

RCPC Progress Level 1

Paediatric curriculum for excellence

This table shows all the Learning Outcomes to be achieved by the end of Level 1 Paediatric training. It also lists the Key Capabilities, which are the most important aspects of the Outcomes, and must be clearly evidenced.

Domain		Learning Outcome	Key Capabilities
1	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 judges when disclosure may be required in relation to safeguarding, taking into account the differing legislation and health services between the four countries.	<ul style="list-style-type: none"> Follows the principles of law with regard to consent, the right to refuse treatment; confidentiality; and the death of a child or young person. Demonstrates the professional behaviours and attitudes required of doctors (and outlined in Good Medical Practice) within the scope of knowledge, skills and performance, safety and quality, communication, partnership and teamwork, and the maintenance of trust. Demonstrates compassion, empathy and respect for CYP and their families.
2	Professional skills and knowledge: communication	<p>Develops effective relationships with children and families and colleagues, demonstrating effective listening skills, cultural awareness and sensitivity.</p> <p>Communicates effectively in the written form, by means of clear, legible, and accurate written and digital records</p>	<ul style="list-style-type: none"> Demonstrates excellent communication and interpersonal skills to enable effective collaboration with patients and their families, and colleagues in multi-professional and MDTs. This includes demonstrating courtesy and respect for different cultures and those with protected characteristics (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation). Demonstrates both spoken and written communications (including electronic notes) with patients, families and colleagues that are presented in clear, straightforward English, avoiding jargon where appropriate.
3	Professional skills and knowledge: clinical procedures	<p>Adapts clinical examinations to meet the needs of the child and family/carers, undertaking basic paediatric clinical procedures.</p> <p>Recognises emergency situations, knowing when and how to escalate appropriately. Initiates basic life support and carries out advanced life support with guidance.</p>	<ul style="list-style-type: none"> Performs appropriate clinical examinations of a baby, child and young person. Demonstrates that they have achieved both basic and advanced life support skills. Undertakes key procedures including the following: <ul style="list-style-type: none"> Peripheral venous cannula Lumbar puncture Advanced airway support, including tracheal intubation Umbilical venous cannulation
4	Professional skills and knowledge: patient management	Conducts a patient assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan.	<ul style="list-style-type: none"> Recognises the life-threatening nature of some acute situations in CYP and knows when to call for help or seek personal support. Carries out an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan in accordance with national and local policies.
5	Health promotion and illness prevention	Advices on and promotes healthy behaviour, from early years to adulthood.	<ul style="list-style-type: none"> Understands the factors which contribute to child health inequalities and the consequences of those inequalities in terms of disability, life expectancy and health economics. Understands the effects of the environmental, economic and cultural contexts of health and healthcare on illness prevention.

		[continued]	<ul style="list-style-type: none"> • Understands the factors involved in global health.
6	Leadership and team working	<p>Recognises why leadership and team working are important in the paediatric clinical environment. Works constructively within a team, valuing contributions of others and developing personal leadership skills.</p>	<ul style="list-style-type: none"> • Supports appropriate decisions made within a team and communicates these effectively. • Participates in local clinical governance processes.
7	Patient safety, including safe prescribing	<p>Establishes the importance of safe prescribing, and prescribes commonly-used medication in an appropriate manner.</p> <p>Recognises when a patient has been exposed to risk and escalates in accordance with local procedures.</p>	<ul style="list-style-type: none"> • Adheres to the local process following a medication error. • Prescribes commonly used medications safely. • Follows the local processes for reporting serious incidents and risks.
8	Quality Improvement	<p>Applies quality improvement methods (e.g. audit and QI projects) under guidance.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to follow the local and national clinical guidelines and protocols. • Undertakes a quality improvement project under guidance.
9	Safeguarding	<p>Promotes the professional responsibility of safeguarding children and young people, documents accurately and raises concerns to senior staff in a professional manner.</p>	<ul style="list-style-type: none"> • Recognises features in presentation, where safeguarding may be an issue. • Applies knowledge of local interagency procedures for children in need of safeguarding support. • Applies knowledge of how to act in cases of suspected abuse or disclosure, and how to escalate a safe response. • Applies knowledge that any communication relating to possible safeguarding issues must be documented clearly and accurately, using body charts to record the examination results of a child or young person. • Applies knowledge of what is required when asked to provide oral or written reports for strategy meetings and case conferences, and produces, under supervision, a written report for the police or social services. • Recognises the long-term impact of adverse childhood experiences, including maltreatment and the system of adoption and fostering.
10	Education and training	<p>Conducts planned teaching and learning events under guidance.</p>	<ul style="list-style-type: none"> • Plans and delivers small group teaching sessions (e.g. case presentation and journal club). • Provides evidence of obtaining feedback on teaching delivered and being able to reflect on and learn from this.
11	Research and scholarship	<p>Adopts an evidence-based approach to paediatric health practice and critically appraises existing published research.</p>	<ul style="list-style-type: none"> • Carries out a simple literature review, evaluating evidence and demonstrating the ability to identify strengths and weaknesses in all evidence sources. • Interprets research results and explains the findings to parents, CYP and the MDT.

See the Level 1 syllabus to find out more about how to meet each Learning Outcome.

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

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