

This table contains the generic Learning Outcomes required for all trainees working towards a Certificate of Completion of Training (CCT) in Paediatrics. Additional Learning Outcomes apply at Level 3 training for General Paediatrics and the paediatric sub-specialties.

Curriculum Domain	Learning Outcomes		
	Level 1	Level 2	Level 3
1 Professional values and behaviours and professional knowledge	In addition to the professional values and behaviours required of all doctors (Good Medical Practice), a paediatric trainee maintains confidentiality but judges when disclosure may be required in relation to safeguarding. Taking into account the differing legislation and health services between the four countries.	Adheres to the specific legislation (including safeguarding) and healthcare systems between the four countries. which applies to children and families' legislation. 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, across the four countries.
2 Professional skills: Communication	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 MDT and engages with patients and families/carers, facilitating shared decision-making. Recognises complex discussions and when to seek assistance.	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.
3 Professional skills: Procedures	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.
4 Professional skills: Patient management	Conducts a patient assessment and makes a differential diagnosis. Plans appropriate investigations and initiates a treatment plan.	Refines differential diagnosis and tailors management plans in response to the patient's needs and/or response to initial treatment.	Considers the full range of treatment and management options available, including new and innovative therapies, relevant within paediatrics and either General Paediatrics or their chosen sub-specialty. Anticipates and determines the need for transition from paediatric services and plans accordingly.
5 Health promotion and illness prevention	Promotes healthy behaviour, including giving advice, from early years to adulthood.	Takes into account the potential impact of cultural, social, religious and economic factors on child and family health.	Demonstrates leadership in the promotion of health and wellbeing practices in the wider community.
6 Leadership and team working	Recognises why leadership and team working are important in the paediatric clinical environment. Works constructively within a team, valuing contributions of others. Develops personal leadership skills.	Demonstrates an awareness of own leadership qualities, adjusting their approach to improve outcomes. Participates effectively and constructively in multidisciplinary and inter-professional teams.	Leads in multi-disciplinary team working. Promotes an open culture of learning and accountability by challenging and influencing colleague's behaviour. Supports the development of the team's leadership qualities and critical decision-making skills.
7 Patient safety (including safe prescribing)	Establishes the importance of safe prescribing, and is able to prescribe commonly-used medication in an appropriate manner. Recognises when a patient has been exposed to risk and escalates in accordance with local procedures.	Applies appropriate procedures to both prescribing and clinical care situations and manages risk effectively. Demonstrates ability to mitigate against potential risks.	Participates in investigating, reporting and resolving risks to patients, including appropriate communication with patients and families/carers. Evaluates safety mechanisms across a range of healthcare settings, applying a reflective approach to self and team performance.
8 Quality improvement	Applies quality improvement methods (e.g. audit and QI projects) under guidance.	Independently applies knowledge of quality improvement processes to undertake projects and audits to improve clinical effectiveness, patient safety and patient experience.	Identifies quality improvement opportunities. Supervises healthcare professionals in relation to improvement projects. Leads and facilitates reflective evaluation in relation to quality improvement interventions.
9 Safeguarding	Promotes the professional responsibility of safeguarding children and young people, and able to document accurately and raise concerns in a professional manner to senior staff.	Takes responsibility for raising concerns, getting advice and taking appropriate actions, with supervision.	Independently leads the full process of safeguarding children, including assessment and reporting.
10 Education and training	Performs planned teaching and learning events under guidance.	Plans and delivers teaching and learning experiences to trainees and other professionals. Provides appropriate and constructive feedback.	Models the knowledge, skills and attitudes to provide appropriate teaching, learning opportunities, supervision, assessment and mentorship in the paediatric healthcare setting.
11 Research	Adopts an evidence-based approach to paediatric health practice and the critical appraisal of existing published research.	Implements an evidence-based approach to practice to inform decision-making and enhance patient care and patient outcomes.	Demonstrates independent development and revision of guidelines and procedures to improve service delivery, centred around current clinical research and evidence-based healthcare.

See the syllabus for each level to find out more about how to meet each Learning Outcome.

All Learning Outcomes are mapped to the GMC's Generic Professional Capabilities (GPCs).

For more information, please see www.rcpch.ac.uk/progress