

Assessment Strategy

Paediatrics Specialty Postgraduate Training

Version 2

Approved by the GMC for implementation from 1st August 2023

This document outlines the Assessment Strategy to be used by trainees completing postgraduate training in paediatrics in the UK. It accompanies the RCPCH Progress+ curriculum.

This is Version 2. As the document is updated, version numbers will be changed, and content changes noted in the table below.

Version number	Date issued	Summary of changes
1.1	26.09.19	Minimum of 1 satisfactory ePaedMSF per year (not pro rata)' updated to 'Minimum of 1 satisfactory ePaedMSF per grade of training' on pages 35, 36 and 37.
1.2	11.10.19	<p>Minimum of 1 satisfactory AoP for the compulsory procedures 8, 9 - removed from The Programme of Assessment Blueprint - DOPS Level 2 on page 14.</p> <p>Minimum of 1 satisfactory AoP for the compulsory procedures 8, 9 – replaced with “Minimum of 1 satisfactory AoP for each procedure mandated by relevant L3 syllabus (if applicable).” On the Programme of Assessment Blueprint - DOPS Level 3 on page 14.</p> <p>'Competence' replaced with 'Capability' under</p> <ul style="list-style-type: none"> - The Purpose of the Programme of Assessment (page 8 and 9); - The Programme of Assessment Blueprint (under Assessment of Performance - point 9 and Additional Information – point 11) on page 15 and 16; <p>MRCPCH Examinations page 20;</p> <ul style="list-style-type: none"> - Workplace-based Assessments - Directly Observed Practical Skills (DOPS) page 26; - Guidance for Annual Reviews of Competence Progression (ARCP) under Satisfactory completion of Level 1 training requirements (page 35) and Satisfactory completion of Level 2 training requirements (page 36). <p>Recommended changed to 'recommended' on page 45.</p> <p>Minimum of 1 satisfactory ePaedMSF per grade of training ... '... to cover neonatal and general paediatric practice' removed on page 35 and '... to cover neonatal, community general paediatric post' on page 36.</p>
2	22.09.23	Simplified the document and revised the assessment table (see pages 6-7) match the requirements of Progress+

Contents

.....

Executive Summary	4
How to Use the programme of assessment	5
The programme of assessment tables	6
Explanatory guidance.....	7
RCPCH examinations	10
RCPCH START	11
Guidance for Annual Reviews of Competence Progression (ARCP)	12
Satisfactory completion of core training requirements.....	13
Satisfactory completion of Level 2 training requirements.....	14
Satisfactory completion of Level 3 training requirements.....	14
Evaluation of Supervised Learning Events.....	15
Useful Sources of Information	16

Executive Summary

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This Assessment Strategy comprises the rationale for, and content of, the RCPCH Programme of Assessment,¹ to be used from 1 August 2023 onwards. It reflects the evolution of previous strategies as opposed to revolution, reinforcing the assessment practices which currently work effectively and ensuring these can continue to be deployed appropriately to support the new curriculum – RCPCH Progress+. This strategy must be read in conjunction with the RCPCH Progress+ curriculum and syllabi.

Trainees must prioritise the generation and recording of high-quality evidence rather than the quantity of assessment completed, ensuring the evidence is valid and relevant for the Learning Outcome(s) and that the intended purpose has been met. RCPCH does not currently stipulate minimum numbers of assessments for most workplace based assessments, and this continues within this updated Assessment Strategy.

In line with the GMC *Designing and maintaining postgraduate assessment programmes* as supporting guidance, key critical progression points ('waypoints') have been identified, where the trainee will be preparing for a significant transition. 'Entrustable Professional Activities' (EPAs) are to be identified to support assessment at these points.

¹Defined by the GMC as 'the integrated framework of exams, assessments in the workplace and judgements made about a learner during their approved programme of training' (GMC, 2017a, p.5).

How to Use the Programme of Assessment



The Programme of Assessment must be used in conjunction with the RCPCH Progress+ curriculum and the relevant syllabus for each training level.

This is a grid indicating the assessment requirements at each level, which assessments must be completed satisfactorily at key waypoints and, where appropriate, the minimum number of assessments required. The critical progression points identified are a) prior to commencing work on the middle grade rota, b) at the end of core training and c) at the point of Certificate of Completion of Training (CCT).

The programme of assessment tables

2023 Core Progress+ assessment table

Core				
	ST1	ST2	ST3	ST4
Supervised Learning Events (SLE)				
Mini-CEX and CbD	No minimum requirement. Aim quality rather than quantity. Depth of learning also demonstrated by spread of development logs			
ACAT	Optional			
ECAT optional for 2023	Suggested 1 completed ECAT for: <ul style="list-style-type: none">• Acute paediatric take• Admission of term or pre-term baby to neonatal unit Before being independent on tier 2 rota Other ECATs: optional			Optional
HAT	1		1	
Leader	Optional		1	
Safeguarding CbD	1	1	1	1
DOC	Optional			2
Assessment of performance (AoP)				
DOPS	A minimum of 1 satisfactory AoP for each compulsory procedure before being independent on tier 2 rota			
Trainer Report Readiness for tier 2	Completed trainer “readiness for tier 2” form before being independent on tier 2 rota			N/A
MSF	1	1	1	1
Other evidence required for ARCP				
Evidence	NLS/ APLS or equivalent before independent on tier 2 rota			Current resuscitation courses Safeguarding
Educational Supervisor Trainer Report	1	1	1	1
MRCPCH Exams				
MRCPCH Written exams		1-2 written exams (desirable)	All 3 written exams (essential)	
MRCPCH Clinical exam				Essential

2023 Specialty progress+ assessment table-

Specialty			
	ST5	ST6	ST7
Supervised Learning Events (SLE)			
Mini-CEX and Cbd	No minimum requirement. Aim quality rather than quantity. Depth of learning also demonstrated by spread of development logs		
ACAT	Optional		
ECAT optional for 2023	Optional		
HAT	Optional		
Leader	1	1	1
Safeguarding Cbd	1	1	1
DOC	Optional		
Assessment of performance (AoP)			
DOPS	A minimum of 1 satisfactory AoP for each compulsory procedure before being independent on tier 2 rota		
Trainer Report Readiness for tier 2	N/A		
MSF	1	1	1
Other evidence required for ARCP			
Evidence	Accredited resuscitation course relevant to specialty pathway Safeguarding		
		START	START PDP
ESTR	1	1	1

Explanatory guidance

Supervised Learning Events

1. The purpose of SLEs is as a means of engaging in formative learning.
2. Trainees should use SLEs to demonstrate that they have engaged in formative feedback. They should record any learning objectives that arise in their Personal Development Plan (PDP) and show evidence that these objectives have subsequently been achieved.
3. There is no minimum number of SLEs (other than the mandatory assessments described in note 7). Trainees and supervisors should aim for quality over quantity; a useful SLE will stretch the trainee, act as a stimulus and mechanism for reflection, uncover learning needs, and provide an opportunity for the trainee to receive developmental feedback.
4. Trainees are also encouraged to undertake the assessments indicated as optional.
5. Trainees are advised to consult their relevant sub-specialty syllabus, in case there are additional specified assessment requirements.

6. At least one of each of these SLEs must be assessed by a senior supervisory clinician (e.g. a consultant or senior Specialty and Associate Specialist Grade [SASG]/specialty doctor).

Assessment of Performance

7. The compulsory procedural skills are listed on the RCPCH website: www.rcpch.ac.uk
8. The ePortfolio skills log should be used to demonstrate development and continued capability.

Additional requirements

9. Trainees must also complete accredited neonatal and paediatric life support training during Core training (NLS, EPALS, APLS or equivalent).
10. Trainees can complete some of the assessments during simulation, for example Inter-osseous Access.
11. PaedCCF can be used as an additional tool if required.

RCPCH Assessments	RCPCH Progress curriculum domains (incorporating the Generic Professional Capabilities)										
	Professional values and behaviours	Professional skills and knowledge (communication)	Professional skills and knowledge (procedures)	Professional skills and knowledge (patient management)	Health promotion and illness prevention	Leadership and team-working	Patient safety, including safe prescribing	Quality improvement	Safeguarding	Education and training	Research
ePaed CbD	•	•		•	(•)	(•)	•		(•)		
Mini-CEX	•	•	•	•	(•)	•	•		(•)	(•)	
DOC	•	•		•	(•)		•		(•)		
LEADER	•	•		•	(•)	•	•	(•)	(•)	•	(•)
ACAT	•	•	(•)	•		•	•	(•)	(•)	(•)	
SAFEGUARDING CbD	•	•		•		•	(•)		•		
HAT	•	•		•		•	•	(•)	(•)	(•)	
ePortfolio	•	•	•	•	•	•	•	•	•	•	•
MSF	•	•	•	•	(•)	•	•	•	•	•	•
CCF	•	•			(•)	•				(•)	
START	•	•		•	•	•	•	•	•	•	•
EPAs	•	•	•	•	(•)	•	•		(•)		
Trainer's report	•	•	•	•	•	•	•	•	•	•	•
DOPS	•	•	•	•		(•)	•				
MRCPCH FOP	(•)			•	(•)		(•)	(•)	(•)		(•)
MRCPCH TAS	(•)			•	(•)		(•)	(•)	(•)		(•)
MRCPCH AKP	(•)			•	(•)		(•)	(•)	(•)		(•)
MRCPCH CLINICAL		•	•	•		(•)	(•)		(•)		

• = assesses this domain

(•) = may assess this domain

MRCPCH Examinations

Membership of the Royal College of Paediatrics and Child Health (MRCPCH) is gained by passing three theory examinations and one clinical examination. Trainees must gain Membership before progressing beyond the first level of training. The examinations are usually taken during the period of core paediatric training, although some trainees may have opted to sit one or more examination prior to commencing their specialty training.

The MRCPCH Theory examinations are completed via computer-based testing.² The syllabus and blueprint ('test specification') for the Theory examinations are published on the [RCPCH examinations web pages](#). The MRCPCH Clinical examination is currently under review, with the plan to implement significant changes, some of which are outlined below.

² Reasonable adjustments including the provision of a paper-based test can be made where required. See the Reasonable Adjustments policy in the RCPCH Examination rules and regulations for more details.

RCPCH START

The RCPCH START assessment

The RCPCH Specialty Trainee Assessment of Readiness for Tenure (START) is a formative, multi-scenario assessment aimed at assessing consultant readiness. It has been mandatory for all paediatric trainees to complete the assessment since 2012 (i.e. those entering ST6 from August 2011 onwards). RCPCH START exists to help bridge the gap between training and consultant appointment, and is designed to assess trainees in areas they have not been assessed previously.

Guidance for Annual Reviews of Competence Progression (ARCP)

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Throughout training there should be engagement with Good Medical Practice and the learning process (curriculum, formative and summative assessment) by regular participation in SLEs and utilising the ePortfolio to demonstrate that the requirements of the GMC's approved curriculum and associated assessment system have been met. Examples of evidence include:

- Educational supervision documentation of meetings and outcomes
- Regular participation in SLEs that sample the curriculum (as laid out in the assessment system)
- Examination outcomes
- Professional Development Plan
- Trainer's report
- Reflective entries
- Skills log
- Record of training events
- Teaching resources
- Audits
- Clinical governance/quality improvement activities
- Presentations/research/publications.

The educational supervisor should utilise much of this evidence when completing the trainer's report, as this will be used to inform the ARCP panel. Educational supervisors will also find useful information in the *College Assessment Guide for Trainees and Trainers*.

The trainee should maintain their ePortfolio in an up-to-date and well-organised manner, including:

- A current CV
- An active Personal Development Plan
- Evidence of regular reflective practice
- Evidence of teaching activities
- Evidence of educational meetings/Continued Professional Development
- Evidence of governance/quality improvement activities
- Evidence of research/presentations/publications
- Mandatory School training days
- Required course certificates (e.g. resuscitation and safeguarding)

All the above will be relevant to the trainee's stage of training.

Useful Sources of Information

GMC/AoMRC guidance and standards

- [GMC 'Promoting excellence: standards for medical education and training'](#)
- [GMC 'Excellence by design: standards for postgraduate curricula'](#)
- [GMC 'Generic Professional Capabilities Framework'](#)
- [GMC 'Designing and maintaining postgraduate assessment programmes'](#)
- [GMC 'Equality and diversity guidance for curricula and assessment systems'](#)
- [Academy of Medical Royal Colleges 'Improving feedback and reflection to improve learning: A practical guide for trainees and trainers'](#)

RCPCH examinations

- [RCPCH Theory Examination syllabus](#)
- [RCPCH Theory Examination sample papers](#)
- [MRCPCH Clinical Examination: information for candidates](#)
- [MRCPCH Clinical Examination: syllabus, structure and anchor statements](#)
- [Examination policies and regulations](#)
- [Examination pass rates](#)

RCPCH assessments

- [An informative guide to formative and summative feedback for RCPCH trainees and trainers](#)
- [RCPCH guidance and forms for each assessment tool](#)
- [RCPCH ePortfolio guidance](#)

RCPCH contacts

Detailed information about all aspects of the RCPCH curriculum, examinations and assessments can be found on our website: www.rcpch.ac.uk

Examination queries: examinations.enquiries@rcpch.ac.uk

Assessment or ePortfolio queries: eportfolio@rcpch.ac.uk

RCPCH START queries: start@rcpch.ac.uk

Feedback on the Programme of Assessment: curriculumandquality@rcpch.ac.uk



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