

RCPCH Progress Level 3

Paediatric curriculum for excellence

This table shows all the generic Learning Outcomes to be achieved by the end of Level 3 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 current legislation related to children and families (e.g. adoption and safeguarding). Adopts a self-regulatory approach to their own behaviour and demonstrates the professional qualities required by a paediatrician undertaking independent practice across the four countries.	<ul style="list-style-type: none"> • Applies knowledge of current legislation related to children and families. • Practices independently in a safe manner.
2	Professional skills and knowledge: communication	Leads multi-disciplinary teams (MDTs) and demonstrates effective communication skills in a range of environments and situations with children, young people and families, including in challenging circumstances. Communicates effectively with external agencies, such as through the authoring of legal documents and child protection reports.	<ul style="list-style-type: none"> • Models and teaches effective active listening skills in consultation with children and young people (CYP). • Demonstrates to others how to manage an effective consultation, including communicating a diagnoses and prognosis effectively to children, young people and families. • Leads MDTs and applies communication skills in a range of environments and situations with children, young people and families, including in challenging circumstances.
3	Professional skills and knowledge: clinical procedures	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.	<ul style="list-style-type: none"> • Maintains skills at the level of competency.
4	Professional skills and knowledge: patient management	Considers the full range of treatment and management options available, including new and innovative therapies that are relevant within paediatrics. Anticipates the need for transition from paediatric services and plans accordingly.	<ul style="list-style-type: none"> • Diagnoses and supervises treatment in the common pathologies seen in babies and CYP. • Encourages CYP to participate in their individual care, using expert resources appropriately. • Supervises colleagues in the assessment and management of cases which are complex, nuanced or perplexing. • Models colleagues a flexible, holistic, reflective, evidence-based approach to practice. • Anticipates the need for transition to another service or is able to work jointly alongside another service to care for a patient. • Collaborates flexibly across local health systems to lead in care quality.
5	Health promotion and illness prevention	Demonstrates leadership in the promotion of health and well-being practices in the wider community.	<ul style="list-style-type: none"> • Demonstrates understanding of the systems that enable clinicians to analyse data relating to the patients under their care. • Applies health information data to a wider community, whether this be regional, national or international. • Evaluates the way that patients and families use the health system and adapts practice to encourage self-management and early intervention.

6	Leadership and team working	Leads in multidisciplinary team working and promotes an open culture of learning and accountability by challenging and influencing the behaviour of colleagues, supporting the development of leadership qualities and critical decision-making skills.	<ul style="list-style-type: none"> Engages effectively with stakeholders such as patients, families, charities and other healthcare organisations to create and/or sustain a patient-centred service. Meets patient need through working with non-clinical or managerial colleagues to develop the skills pertinent to the effective running of a paediatric department. Leads in multidisciplinary team working. Addresses challenging behaviour within the team.
7	Patient safety, including safe prescribing	Participates in investigating, reporting and resolving risks to patients, including through communication with patients and families or carers. Evaluates safety mechanisms across a range of healthcare settings, applying a reflective approach to self and team performance.	<ul style="list-style-type: none"> Advises CYP and their families about the importance of concordance, and about medications and their side effects. Takes account in their practice of risks to themselves and others, including those related to personal interactions and biohazards. Participates in investigating, reporting and resolving serious incidents, including through communication with patients and families or carers. Applies the principles of the Duty of Candour.
8	Quality Improvement	Identifies quality improvement opportunities and supervises healthcare professionals in improvement projects, and leads and facilitates reflective evaluations.	<ul style="list-style-type: none"> Responds appropriately to health service targets and participates in the development of services. Employs the principles of evaluation, audit, research and development in standard settings to improve quality. Applies understanding of national and local regulatory bodies, particularly those involved in standards of professional behaviour, clinical practice and education, training and assessment.
9	Safeguarding	Independently leads the full process of safeguarding management for children, including assessment and reporting.	<ul style="list-style-type: none"> Assesses the role of the paediatrician as it relates to those of other agencies in the management of children in need and those in need of protection, and ensures suitable follow-up. Accesses the health lead for sudden unexpected death in infants and children (SUDIC), including the rapid response teams when the death of a child is sudden and unexpected. Recognises the urgency of this when abuse is suspected. Instigates appropriate medical investigations and initiates and contributes to multi-agency involvement in all forms of abuse. Compiles and writes a range of reports required for safeguarding work, including police statements, medical reports for social services and court reports.
10	Education and training	Demonstrates the required knowledge, skills and attitude to provide appropriate teaching, learning opportunities, supervision, assessment and mentorship in the paediatric healthcare setting.	<ul style="list-style-type: none"> Evaluates teaching practice in a range of contexts using a variety of methods. Effectively uses structured learning events (SLEs) to facilitate learning. Teaches patients, families, junior colleagues and other healthcare professionals about a range of general paediatric conditions.
11	Research and scholarship	Demonstrates the independent development and revision of guidelines and procedures centres around current clinical research and evidence-based healthcare to improve service delivery.	<ul style="list-style-type: none"> Practises evidence-based medicine and critically analysing its limits. Leads in the development and revision of local guidelines and procedures to improve service delivery.

See the Level 3 syllabus to find out more on how to meet each Learning Outcome. Trainees must also achieve Level 3 General Paediatric or sub-specialty Learning Outcomes.

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

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