

# UK Paediatric Trainee Welcome Pack

## Contents page

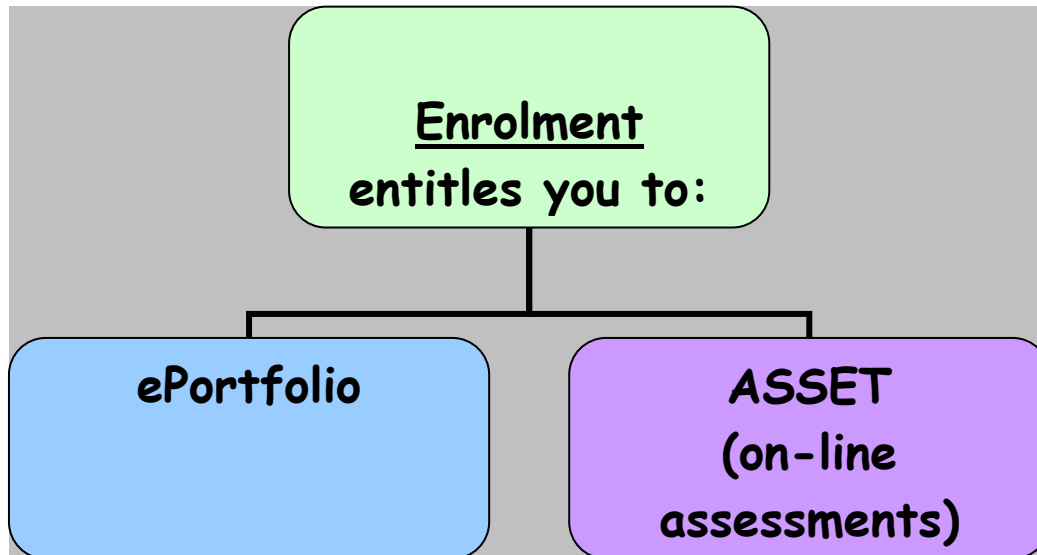
1. Enrolment
2. Paediatric Training & Assessment Pathway
3. The Curriculum
4. ASSET & Workplace Based Assessments: overview and links
5. ePortfolio: overview and links
6. Exams: overview and links
7. Examinations 7 year rule diagram
8. Flexibility within Training Pathways
9. Roles and Responsibilities
10. Useful links
11. Acronyms

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- The enrolment process is a system of registration with the Royal College of Paediatrics and Child Health which provides a gateway to your on-line assessments (ASSET) and interactive learning tools (ePortfolio). Enrolment also ensures that the RCPCH has the most up to date information on its trainees
- It is mandatory for all Specialty Doctors (StRs) participating in the run through grade to enrol with the RCPCH for on-line assessments and ePortfolio. Failure to do so may prevent you from progressing through your training. Enrolment is not mandatory for Specialist Registrars who are on the Calman system of training (SpRs) unless their deanery advises them to undertake on-line assessments and ePortfolio; however, SpRs are encouraged to enrol
- Junior Membership of the RCPCH is a mandatory part of the enrolment process. Taking up College membership alone will not provide you with access to ePortfolio or ASSET on-line assessments
- Following enrolment, you will receive details of your ePortfolio and ASSET accounts. The Membership Department will process your College membership application separately. Because College membership and enrolment with ASSET and the ePortfolio are two separate processes, there are separate annual fees for both your training (ASSET and ePortfolio) and your College membership
- Once enrolled trainees are advised to find out exactly which assessments, exams, and educational support they need to set up or arrange
- Trainees are only required to enrol for on-line assessments and ePortfolio once during their training. However the College encourages all of its trainees to update their details regularly

For full information regarding enrolment please visit:  
[www.rcpch.ac.uk/training/enrolment](http://www.rcpch.ac.uk/training/enrolment)

For enquiries: [enrolment@rcpch.ac.uk](mailto:enrolment@rcpch.ac.uk)

# Paediatric Training and Assessment Pathway

ePortfolio and trainers reports to be kept at each training year

LTFT Training – pro rata assessments per training year

## Level 1

ST1	
ST2	By the end of ST2 trainees must complete: MRCPCH Part 1a and 1b
ST3	By the end of ST3 trainees must complete: MRCPCH Part 2 MRCPCH Clinical

By the end of Level 1  
Trainees must complete APLS course

- [MSF](#): 1 per training year
- [Mini-CeX](#): 6 per training year
- [CbD](#): 4 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 1 curriculum
- ARCP: 1 per training year

- [MSF](#): 1 per training year
- [Mini-CeX](#): 6 per training year
- [CbD](#): 4 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 1/2/3 curriculum
- ARCP: 1 per training year

- [MSF](#): 1 per training year
- [Mini-CeX](#): 6 per training year
- [CbD](#): 4 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 1 curriculum
- ARCP: 1 per training year

## Level 2

ST4	
ST5	Trainees may apply for the NTN Grid process

Trainees may apply for the NTN Grid process

- [MSF](#): 1 per training year
- [Mini-CeX](#): 4 per training year
- [CbD](#): 8 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 2 curriculum
- [SAIL](#): 5 letters per training year
- ARCP: 1 per training year

- [MSF](#): 1 per training year
- [Mini-CeX](#): 4 per training year
- [CbD](#): 8 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 2 curriculum
- [SAIL](#): 5 letters per training year
- ARCP: 1 per training year

## Level 3

ST6	
ST7	By the end of ST7 trainees must undertake: ST7 multi-station assessment
ST8	6 months prior to the completion of ST 8: trainees are eligible to apply for their CCT/CESR

- [MSF](#): 1 per training year
- [Mini-CeX](#): 4 per training year
- [CbD](#): 6 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 3 curriculum
- [SAIL](#): 5 letters per training year
- PaedCCF: 1 for Level 3
- ARCP: 1 per training year

- [MSF](#): 1 per training year
- [Mini-CeX](#): 4 per training year
- [CbD](#): 6 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 3 curriculum
- [SAIL](#): 5 letters per training year
- PaedCCF: 1 for Level 3
- ARCP: 1 per training year

- [MSF](#): 1 per training year
- [Mini-CeX](#): 4 per training year
- [CbD](#): 6 per training year
- [DOPS](#): 1 satisfactory assessment for a range of procedures in the Level 3 curriculum
- [SAIL](#): 5 letters per training year
- PaedCCF: 1 for Level 3
- ARCP: 1 per training year

# The Curriculum

## Introduction to the curriculum

The curriculum includes

- the competences that you need to achieve throughout the stages of your training in becoming a paediatrician
- the assessment strategy through the whole of your training to successful completion and the award of a CCT (Certificate of Completion of Training)

## Using the curriculum

The [curriculum](#) is for reference and should be used to guide you and your trainer through the training programme. You may find it useful to use as a resource during reflection, helping you to assess what has been achieved and what still needs to be developed. The ePortfolio assists in this process by allowing you to comment on competences and highlight confidence in these areas and to link them with specific areas of the curriculum.

## Trainees and the curriculum

- **Trainees:** The Curriculum should guide you as you create your personal development plans and chart your progress through training, to ensure you are gaining the appropriate experiences and continue towards being a consultant. You will need to link the curriculum as evidence of your progress, which will then form a useful contribution to your appraisal, self-assessment, self-directed learning and educational meetings
- **Trainers:** will be able to use the curriculum to check that their trainees are developing in the correct areas and ensure their teaching covers the right fields. It will also help them complete their supervision forms and chart the trainee's progress.

## The curriculum and its layout

The curriculum lists the competences to be gained at each level of training:

**Level 1 training / ST1-3** - this stage is in the first (green) column

**Level 2 training / ST4-5** - middle grade is the middle (blue) column

**Level 3 training / ST6-8** - (at which stage some trainees will enter national grid training to train in a sub-specialty but others will continue in high level General Paediatrics) this level is the final (purple) column

The contents page contains hyperlinks to the relevant sections of the document.

## Training towards a sub-specialty or becoming a General Paediatrician

[Section 1](#) details how to use the document for both these options.

## Achieving curriculum competences

Learning will take place in a variety of settings with a range of approaches

- Acute settings
- Handover
- Multi-disciplinary meetings
- Community settings

- Ward rounds
- Audits and research
- E-learning
- Lecture
- Reflective practice
- Seminars
- External training courses
- Self-directed learning

Most events in the workplace will contribute to the learning process. You are encouraged to utilise all these opportunities as well as managing your study leave to work towards to completing the targets set in your personal development plan.

**Further help**

[training.enquiries@rcpch.ac.uk](mailto:training.enquiries@rcpch.ac.uk)/ 020 7092 6000

<http://www.rcpch.ac.uk/Training/Competency-Frameworks>

# ASSET and Workplace Based Assessments

(Assessment Services for Education and Training)

[www.asset.rcpch.ac.uk](http://www.asset.rcpch.ac.uk)

- ASSET is the RCPCH online site for completing workplace based assessments such as ePaedMSF, ePaedCbD, DOPS and Mini-CeX. Assessments must be completed online using ASSET. For full information on ASSET, please visit: <http://www.rcpch.ac.uk/Training/Assessment/Assessments-in-the-Workplace>
- Workplace based assessments connect teaching, learning and assessment in the teaching cycle. They provide formative feedback in a constructive environment to help you develop and progress through your training programme by
  - helping you set your development plan and take ownership of your learning objectives
  - giving you resources to improve your self-evaluation, self-assessment, reflection and goal setting skills

Workplace based assessments are designed to show your progress, so use them to reveal areas you need work on, spread them throughout the year and through all your posts.

For full information on workplace based assessments, please visit:

<http://www.rcpch.ac.uk/Training/Assessment/Assessment-tools-guidance>

- For each training year you must complete the required number of assessments using ASSET  
[http://www.rcpch.ac.uk/doc.aspx?id\\_Resource=7498](http://www.rcpch.ac.uk/doc.aspx?id_Resource=7498)  
<http://www.rcpch.ac.uk/Training/Competency-Frameworks>
- Your completed assessments will be uploaded to your ePortfolio every 24 hours, where you and your Educational Supervisor can view them and print them off if necessary

## Logging on to ASSET

- Following enrolment, you will be sent an email with your log-in details
- If you have forgotten your log-in details, after enrolling you can go to [www.asset.rcpch.ac.uk](http://www.asset.rcpch.ac.uk) and click the 'forgotten your password or username' link, which will send you an email reminder with this information

## Completing assessments using ASSET

- Once you've logged on, you can begin completing a range of assessments - see the **Paed Training & Assessment Pathway** to see how many of each type of assessment you need. You'll find guidance on how to complete an assessment online on the Workplace Based Assessments page on the College website: <http://www.rcpch.ac.uk/Training/Assessment/Assessments-in-the-Workplace>

## Non-payment of fees

- Your ASSET account will be de-activated if you do not pay your membership or training fees

## ASSET enquiries

- All queries regarding ASSET can be directed to [asset@rcpch.ac.uk](mailto:asset@rcpch.ac.uk)
- The [ASSET User Guide](#) gives step by step instructions for trainees and assessors on the use of the system.

# ePortfolio

<http://v1.nhseportfolios.org>

The Paediatric ePortfolio was designed with four purposes in mind: as a learning portfolio for trainees; as a tool to assist with educational supervision; as a record of progress through training; and as a central source of administration for all those involved in training.

## **ePortfolio will provide you with the following:**

- A record of your posts
- Messaging board to receive emails from your Deanery and from the RCPCH
- Ability to view the Curriculum and create a personal development plan (PDP)
- Access to your completed ASSET assessments
- Facility to update your skills log to accompany your DOPS assessments and add entries to your development log to help expand your training
- A record of audits, teaching and management experience

## **ePortfolio will provide your trainer with the following:**

- A link to your account, enabling supervision forms to be filled in
- Facility to track your progress through training
- Capacity for you to share entries from your Development log
- Ability to view your completed assessments with you

In order for your supervision to take place:

- You must have your account linked to your Educational Supervisor - your local Deanery ePortfolio administrator should be able to do this for you if you are not yet linked. The induction, mid point and end of post review forms are accessed through your Educational Supervisor's account, and your end of post review form should be completed whilst you are still in post, not retrospectively

## **ePortfolio will provide your Deanery with the following:**

- A record of your training posts
- Supervision forms for your ARCP

## **ePortfolio Version 2**

- The College will be moving to ePortfolio version 2 in the summer of 2010. You will be able to carry out the same activities and your account will not be affected - version 2 will simply offer a new look and improved functions

## **Amount of space available**

- You can upload 40MB of information onto ePortfolio - we advise that you keep uploading to a minimum, and instead use hyper-links where possible

### **ARCP (Annual Review of Competence Progression)**

- The ARCP is the tool by which progression is monitored and achievement recorded through the triangulation of information at the ARCP panels: workplace-based assessments, Trainers' reports, ePortfolio review and MRCPCH. You are required to demonstrate progress through the training year and achievement of the required level of competence for that stage of training.

<http://www.mmc.nhs.uk/pdf/Gold%20Guide%20--2009.pdf>

The Trainer's Report should include evidence of up to date life support training; up to date child protection training and attainment of appropriate level; a table outlining curriculum levels achieved (as completed by trainee in ePortfolio); courses attended; an individualised section depending on the level of training, considering MRCPCH Examinations and assessments specific to level of training; elaboration on workplace-based assessments and appropriate sign off for trainee.

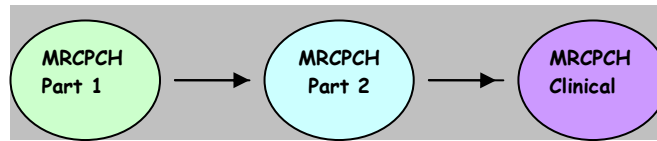
### **Non-payment of fees**

- Your ePortfolio account will be de-activated if you do not pay your membership or training fees

### **ePortfolio help and getting information updated or added**

1. Contact your local Deanery ePortfolio administrator
2. For help and guidance, please use the "ePortfolio enquiries" link in your account to submit your query
3. Further information can be found at <http://www.rcpch.ac.uk/Training/E-portfolio> and a guide to ePortfolio will soon be available on this page.

# RCPCH Examinations



The Membership examination of the Royal College of Paediatrics and Child Health (MRCPCH) is an essential part of Paediatric Training, and may be taken as soon as you have passed your Primary Medical Qualification - this is the only entry requirement. The examination consists of three parts: Part 1, Part 2 and the MRCPCH Clinical, with each part designed to test a different part of the trainee's knowledge and skill base. After successfully completing the MRCPCH Part 1 examination, you must complete the rest of the MRCPCH examinations within 7 years. Failure to do this will result in you having to re-sit certain parts of the examination. Please see diagram entitled '7 year rule'. Successful completion of this examination is mandatory for any trainee who wishes to specialise in Paediatrics and progress beyond Level 1 training. In order to achieve a CCT, the MRCPCH examination must be taken whilst in an approved training post for trainees enrolling after August 2010.

## MRCPCH Part 1 examination

- This exam is divided into two parts: a and b. You may sit both parts together or separately
- The aim of the MRCPCH Part 1a is to assess the candidate's knowledge and understanding of areas of child health that are relevant to those who will be working with children in their medical careers, not just those entering mainstream hospital-based paediatrics
- The aim of the MRCPCH Part 1b is to assess more complex paediatric problem solving skills and the scientific knowledge underpinning paediatrics
- You must pass both MRCPCH Parts 1a and 1b before applying and sitting the MRCPCH Part 2 examination
- The College requires both parts of the MRCPCH Part 1 to be successfully completed before entry to ST3

## MRCPCH Part 2

- This is a single examination which consists of two papers. You must sit both parts of the MRCPCH Part 2 examination together
- The aim of this examination is to assess the candidate's knowledge, understanding and clinical decision making abilities, and have reached the standard of someone entering their core specialist training
- You must pass the MRCPCH Part 2 examination before sitting the MRCPCH Clinical examination. However, you may provisionally apply for the MRCPCH Clinical at the same time as applying for the MRCPCH Part 2
- The MRCPCH Part 2 examination and the Clinical examination must be successfully completed before entry to ST4 can be obtained

### **MRCPCH Clinical**

- The aim of this examination is to assess whether candidates have reached the standard in clinical skills expected of someone entering their period of core specialist training
- Having successfully completed Parts 1 and 2, you then have three attempts at the MRCPCH Clinical Exam. Failure to pass the Clinical examination within the 7 year time frame will result in the trainee having to re-sit certain parts of the MRCPCH exams again. Please see diagram entitled '7 year rule'
- The MRCPCH Clinical examination must be successfully completed before entry to ST4 can be obtained

For full information regarding the MRCPCH Part 1, Part 2 & Clinical exam, please visit:

<http://www.rcpch.ac.uk/Examinations/Part-1>

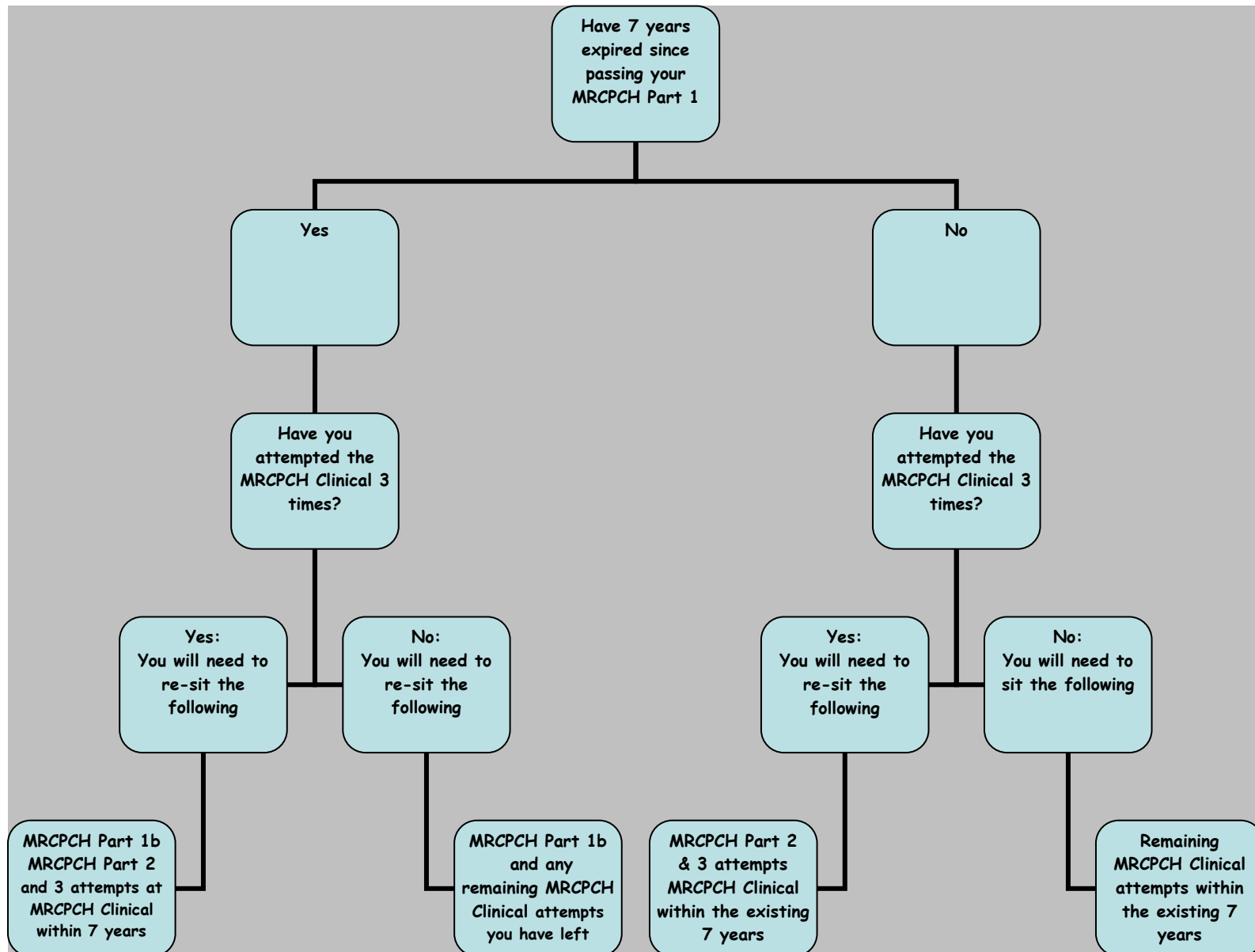
<http://www.rcpch.ac.uk/Examinations/MRCPCH-Part-2>

<http://www.rcpch.ac.uk/Examinations/MRCPCH-Clinical>

For enquiries:

[Examinations.enquiries@rcpch.ac.uk](mailto:Examinations.enquiries@rcpch.ac.uk)

# MRCPCH Examinations Seven Year Rule



# Flexibility within Paediatric Training Pathways

## Less than full-time training (LTFT)

Less than full-time training can provide an ideal solution for trainees who wish to combine family commitments or other interests with their career.

All doctors can apply for Less than Full-time Training. Reasons for this fall into different categories but if you wish to train less than full-time because of caring for children or a relative you are highly likely to get approval. Paediatricians have pioneered initiatives within less than full-time training which have been strongly supported by the College. Paediatrics consequently has higher numbers of part-time trainees than other hospital specialties.

For a quick guide to LTFT please go to [www.rcpch.ac.uk/doc.aspx?id-Resource=6024](http://www.rcpch.ac.uk/doc.aspx?id-Resource=6024)

For full details on LFTF training please go to [www.rcpch.ac.uk/Training/Flexible-Training](http://www.rcpch.ac.uk/Training/Flexible-Training). This page also has the contact details for regional LTFT co-ordinators. The GMC has further useful information here [http://www.gmc-uk.org/GMC013\\_Flexible\\_training\\_guidance\\_FINAL\\_28\\_November\\_2007.pdf\\_30850981.pdf](http://www.gmc-uk.org/GMC013_Flexible_training_guidance_FINAL_28_November_2007.pdf_30850981.pdf)

## Academic Training

The College has established a network of [Academic Regional Advisors](#) throughout the country to provide guidance and support to academic trainees and those of you wishing to undertake research alongside your clinical training.

The majority of doctors who undertake academic training as part of their training should aim to complete their training programme in such a way as to be eligible to obtain their CCT by the normal route. This will be achieved with the support of a clinical supervisor and an academic supervisor to attain the appropriate progression in their academic study, clinical competences and assessments to their year of training. This will be monitored at the Annual Review of Competency Progression (ARCP).

The combined academic and clinical training programmes are accessed through open competition to the following positions.

- **Academic Clinical Fellow (ACF)** - higher degree combined academic and training post
- **Clinical Lecturer (CL)** - post doctorate combined academic and training post

## Out of Programme

Any periods of time out of programme must be approved by your Postgraduate Dean. The College, through your local Regional Advisor or Head of School will advise on whether the experience is eligible to be accredited towards training. During all approved out of programme activities trainees will retain their NTN number. For further information, please go to the GMC website: [http://www.gmc-uk.org/education/postgraduate/approval\\_post\\_and\\_programme.asp](http://www.gmc-uk.org/education/postgraduate/approval_post_and_programme.asp)

- **Out of Programme experience (OOPE)** - cannot be counted towards a CCT

- *Out of programme research (OOPR)* - may be counted towards training with prospective approval from the GMC if it is appropriate and relevant to the CCT curriculum
- *Out of programme clinical training (OOPT)* - must be prospectively approved by GMC as enhancing training experience in order to count towards a CCT award.
- *Out of programme career break (OOPC)* - cannot be counted towards training

### **Fixed Term Specialty Training Appointments (FTSTA)**

A FTSTA is an approved training post, usually in the early years. It is a 1 year fixed-term post that stands alone. Whilst it will contribute to CCT, as a GMC approved post, it does not mean that entry to run-through training is automatic. The posts will be appointed at interview through open competition. The curriculum and assessment strategy should continue to be worked towards with appropriate supervision.

### **Locum appointment training (LAT)**

A LAT appointment is created when there is vacancy in a recognised training post. The entry criteria are the same as for a StR appointment, for example if applying for an ST4 post the trainee will be expected to have the full MRCPCH. The post will be appointed at interview in open competition. The post will last from 3 months to a 1 year. The curriculum and assessment strategy should continue to be worked towards with appropriate supervision. It does not lead to a CCT unless the trainee subsequently obtains an NTN in open competition.

### **Locum Appointment for service (LAS)**

This is a short term appointment used to fill a service gap in a training programme but does not count towards training. If you are planning to return to a training post it is advisable to keep your enrolment and e-portfolio up to date.

### **ePortfolio and non-training posts**

Doctors who are in non-training posts can have access to ePortfolio and workplace based assessments, as long as they can demonstrate that they are being adequately supervised during their post. For further information, please go to <http://www.rcpch.ac.uk/Training/Enrolment>

**For enquiries:**

[training.enquiries@rcpch.ac.uk](mailto:training.enquiries@rcpch.ac.uk)

## Roles and Responsibilities - Who you need to know

The majority of the descriptions below were taken from the NACT UK Recommendations January 2009 (*for the complete document, please visit the NACT website*).

### Trainer

- Supervise / coach trainees on ward rounds, in clinic, and out of hours
- Undertake a number per year of workplace-based assessments and contribute to 360° feedback

### Clinical Supervisor

- Oversees the clinical performance and clinical progress of a named trainee
- Meets away from the clinical area regularly (min. one hour per week) to discuss cases, provide feedback and monitor progress of learning objectives
- Ensures those in clinical team provide appropriate clinical supervision and understand the relevant workplace assessments
- In some deaneries is responsible for induction meeting and End of Post Review

### Educational Supervisor

- Responsible for a named trainee for all aspects of personal, professional and educational development and progress through programme
- Performs regular educational appraisal and is responsible for completing the Annual Trainers Report
- Attends educational meetings, completes reports, involved in ARCP/RITA and may help in recruitment
- Involved in careers guidance and trainees in difficulty
- Conduct supervision meetings and supervision reports

### Specialty / College Tutor

- Maintains an environment within the dept with a multi-professional team that supports training and delivers curriculum and relevant assessments
- Supports trainees and trainers
- Attends department and Trust Education Committees and may be required to attend Deanery STC
- Ensure systems are in place for specialty induction, quality control of training provided, formal education delivery and study leave management
- Involved in careers guidance and trainees in difficulty
- One Specialty/College Tutor in each Trust

### Clinical Tutor (*In some Trusts this title includes the role of the DME*)

- Support Educational Supervisors and Tutors with trainees in difficulty and provide pastoral and career support to trainees as necessary
- Manage Postgraduate Centre and administer study leave

### **Director of Medical Education**

- Maintaining and developing profile of medical education within LEP (Local Education Provider), ensure delivery of Education Contract and ensure quality control of all PGME training programmes

### **Foundation Programme Directors**

- Manages foundation training programmes across a locality-based group of Local Education Providers on behalf of Deanery-based Foundation School

### **Specialty Training Committee members**

- Provide representation on Specialty Training Committees
- Advise on rotations, flexible training and other administrative matters
- Undertake Quality Management roles within the STC
- In some deaneries the STC has been replaced by the Paediatric School Board

### **Specialty/ Association committees and CSAC roles**

- Provide important link between the Colleges/Specialist Society and the workplace for both postgraduate training and CPD for consultants
- Ensure consistency in approach and standards across the UK between provider organisations
- Approves posts for subspecialty training and advises trainees planning to enter the subspecialty

### **Postgraduate Dean**

- The person accountable to the GMC for all the postgraduate medical education and training in that deanery, whether GP or Speciality  
(Taken from the *Operational Guide for the PMETB Quality Framework version 5.0*)

### **Lead Dean**

- The dean with specific UK responsibility for a specialty including working with the relevant Royal College, faculty or specialty association  
(Taken from the *Operational Guide for the PMETB Quality Framework version 5.0*)

### **Paediatric Head of School**

- The Head of the Specialty School of Paediatrics and Child Health manages the overall delivery of the Paediatrics and Child Health training programmes, ensuring equality, quality and safety of care, patient focus and excellence of training in Paediatrics and Child Health. This includes the structure, organisation and delivery of training and the implementation of PMETB-approved curricula

### **Training Programme Director**

- RCPCH Programme Directors oversee paediatric run-through training programmes and rotations within a group of Trusts of for a certain level of training. They are responsible to the Paediatric Head of School and/or the Postgraduate Dean

### **Regional Adviser**

- The RCPCH Regional Adviser is the key College representative, within each region, responsible for advising on paediatric training issues and liaising with the deanery on matters related to the delivery of training in that region

### **Principal Regional Examiner**

- The examiner nominated to represent a specific College region. The Principal Regional Examiner is the focal point for RCPCH Examinations in their region; they assist the College with questions for all written examinations and scenarios for use in clinical examinations, and take an active involvement in the selection and training of examiners.

### **The RCPCH**

Provides support for all Paediatric trainees throughout their training by:

- Setting curriculum for postgraduate training in paediatrics
- Advise on standards for training and assessment
- Running examinations and processing workplace based assessments
- Organising courses and conferences
- Issuing guidance and conducting research
- Certification recommendations

### **The Deaneries**

The Postgraduate Deaneries in the UK are responsible for:

- Implementing specialty training
- Identifying local training needs
- Providing information on local training opportunities

### **The GMC**

- Responsible for the General and Specialist medical registers in the UK whereby a doctor must be included to practise medicine in the UK
- Has strong and effective legal powers designed to maintain the standards that the public have a right to expect of doctors
- Responsible for overseeing and promoting the development of undergraduate and postgraduate medical education and training across the UK

# Useful Links

**AoMRC (Academy of Medical Royal Colleges)**

[www.aomrc.org.uk](http://www.aomrc.org.uk)

**ASSET (Assessment Services for Education and Training)**

[www.asset.rcpch.ac.uk](http://www.asset.rcpch.ac.uk)

**COPMeD (Conference of Postgraduate Medical Deans - lists all Deaneries and contacts)**

[www.copmed.org.uk](http://www.copmed.org.uk)

**ePortfolio**

<https://v1.nhseportfolios.org>

**General Medical Council - Main site**

[www.gmc-uk.org](http://www.gmc-uk.org)

**Gold Guide**

<http://www.mmc.nhs.uk/pdf/Gold%20Guide%20--2009.pdf>

**Medical Education England**

<http://www.mee.nhs.uk/>

**Modernising Medical Careers**

[www.mmc.nhs.uk](http://www.mmc.nhs.uk)

[www.scotmt.scot.nhs.uk](http://www.scotmt.scot.nhs.uk)

[www.mmcwales.org](http://www.mmcwales.org)

**Royal College of Paediatrics and Child Health**

[www.rcpch.ac.uk](http://www.rcpch.ac.uk)

## Useful GMC Links

General Medical Council - Main site

[www.gmc-uk.org](http://www.gmc-uk.org)

GMC approved paediatric curriculum

<http://www.gmc-uk.org/education/postgraduate/paediatrics.asp>

Standards and requirements for specialty training

[http://www.gmc-uk.org/education/postgraduate/specialty\\_including\\_gp\\_training.asp](http://www.gmc-uk.org/education/postgraduate/specialty_including_gp_training.asp)

The Foundation Programme

[http://www.gmc-uk.org/education/postgraduate/foundation\\_programme.asp](http://www.gmc-uk.org/education/postgraduate/foundation_programme.asp)

The CCT

[http://www.gmc-uk.org/doctors/cctonline\\_page\\_1.asp](http://www.gmc-uk.org/doctors/cctonline_page_1.asp)

Continuing Professional Development

[http://www.gmc-uk.org/education/continuing\\_professional\\_development.asp](http://www.gmc-uk.org/education/continuing_professional_development.asp)

About Sub-specialty recognition

<http://www.gmc-uk.org/doctors/aboutsubspecialtyrecognition.asp>

[http://www.gmc-](http://www.gmc-uk.org/GMC013_Flexible_training_guidance_FINAL_28_November_2007.pdf_30850981.pdf)

[uk.org/GMC013\\_Flexible\\_training\\_guidance\\_FINAL\\_28\\_November\\_2007.pdf\\_30850981.pdf](http://www.gmc-uk.org/GMC013_Flexible_training_guidance_FINAL_28_November_2007.pdf_30850981.pdf)

Updated link for post and programme approval (including OOP)

[http://www.gmc-uk.org/education/postgraduate/approval\\_post\\_and\\_programme.asp](http://www.gmc-uk.org/education/postgraduate/approval_post_and_programme.asp)

## Royal College of Paediatrics and Child Health Acronyms

APLS	Advanced Paediatric Life Support
ARA	Academic Regional Adviser
ARCP	Annual Review of Competence Progression
ASSET	Assessment Services for Education and Training
CCH	Community Child Health
CCT	Certificate of Completion of Training
CESR (CP)	Certificate of Eligibility for the Specialist Register (Combined Programme)
CSAC	College Specialty Advisory Committee
DOPS	Directly Observed Procedure
ePaedCbD	Electronic Paediatric Case based Discussion
ePaedMSF	Electronic Paediatric Multi Source Feedback
PaedCCF	Paediatric Carers of Children Feedback
ePortfolio	Electronic Portfolio
FTSTA	Fixed Term Specialty Training Appointment
GMC	General Medical Council
HoS	Head of School
IPTS	International Paediatric Training Scheme
LAS	Locum Appointment - Service
LAT	Locum Appointment - Training
LEP	Local Education Provider (ie Trust or practice where training takes place)
LTFT	Less Than Full-time Training
MiniCEX	Paediatric Mini Clinical Evaluation Exercise
MRCPC	Membership of the Royal College of Paediatrics and Child Health
NICU	Neonatal Intensive Care Unit
NLS	Neonatal Life Support
NTN	National Training Number
PCAT	Patient Consultation Assessment Tool
PLS	Paediatric Life Support
RA's	Regional Advisers
RITA	Record of In Training Assessment (for SpRs only)
SAIL	Sheffield Assessment Instrument for Letters
SASG	Staff and Associate Specialist Grade
StR	Specialty Registrar
SpR	Specialist Registrar
Supernumerary	Extra training post - exceeding basic levels needed (often occupied by a trainee with differing needs)
STC	Specialty Training Committee
TPD	Training Programme Director
VSO	Voluntary Service Overseas
VTN	Visiting Training Number