



RCPCH Progress
Paediatric curriculum for excellence

PIER

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Chair RCPCH Trainees Committee

ST7 PAH

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Why does it matter?



Setting the standard



Ensuring consistency

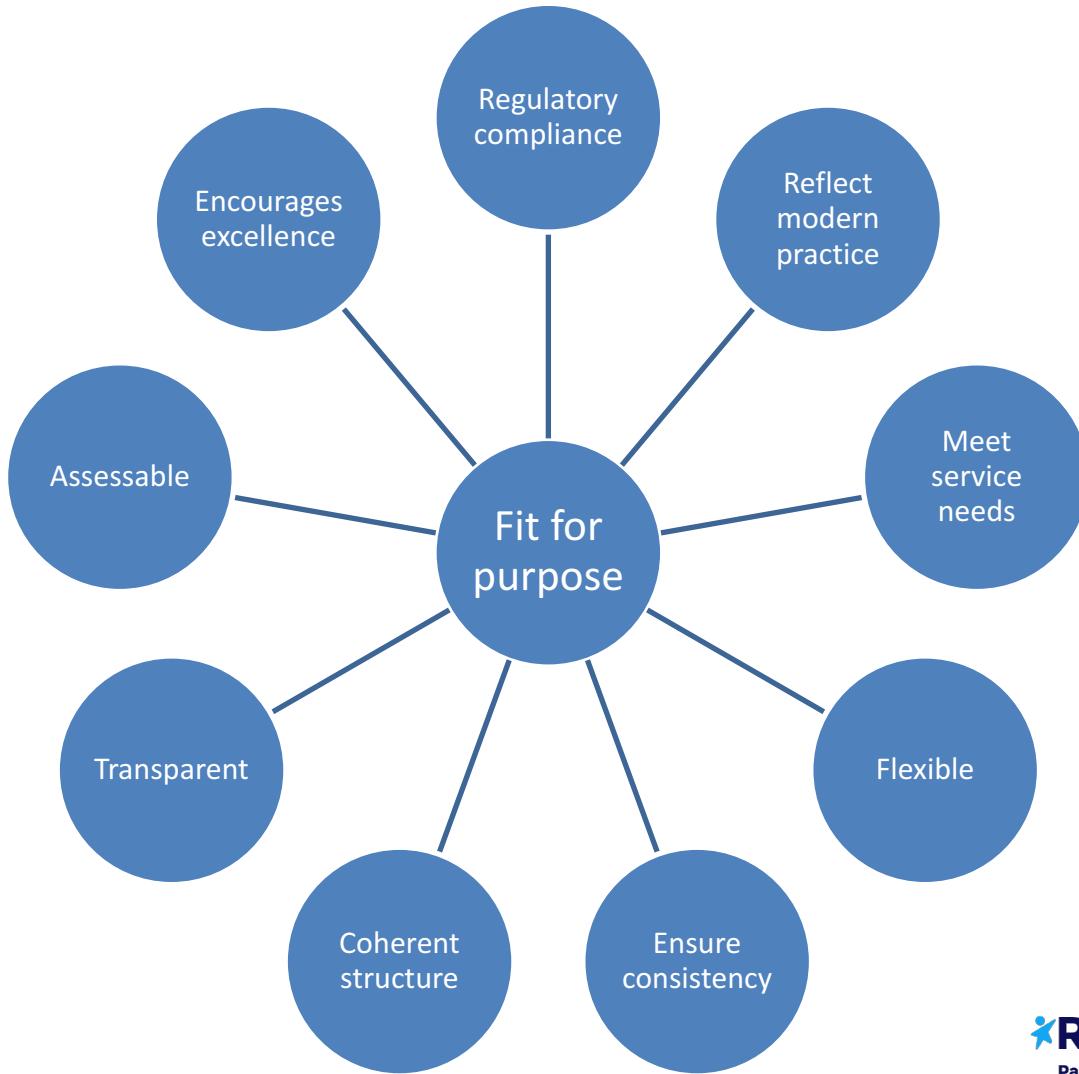


Communicating to all stakeholders – clarity & transparency

Why progress?



What do we need?



Introducing...the new curriculum



The curriculum

11 generic curriculum domains:

- Professional values and behaviours
- Professional skills and knowledge (communication)
- Professional skills and knowledge (procedures)
- Professional skills and knowledge (patient management)
- Health promotion and illness prevention
- Leadership and team working
- Patient safety (including safe prescribing)
- Quality improvement
- Safeguarding
- Education and Training
- Research

These are framed around the GMC's Generic Professional Capabilities that all trainees will need to demonstrate.

The curriculum

Domain	Level 1	Level 2	Level 3
Professional values and behaviours	In addition to the professional values and behaviours required of all doctors (Good Medical Practice), a paediatric trainee maintains confidentiality but can distinguish when disclosure may be required in relation to safeguarding.	Can summarise the specific legislation which applies to children and families. Acts as a role model and guides junior colleagues in developing professional values and behaviours in relation to paediatrics. Creates an open and supportive working environment.	Adheres to current legislation related to children and families e.g. adoption, safeguarding etc. Adopts a self-regulatory approach to their behaviour and demonstrates the professional qualities required by a paediatrician undertaking independent practice.
Professional skills and knowledge (<i>Communication</i>)	Develops effective relationships with children and families and colleagues, demonstrating effective listening skills, cultural awareness and sensitivity. Communicates effectively in the written form, by means of clear, legible, and accurate written and digital records.	Participates effectively in the multi-disciplinary team. Engages with patients and families, facilitating shared decision-making. Recognises complex discussions and when to seek assistance.	Leads multi-disciplinary teams and demonstrates effective communication skills in a range of environments and situations with children, young people and families in challenging circumstances. Communicates effectively with external agencies, including authoring legal documents and child protection reports.
Professional skills and knowledge (<i>Procedures</i>)	Adapts clinical examinations to meet the needs of the child and family/carers, undertaking basic paediatric clinical procedures. Recognises an emergency situation, knowing when and how to escalate appropriately. Initiates basic life support and able to carry out advanced life support with guidance.	Supervises and assesses junior staff when undertaking clinical procedures. Respond to and manages emergency situations, and able to perform advanced life support.	Demonstrates competence in the full range of clinical skills relevant within paediatrics and either General Paediatrics or their chosen sub-specialty. Utilises the skills of other health professionals when required.

The curriculum

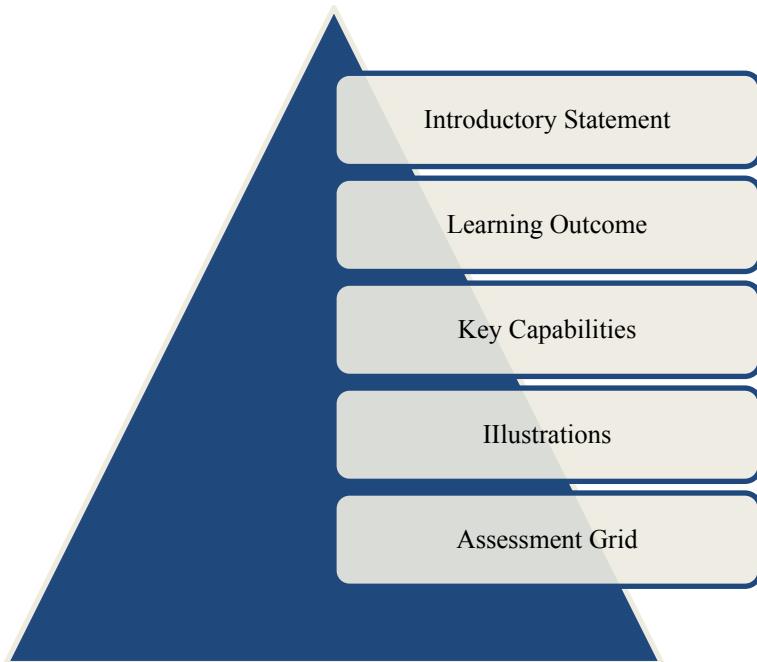
At level 3...

Additional Level 3 Learning Outcomes specific to General Paediatrics or the GRID sub-specialty.

Trainees can:

- use evidence from their sub-specialty post to demonstrate achievement of the generic Learning Outcomes, and vice-versa.
- begin to log evidence against higher level domains before completing all Learning outcomes at their current training level.

The syllabi



Key capabilities are mandatory to achieve the Learning Outcome and must be evidenced clearly in e-portfolio

Illustrations are examples of evidence and give the range of clinical context the trainee may use to support their achievement of the Learning Outcomes

The syllabi

Professional Skills and Knowledge: Patient Management

The treatment and management of CYP across a range of health scenarios is at the heart of what Paediatricians do. At the level 1 stage of training (ST1-3), the focus will be on recognising manifestations of issues in CYP and being able to carry out an assessment, make a differential diagnosis, initiate investigations, manage and treat with supervision. This will require the trainee to draw on existing clinical knowledge and build on their foundation of learning. This section will consider patient management as a whole.

"Make me better"

RCPCH & Us® Voice Bank 2016

Curriculum Learning Outcome 4

Carries out an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan.	GPC 2, 3
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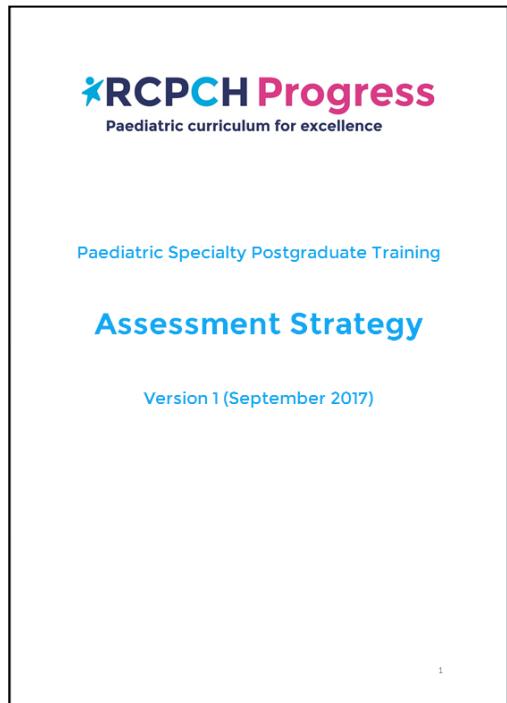
Key Capabilities

Recognises the life-threatening nature of some acute situations in CYP and knows when to call for help or seek personal support.	GPC 2, 3
Carries out an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan in accordance with national and local policies.	GPC 2, 3, 5

Illustrations

1. Takes a history accurately and sensitively that routinely includes biological, physiological, educational and social factors in the child and family or carers, and demonstrates an accurate assessment of signs and symptoms to be able to formulate a differential diagnosis
2. Recognises case histories which suggest serious or unusual pathology in children and initiates management
3. Establishes the importance of negotiated management plans for individual patients and families, including self-care strategies

Assessment strategy



Blueprint and assessment tools unchanged, but will be used differently – centred on the Learning Outcomes, and greater focus on reflection.

New assessments of Entrustable Professional Activities (EPAs) to be developed and piloted.

Mapping to the Generic Professional Capabilities (GPCs) and key capabilities.

ePortfolio

<https://www.youtube.com/watch?v=tKUwQvMAZ6M&feature=youtu.be>

Creating assessments

- In “create new event” > click under “event type”
- Select event type > click “create”

The screenshot shows the RCPCH ePortfolio kaizen interface. On the left, the profile section displays a placeholder image with 'TA' initials, the name 'Test trainee Anette Piero Florio', and current information including 'RCPCH Progress Curriculum Training Programme' (Level 1, Aug 22, 2017 - Aug 31, 2020), 'RCPCH Progress GRID specialty curricula' (Paediatric Palliative Medicine, Aug 29, 2017 - Nov 30, 2019), 'Location' (Test location - for use by RCPCH only - do not give this location to any trainee, Aug 22, 2017 - Aug 31, 2020), and 'RCPCH Educational Supervisor' (David Evans). On the right, the 'Inbox' section shows a list of assessment types. A purple arrow points from the text 'Select event type > click "create"' to the 'Assessment (RCPCH Progress) - Case Based Discussion (CBD)' item in the list. The list also includes: Absences, Acting up as consultant application, Add your Educational and/or Clinical Supervisors, Assessment (RCPCH Progress) - ACAT, Assessment (RCPCH Progress) - Case Based Discussion (CBD), Assessment (RCPCH Progress) - Directly Observed Procedural Skills (DOPS), Assessment (RCPCH Progress) - Discussion of Correspondence (DOC), Assessment (RCPCH Progress) - Handover Assessment Tool (HAT), Assessment (RCPCH Progress) - LEADER Case Based Discussion, Assessment (RCPCH Progress) - Paediatric Mini-Clinical Evaluation Exercise (CEX), Assessment (RCPCH Progress) - Safeguarding Case Based Discussion, Assessment - Acute care assessment tool (ACAT), Assessment - Case Based Discussion (ePaedCbD), Assessment - Directly Observed Procedural Skills (DOPS), Assessment - Discussion of Correspondence (DOC), Assessment - Handover tool (HAT), Assessment - LEADER Case Based Discussion, Assessment - PAEDS Mini-Clinical Evaluation Exercise (CEX), Assessments - Safeguarding Case Based Discussion (SCBD), Completion form (CCT and CESR-CP), and Assessment (RCPCH Progress) - Case Based Discussion (CBD).

Creating assessments

RCPCH ePortfolio | kaizen Dashboard Timeline ▾ Documents Faqs Goals Reports ▾



New event

SUBMIT

Save as draft Cancel

LAST SAVED: TODAY AT 12:10 PM

Fields marked with ★ are required.

① This event will be added onto your timeline as a PUBLIC event. All users with permissions to view your timeline will be able to view this event.

Event type ★

Assessment (RCPCH Progress) - Case Based Discussion (CBD)

Date occurred on ★

Sep 1, 2017

End date ★

Sep 1, 2017

Description (optional)

Please indicate the date on which this event occurred.

If this event spans multiple days, please indicate the date on which this finishes.

TA Section filled in by me

RCPCH Progress Curriculum - CBD assessment

This CBD assessment is meant for use with the early adopters for the RCPCH Progress Curriculum.

Brief clinical summary of the case ★

Clinical setting ★

Online

What do you think of Kaizen?

Completing assessments

Below you will select the most appropriate domain to which this assessment relates, then select the learning outcome for the level of training (L1, L2 or L3).

You can then indicate specific Key Capabilities that relate to this assessment if you wish

Please note if you wish to use a search field for a specific term in domains, learning outcomes or key capabilities, type in the term and click the green arrow symbol in the circle

RCPCH Progress Curriculum Domains ★

Search for an item by title

- Indicators advise which domains assessments relate to e.g. Case Based Discussion.
- You must select a domain and Learning Outcome for each assessment.
- Key capabilities should be covered across a range of assessments.

Completing assessments

Select the main domain the assessment relates to...

Professional Values and Behaviours and Professional Knowledge



Professional Skills and Knowledge (Communication)



Professional Skills and Knowledge (Procedures)



Professional Skills (Patient Management)



Health Promotion and Illness Prevention



Leadership and Team Working



Patient Safety (including Safe Prescribing)



Quality Improvement



Safeguarding



Education and Training



Research



Completing assessments

...and then the Learning Outcome for the relevant level.

Domain 02 (Communication) Learning Outcomes ★

Search for an item by title

L1 LEARNING OUTCOME: Develops effective relationships with children and families and colleagues, demonstrating effective listening skills, cultural awareness and sensitivity. Communicates effectively in the written form, by means of clear, legible, and accurate written and digital records.



L2 LEARNING OUTCOME: Participates effectively in the MDT and engages with patients and families/carers, facilitating shared decision-making. Recognises complex discussions and when to seek assistance.



L3 LEARNING OUTCOME: Leads MDTs and demonstrates effective communication skills in a range of environments and situations with children, young people and families in challenging circumstances. Communicates effectively with external agencies, including authoring legal documents and child protection reports.



Completing assessments

The key capabilities related to that Learning Outcome will be listed, so you can select these where appropriate.

Level 1 Communication Key Capabilities

Search for an item by title

KEY CAPABILITY - Develops effective relationships with children, families and colleagues, demonstrating effective listening skills, cultural awareness and sensitivity



KEY CAPABILITY - Communicates effectively in the written form by means of clear, legible, and accurate written and digital records



You can also select illustrations by putting a key term in the tagging ‘search’ box, if this is relevant.

Implementation

Early Adopters are using the curriculum this year.

RCPCH Progress goes live for all trainees in August 2018.

Face to face briefings and webinars for trainees and trainers throughout 2018,

Resources and guidance will be provided for trainees, supervisors, tutors and ARCP panels.

RCPCH has mapped the old to the new curriculum.

Existing evidence in ePortfolio will be ‘re-filed’ under one of the new Learning Outcomes.

Any questions?



www.rcpch.ac.uk/progress