

Introducing RCPCH Progress

RCPCH Progress is the GMC approved curriculum which sets the standard required of clinicians in paediatric training.

See overleaf for an introduction to the curriculum structure and how it should be used by trainees and their supervisors.

Additional guidance and resources are available on the RCPCH website, including:

- Detailed syllabi for every training level and sub-specialty.
- Resources packs for each curriculum domain.
- Guidance on making ARCP judgements using RCPCH Progress Learning Outcomes.
- ePortfolio 'how to' videos.
- 'Using Progress to support supervision meetings' video.
- 'At a glance' curriculum content posters.
- Slide packs with speakers notes.



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RCPCH Progress provides a new structure and focus for training.

It is straight-forward, flexible and reflects better the current and future requirements for paediatricians in the UK.

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The RCPCH Progress curriculum is structured around 11 generic curriculum domains:

- Procedures
- Communication
- Education and training
- Quality Improvement
- Patient safety
- Safeguarding
- Patient management
- Research
- Health promotion and illness prevention
- Professional behaviour and values
- Leadership and team working

For each of the 3 levels of training, a Learning Outcome describes the standard that all trainees need to have met in each of the generic domains. The syllabus for each level, and for each level 3 sub-specialty, describes the Learning Outcomes in more detail:

Level 1 patient management Learning Outcome

Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan.	GPC 2, 3
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The **Learning Outcome** describes the overarching standard that trainees must evidence that they have met for each domain, by the end of each training level.

Key Capabilities

Recognises the life threatening nature of some acute situations in CYP and knows when to ask for help	GPC 2,3
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Key Capabilities highlight the *most important* aspects of each Learning Outcome, and must be explicitly evidenced. They may not cover all parts of the Learning Outcome.

Illustrations

1.	Takes a history accurately and sensitively, that routinely includes biological, physiological, educational and social factors in the child, family or carers and demonstrates an accurate assessment of signs and symptoms to be able to formulate a differential diagnosis.
2.	Recognises case histories which suggest serious or unusual pathology in children and initiates management

Illustrations are prompts of other evidence that may show the trainee is meeting the Learning Outcome. These examples may be useful to guide trainees on their areas for development, or help them relate their evidence back to the Learning Outcomes.

Level 3 trainees also need to meet additional Learning Outcomes in General Paediatrics or (for GRID trainees) one of the other sub-specialties e.g. neonatology.