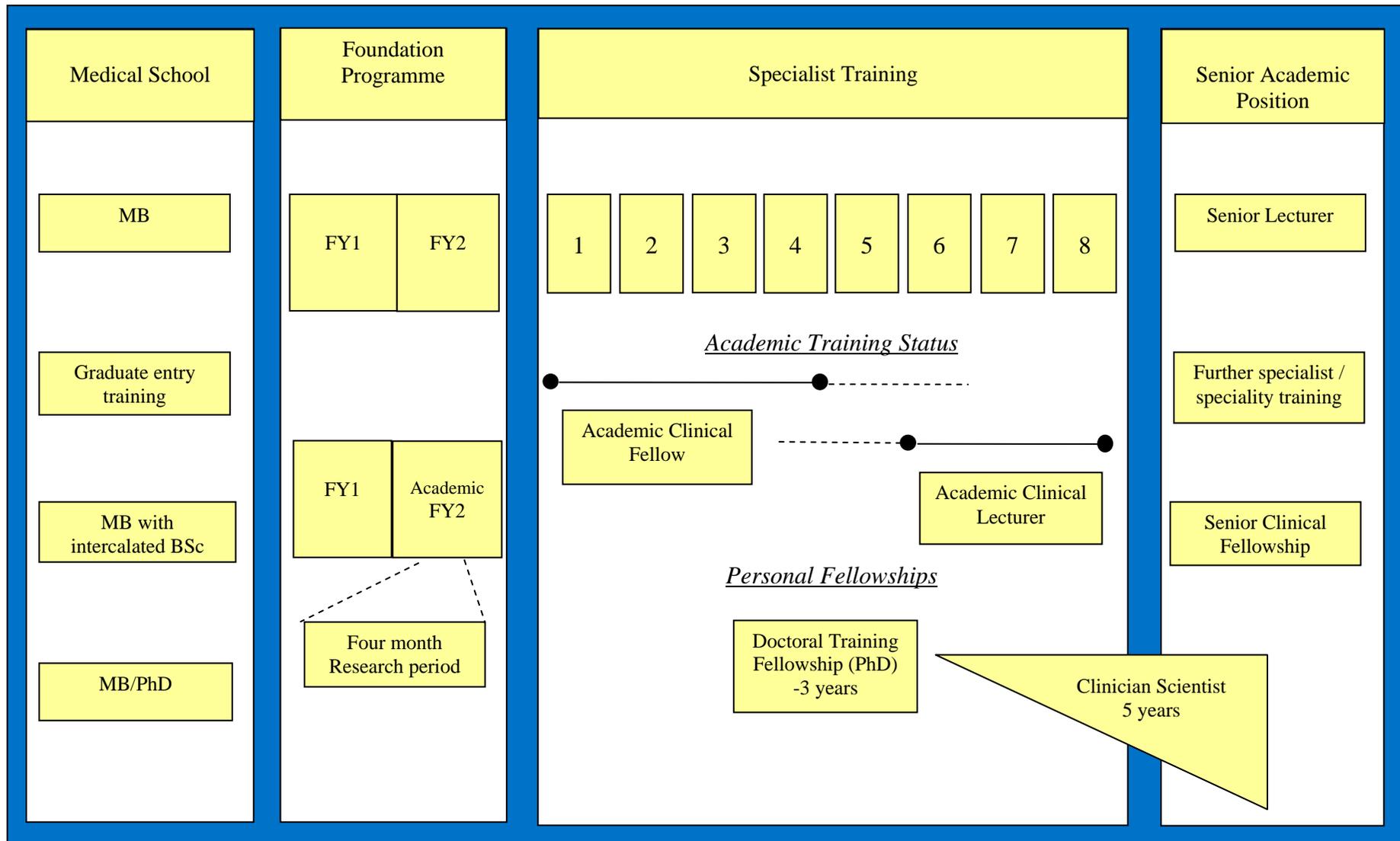


Figure 1: Academic Clinical Training Pathway in Paediatrics

## Section 2

### Applying for an Academic Clinical Fellowship

#### a. Where can I undertake an Academic Clinical Fellowship?

ACFs are available at a range of institutions in London. As a guide, the 2011 recruitment round included posts at the Institute of Cancer Research, Imperial College, Kings College, Queen Mary's and University College London.

#### b. In which subjects could I hold an ACF?

Specifications of the ACF posts are determined by each institution. Some institutions identify posts within particular specialties which they wish to fill each year; others may offer posts in a choice of specialties or generic academic posts, allowing the trainee to choose their field of interest. It is therefore a good idea to identify several areas that you might be interested in and to approach the relevant supervisors **well ahead of the application deadline** to discuss potential projects.

#### c. How many posts are there?

This will vary from year to year, but generally around 10 posts are available each year within the London School of Paediatrics.

#### d. What are the eligibility criteria?

ACFs in Paediatrics are available for entry from ST1 to ST4 in Paediatrics. You therefore need to fit the eligibility criteria for the appropriate entry level in **Paediatrics** – details will be on the London Deanery and the School of Paediatrics websites. You will then need to have a look at the person specification from the NIHR (all links below). Please note that although some applicants will have completed Paediatric or academic Foundation posts, this is not a requirement.

If you are thinking about a career in academic Paediatrics, it is helpful to try to get involved with research opportunities as early as possible, especially if you do not complete a dedicated academic Foundation post. Becoming involved with any research projects ongoing in your hospital or affiliated university is a great way to get a taste of what a career in research might entail and to demonstrate your academic interest.

#### e. How do I apply?

Look out for adverts on the London Deanery website (link below). The applications usually open around October/ November, for posts starting the following September, and remain open for a month. The application form is online and there will be guidance to help you complete this. Bear in mind that you will need to have at least one referee who

can attest to your academic potential, in addition to clinical referees. Occasionally, some posts that remain vacant may be advertised at different points during the year.

#### f. Shortlisting and interviews

Short listing occurs soon after the application deadline and interviews may be within two weeks. There is only one interview day for the whole London Deanery and there is unfortunately no flexibility around the day you attend. There may also be a fairly short interval between informing candidates they have been short-listed and the interview date. It is worth noting that recent interviews have been held just before Christmas which may affect holiday plans.

#### How to prepare for interview

You should approach potential supervisors, through the programme leads (detailed below) well in advance of the application deadline. This is to find out more about their areas of interest and discuss potential research projects you could complete during your ACF time. Whilst it is important that you discuss potential projects with potential supervisors before the interview, please bear in mind that the details of your project are not set in stone at this stage. It is important that when you finally decide on a project and supervisor that both of these are right for you.

The interview process is similar to that for run-through Paediatrics – with the addition of an academic ‘station’. The interview will test your presentation and communication skills and explore why you are applying to Paediatrics as a specialty. For the academic station, you should be prepared to talk about your previous research experience, reasons for applying for an ACF and your long-term academic potential. It is critical that you can talk about potential research projects.

#### g. Useful contacts during the application process

For questions related to Paediatrics, check the London Specialty School of Paediatrics website (<http://www.londondeanery.ac.uk/specialty-schools/paediatrics>) and the Royal College of Paediatrics website (<http://www.rcpch.ac.uk>) Most other questions should be answered by the London Deanery Academic Training website (<http://www.londondeanery.ac.uk/var/recruitment/academic-training>).

It is also useful to have a look on the NIHR integrated academic training website (<http://www.nihrtcc.nhs.uk/intetacatrain/acfs>)

You may also wish to contact previous or current ACFs at the institution(s) where you wish to work. Again this can be done through the programme leads or London Deanery School of Paediatrics.

The relevant academic leads are listed below:

[Professor Mitch Blair](#) at Imperial College (Community Child Health)

[Professor David Edwards](#) at Imperial College (Neonatal Medicine)

[Professor John Warner](#) at Imperial College (Infectious Diseases / Immunology & Allergy)

[Professor Andrew Pearson](#) at Institute of Cancer Research

[Professor Reza Razavi](#) at King's College London

[Professor Inderjeet Dokal](#) at Queen Mary, University of London

[Professor Terence Stephenson](#) at University College London

Contact details for these academic leads are available through London Deanery School of Paediatrics.

## Section 3

### Once you are appointed

Congratulations! Remember that you are, first and foremost, a Paediatric trainee. Although your academic blocks will be in one speciality, the rest of your rotation will be identical to that of your clinical peers. You will need to ensure that you obtain the relevant competencies at each level of training. Once you are appointed, make sure that you register with the Royal College of Paediatrics and Child Health (<http://www.rcpch.ac.uk>). You will need to register for ASSET and e-portfolio, in order to do your workplace based assessments and keep an online portfolio, through the College. You should also register for Synapse (<http://www.synapse.nhs.uk>). This is an invaluable communication tool used for trainees in the London Deanery and gives you access to the very helpful Training Guide for the London School of Paediatrics which gives more details on the above.

#### a. How to organise your research block

The importance of finding a department and supervisor which are right for you cannot be emphasised enough, even before the interview stage. Start by discussing ideas with group leaders in the department where you would like to work. Your supervisor does not necessarily need to be a clinician.

Generally neither the project you choose nor your supervisor is set in stone and you can change it at later stages. Most projects will evolve during the course of the programme, (often changing substantially before submission for external funding). When planning your project it is important to ensure that the project is feasible within the time allocated in an ACF.

The regular meetings of the Academic Paediatric Association are a good source of information to give you a general idea of the type of research performed by ACFs (and other levels of trainee) across the UK and are well worth attending; see below for details. It may also be useful to get in touch with other ACFs or PhD students already working at the unit you are going to be joining.

More information:

- <http://www.nihrtcc.nhs.uk/intetacatrain/acfs>
- <http://www.rcpch.ac.uk/training-examinations-professional-development/academic-paediatric-training/academic-paediatric-trai>
- The Gold Guide to Postgraduate Education is on the MMC website [www.mmc.nhs.uk](http://www.mmc.nhs.uk)

Your ACF post allows you to undertake a total of nine months of research over a period of 3 years. To ensure adequate clinical service provision, the timing of your academic blocks throughout the 3 years must be discussed in advance of starting your ACF. Your time allocation may be dictated by the Deanery due to availability of clinical posts and

cross cover when you leave them. However, they make every attempt to be as flexible as possible to fit in with your academic program.

This nine month period should be taken in block periods (rather than, for example, a single day a week throughout). It can be taken as one block or split up into shorter periods. There is no single preferred way of doing this and there are pros and cons to either approach. A continuous block allows you to immerse yourself in a project which should increase the likelihood of generating meaningful results, but you will then be faced with long periods during your ACF when you are fully committed to clinical duties with no time for research. This can make it difficult to keep up to date with the subject or to continue processes such as sample collection. Separate blocks may allow you to devote a portion of time each year to research, but the short blocks may make it harder to become fully involved in a project and within your research department.

You should confirm your initial project plans with your provisional supervisor as soon as possible after appointment. You should also discuss your plans with your allocated Clinical Tutor at your Trust as soon as possible. The Deanery is very helpful in sorting out clinical slots to accommodate academic commitments, but **you must give sufficient notice** for them to get someone to cover your clinical commitments (minimum of 6 months notice), as clinical service must take precedence over individual preference. Contact the School of Paediatrics at [paediatrics@londondeanery.ac.uk](mailto:paediatrics@londondeanery.ac.uk), and begin discussions early!

Clinical attachments within your ACF will be organised by the Deanery. They may not specifically include a post in your area of academic interest.

## b. Paediatric competencies

During your protected academic time, you will not be required to complete any workplace based assessments related to paediatric competencies such as DOPs, CEX and CbDs. However, for any clinical time that occurs within that training year, you need to complete the appropriate number of assessments. For example if you are taking a 9 month research block (i.e. 75% of the year), you will need to complete 25% of the workplace based assessments for that year and a separate trainer's report for your clinical placement. You will need to complete an ARCP (Annual Review of Competence Progression) each year. The Deanery will send you details of this. You should read these carefully as the requirements often differ for ACF trainees from clinical trainees. You will usually need to complete a supervision report from any research time you have completed in the training year.

It is also important to consider your MRCPCH examinations. It is advisable to get the written exams out of the way before starting your research as studying for exams and starting up a research project at the same time will be challenging. Normally, you will not be allowed to proceed to ST4 from ST3 without completing MRCPCH. It is important also to complete your Advanced Paediatric Life Support (APLS) Course before ST4.

### c. Educational supervision/portfolio

Just as for your clinical work, you need to have an educational supervisor for your academic work; this will normally be your project/research supervisor. They should discuss how you are going to obtain the research skills that you need to acquire during your ACF as well as your research project. However, this scheme is a novel experience for many supervisors, especially if they are non-clinical, so it is always advisable to ask other ACFs and the administrative team for advice too.

The Academy of Medical Sciences provides a suggested template portfolio for documenting your training and progress. It also provides a useful list of the skills you need to consider (such as statistics, research governance, writing, literature searching and specific training courses in relevant techniques). This portfolio is strongly recommended and trainees have to take responsibility to keep it up to date, since this not only helps in setting goals for development of important skills and experience but can also provide a useful format for demonstrating evidence of your achievement for your annual progress review. There is also a separate academic annual review form which you will need to complete for each year in which you have allocated research time. Details are available from:

<http://www.academicmedicine.ac.uk/careersacademicmedicine.aspx>

Publishing is an important part of your educational portfolio. It demonstrates academic ability and commitment, and establishes credibility when you are applying for future grant and fellowship funding. Anything that distinguishes your CV is a bonus, including extra qualifications such as MSc or Diplomas, as discussed later. It is definitely worth talking to your supervisor straight after appointment about small projects, such as case reports or data collection/analysis for existing studies, in which you can participate alongside your main project. This will develop your skills, interest, experience and portfolio.

### d. Support schemes and mentoring

Academic medicine can be quite different from clinical medicine and adjusting to a different way of working may be challenging. All academics have highs and lows and getting used to this is part of academic training. Having good support networks can therefore be particularly important in your early academic training. This support can come from various sources and it's important to find which works best for you.

Your supervisor is likely to be the main source of support for academic work. In addition to your educational supervisor, it can sometimes be useful to have a mentor from a different research area/ department/ institution with whom you can consider more general or long term issues regarding a career in academic medicine. Establishing whether a mentoring scheme exists in your host institution is recommended once you have secured your post. If no such formal system is in place your educational supervisor may be able to recommend someone to fulfil this role. In addition, the London Deanery runs a highly successful mentoring programme that is available to any doctor within the Deanery, though not specifically academic – more details at <http://mentoring.londondeanery.ac.uk/>.

Dr Paul Winyard (email: [p.winyard@ich.ucl.ac.uk](mailto:p.winyard@ich.ucl.ac.uk)), Academic Training Programme Director for the London School of Paediatrics, can also be contacted for suggestions of potential academic mentors.

In addition, your host institution may have an ACF or junior clinical academic forum which you can join. If there is no existing group, it can be just as useful to meet with other ACFs in your host institution informally from time to time to share experiences.

#### e. Administrative requirements

Once you have secured your ACF post, you should be contacted by your academic institution in order to complete administrative formalities prior to your ACF start date. If, for some reason, you are not contacted by your institution, we suggest that you make contact early, as getting honorary contracts, identity badges, building access and library/e-journal privileges are all essential from the very start of your ACF. You are likely to need these even during your clinical blocks. You may also have to apply for honorary contracts at relevant hospitals if you are conducting clinical research – this may also take time so, again, apply early.

You may need to discuss with your supervisor which further induction courses, safety training and risk assessments need to be completed before you can start working in your host research facility. If you plan to split up your research time into shorter periods, it is worth arranging this ahead of time so you will not lose valuable time waiting for documentation or a place on a mandatory course. If your project requires patient or carer consent, the collection of patient data or the involvement of healthy human volunteers, you need to discuss ethics permission and Trust R&D governance issues well in advance of when you want to start. Gaining such ethical approval can often take months!

#### f. Salary

Your salary during your research time will be paid by the Trust by which you were employed immediately before you started doing your research block. This can sometimes cause temporary problems: the scheme is relatively new and many Trusts have not employed an ACF before and may not be familiar with the system.

All Trusts are contacted by the Deanery with details of the ACFs that the Deanery believes they should be employing. Upon confirmation of these details, the Deanery will make extra payments to these Trusts to cover the ACF academic salary when you move into research blocks. The responsibility of your most recent employing Trust to pay your salary applies even if you were supposed to have changed Trust or will be returning to a different Trust. You **must** make sure that Payroll at your Trust is aware of this arrangement ahead of time to ensure that you are paid promptly. It is often worth reconfirming this with a phone call at the start of each new block. If they have further questions or queries it is best to put them in touch with the London Deanery for clarification (email [paediatrics@londondeanery.ac.uk](mailto:paediatrics@londondeanery.ac.uk)).

## Study leave and on-call

**Your study budget is also paid by the Trust you worked at when you left to start your research block (pro-rata).** Application for this is as per individual Trust guidelines. Your pension/ NI contribution/ increments should be unaffected but please discuss this with the appropriate team at your employing Trust to confirm.

Academic blocks do not include regular on-call commitments; hence you will be paid only at your basic salary rate, unless you make an individual arrangement to do on calls at your previous (or other) Trust. It is worth remembering that a regular on call commitment may significantly compromise your research involvement (particularly if you are working evening or night shifts). We would suggest that you undertake a regular slot on a rota only with caution. Many ACFs have found that *ad hoc* locum shifts are more compatible with academic blocks.

### g. Research Funding

Your salary is paid as part of your ACF. Consumables and other research costs are not provided by the Deanery and you will need to discuss with your supervisor to ensure they are aware of this. Individual institutions may also provide small grants for such items. The possibility of such grants is worth investigating before you start your academic block as this might take some time to arrange. Possible sources of information include your supervisor, academic junior representatives and your institution's Research & Development office.

Central funds of £1,000 per ACF (or ACL) have been committed by the NIHR for travel to 'attend conferences, workshops and research visits which might enhance [the trainee's] research awareness'. Again, your host institution should provide details of how to access these funds and also of any additional funds which some centres provide for training such as MSc programmes.

Further grant funding should be discussed with your supervisor and it is highly recommended that you do apply for internal and external funds because they not only facilitate your studies but they also improve your CV which is important when applying for Research Training Posts.

### h. Meetings

#### ***Academic Paediatrics Association***

The Academic Paediatric Association of the UK and Ireland aims to promote academic Paediatrics and Child Health: <http://academicpaediatrics.org/> They hold regular meetings with presentations of trainee research projects as well as workshops and discussions about issues related to Paediatric research (i.e. funding, mentoring). It is highly recommended that all ACFs attend as many of these meetings as

possible and present their research for constructive criticism and to develop their CV. Discounts are available on registration for trainees.

### ***Royal College of Paediatrics and Child Health***

Likewise the RCPCH Annual Scientific Meeting aims to promote and showcase research in Paediatrics and Child Health (next meeting is 22-24 May 2012 Glasgow). Abstract deadline is usually early December and prizes are awarded for the best presentations by trainees. Alternatively you can attend this meeting to listen and learn if it is too early in your training to present. There is always at least one session devoted to trainee issues.

### ***NIHR trainees meeting***

The National Institute for Health Research holds an annual two-day conference for academic trainees. This has proved invaluable for meeting other ACFs/ACLs, discussing issues regarding training and acquiring useful advice on applications for grant funding. It is free and highly recommended. Meetings are usually in the autumn <http://www.nihrtcc.nhs.uk/conference/>

## Useful courses

### ***The Royal Society of Medicine***

Courses are held in writing/presentation, research methods/critical appraisal. For further information see: <http://www.rsm.ac.uk>

### ***Postgraduate Courses***

You may wish to discuss with your supervisor whether it would be beneficial for you to complete a postgraduate course during your ACF. There are also numerous short courses on offer throughout London. Examples of courses undertaken by previous ACFs include Masters Degree courses and Postgraduate certificates in Advanced Paediatrics, International Child Health and Epidemiology. It may be worth exploring whether your host institutions provide relevant courses and can assist you with funding for these.

## j. Applying for Out of Programme Research time (OOPR)

You do not need time out of programme to complete an ACF, or ACL; the time allocated to academic training exists within the post itself, and therefore OOPR is not required. However, in order to undertake a research degree, such as a PhD, which is a necessary stage in developing an academic career, time out of programme for research will be needed.

Full guidance to the Paediatric OOPR application procedure is available on Synapse, under the 'Documents' link on the London Specialty School of Paediatrics page.

Note that all trainees requesting OOPR must apply at least 6 months prior to the projected start date. There are set deadlines so please check these. You should also discuss the request with your Educational Supervisors/ Training Programme Director.

More information can be found on the London Deanery website:

<http://www.londondeanery.ac.uk/specialty-schools/out-of-programme>

The application forms and checklist can also be downloaded:

<http://www.londondeanery.ac.uk/files/oop/oop-application-form.doc>

<http://www.londondeanery.ac.uk/files/oop/oop-application-checklist.doc>

Further guidance can be found in sections 6.78 to 6.83 of the 'Gold Guide' 2010. This can be downloaded from the MMC website: [www.mmc.nhs.uk](http://www.mmc.nhs.uk).

## New initiatives at the London School of Paediatrics

Synapse, the London Deanery / Specialty School website for all trainees, has useful information regarding all aspects of training, including academic pathways, OOPR and other relevant issues. <http://www.synapse.nhs.uk/>

The Trainee Committee of the London School of Paediatrics is a highly active body, and offers trainees the opportunity to share their views and provide input on training/education. You can contact them with any queries or issues that you would like them to raise. They will only be able to truly represent you if you let them know what is going on. Synapse should have details of current representatives and their contact details.

### k. Useful contacts at the London Deanery

Paediatric enquiries: ST1-3 Emma Cruickshank, ST4-8 Kieran Kelly. They can both be contacted at [paediatrics@londondeanery.ac.uk](mailto:paediatrics@londondeanery.ac.uk).