



Paediatric curriculum for excellence

The language of

RCPCH Progress



Your essential guide to curriculum terminology



Royal College of
Paediatrics and Child Health

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The RCPCH Progress curriculum is the framework for postgraduate paediatric training, articulating the standard required at critical progression points including completion of training, and encouraging the pursuit of excellence.

This revised curriculum format and approach introduces a range of new terminology, including replacing the use of ‘competency’ statements with ‘capabilities’.

Assessment	A demonstration and review of a trainee’s standard of knowledge, skills and/or behaviour. Assessment can be formative, helping to guide learning and prompt reflection. It can also be summative, where an overall judgement regarding competence, fitness to practice, or qualification for progression to higher levels of responsibility is made.
Capability	The ability to be able to do something in a capable way.
Critical progression points	Key points where trainees transition to a higher level of responsibility or enter a new area of practice. They are frequently associated with increased risk, and so robust assessment is required. These points are at the end of level 1 (transition to middle-grade rota), and the end of level 3, achieving a Certificate of Competence of Training (CCT).
Curriculum domains	The 11 areas against which all trainees must demonstrate they have developed their capability by the end of each of the three levels of training.
Entrustable Professional Activity (EPA)	Broad areas of professional practice that can be entrusted to a sufficiently capable individual.
Generic	Curriculum/syllabus content applicable to <i>all</i> trainees regardless of level of training, e.g. generic learning outcomes. Generic Learning Outcomes and syllabi reflect that all trainees will CCT in Paediatrics.
Generic Professional Capabilities (GPCs)	The GMC’s educational outcomes that describe principles and professional responsibilities of all doctors in the United Kingdom, and are incorporated into all curricula.
Illustrations	Examples of additional evidence trainees may use to support their achievement of the Key Capabilities. These are intended to provide a prompt as to how the overall outcomes might be achieved. It is not expected that trainees provide evidence against every individual illustration (or a set quota) The the excellent trainee may produce a broader portfolio or include evidence that demonstrates deeper learning.
Introductory Statement	The Introductory Statement sets the scene for what makes a Paediatrician. There are also individual statements for each sub-specialty
Key Capability	The most crucial aspects of the Learning Outcome. All trainees must clearly evidence they have met these mandatory capabilities to achieve the Learning Outcome, ensuring quality and consistency.
Learning Outcomes	Statements that sets out the standard trainees must meet for each curriculum domain, by the end of each training level, in order to progress or (at level 3) attain a Certificate of Completion of Training (CCT).
Syllabus/syllabi	Supporting documents to be used in conjunction with the curriculum. They include key capabilities, illustrations and an assessment grid, designed to guide trainees and trainers in what must be evidenced