

RCPCH Progress Level 2

Paediatric curriculum for excellence

This table shows all the Learning Outcomes to be achieved by the end of Level 2 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	Adheres to the specific legislation (including safeguarding) and healthcare systems between the four countries. which applies to children and families. Acts as a role model and guide to junior colleagues, developing and ensuring professional values and behaviours in relation to paediatrics and encouraging an open and supportive working environment.	<ul style="list-style-type: none"> • Demonstrates self-awareness and insight, recognising their limits of capability and demonstrating commitment to continuing professional development (CPD) • Assesses the capacity to make informed decisions about medical care in children and young people (CYP). • Manages relationships where religious or cultural beliefs may cause conflict between healthcare professionals.
2	Professional skills and knowledge: communication	Participates effectively in the MDT and engages with patients and families/carers, facilitating shared decision-making. Recognises complex discussions and when to seek assistance.	<ul style="list-style-type: none"> • Demonstrates effective communication (verbal, nonverbal, and written) with children, young people and their families, colleagues and other professionals. • Responds appropriately and empathises with children, young people and their families/carers experiencing difficulty and distress (e.g. in the case of an angry or dissatisfied relative). • Effectively communicates where there is a range of differential diagnoses and where management is uncertain.
3	Professional skills and knowledge: clinical procedures	Supervises and assesses junior staff when undertaking clinical procedures. Responds to and leads emergency situations, and performs advanced life support.	<ul style="list-style-type: none"> • Ensures the correct placement of arterial and venous access. • Supervises and assesses junior staff undertaking clinical procedures • Responds to and leads emergency situations, and performs advanced life support.
4	Professional skills and knowledge: patient management	Refines differential diagnosis and tailors management plans in response to the patient's needs and/or response to initial treatment.	<ul style="list-style-type: none"> • Recognises common presentations which may indicate life-threatening pathology and require urgent action. • Demonstrates the ability to provide and lead basic and advanced resuscitation, including advanced airway management with the use of airway adjuncts to the point of intubation, and seeks specialist advice for palliative care emergencies. • Demonstrates expertise in the multi-professional management of a range of common general paediatric conditions, both acute and chronic; adjusts protocol to the particular situations of CYP. • Assesses the evidence base for treatment and assessment strategies, their limitations and when to act outside them with senior support. • Seeks advice and support from other teams in a timely and collaborative manner. • Performs an assessment of a child's physical, mental, and developmental status, incorporating biological, physiological and social factors across multiple clinical contexts; particularly to ensure a smooth transition between primary and secondary care. • Works effectively with colleagues in primary care to manage risk in a considered manner.
5	Health promotion and illness prevention	Considers the potential impact of cultural, social, religious and economic factors on child and family health.	<ul style="list-style-type: none"> • Interacts effectively with CYP and their families from a broad range of socioeconomic and cultural backgrounds, including via translators and interpreters when required. • Applies knowledge of how cultural, social, religious, environmental and economic factors impact child and family health

		[continued]	<ul style="list-style-type: none"> • Applies knowledge of the health system to promote child physical and mental health and disease prevention.
6	Leadership and team working	Demonstrates an awareness of their own leadership qualities, adjusting their approach to improve outcomes. Participates effectively and constructively in multidisciplinary and inter-professional teams.	<ul style="list-style-type: none"> • Demonstrates the qualities of a safe and effective leader • Demonstrates leadership and team-working skills and relevant problem-solving strategies in clinical and management contexts, such as when there is a shortage of beds, medical staff or other resource. • Takes an active role in promoting the optimum use of healthcare resources. • Retains leadership qualities in situations of stress and conflict.
7	Patient safety, including safe prescribing	Applies appropriate procedures to both prescribing and clinical care situations, and takes safe action when presented with a risk. Identifies potential risks and plans how to mitigate them.	<ul style="list-style-type: none"> • Applies safety procedures to prescribing practice • Applies safety procedures to clinical care situations, reacting to identified risks. • Identifies and works towards avoiding and/or mitigating potential risk.
8	Quality Improvement	Independently applies knowledge of quality improvement processes in order to undertake projects and audits that enhance clinical effectiveness, patient safety and patient experience.	<ul style="list-style-type: none"> • Proactively identifies opportunities for quality improvement. Applies safety procedures to prescribing practice. • Undertakes projects and audits to improve clinical effectiveness, patient safety and patient experience.
9	Safeguarding	Takes responsibility for raising concerns, seeking advice and taking appropriate action, with supervision.	<ul style="list-style-type: none"> • Applies an understanding of consent and parental responsibility in relation to safeguarding examinations and the health needs of “looked after” children, and explains the relevance of the child care status. • Recognises when families are vulnerable, distressed and in need of early support and intervention. • Applies knowledge of the impact of adverse childhood experiences in working with vulnerable CYP across a variety of clinical settings. • Applies knowledge of the adoption and fostering system to work effectively with fostered or adopted children in a range of settings. • Conducts an assessment for possible maltreatment which incorporates attention to the broader family function and the child’s developmental, physical and mental health status, recording findings accurately and reaching a conclusion about the nature of the findings. • Contributes to case conferences and strategy meetings. • Applies knowledge regarding forensic assessment in relation to child abuse and establishes the importance of the chain of evidence. • Follows the local system of assessment and follow-up for children who may have been sexually abused. • Applies knowledge of the indications for a skeletal survey and relevant blood tests in suspected child abuse.
10	Education and training	Plans and delivers teaching and learning experiences to trainees and other professionals, providing appropriate and constructive feedback.	<ul style="list-style-type: none"> • Demonstrates the ability to plan and deliver teaching in a range of clinical contexts. • Shows the ability to assess the different learning needs, levels of support and supervision required by each member of the team they clinically supervise. • Provides appropriate feedback.
11	Research and scholarship	Implements an evidence-based approach to practice to inform decision making and enhance patient care and patient outcomes.	<ul style="list-style-type: none"> • Participates in research activity (e.g. national projects, journal clubs, publications and presentations) • Applies knowledge of different research principles when critiquing a research article.

See the Level 2 syllabus to find out more about how to meet each Learning Outcome.

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