RCPCH Progress+

Paediatric training for excellence

MRCPCH Theory Examination Syllabi

Version 2

RCPCH
Royal College of Paediatrics and Child Health
Leading the way in Children's Health

This document outlines the syllabus for the MRCPCH theory examinations. It accompanies the RCPCH Progress+ curriculum and assessment strategy.

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
2	September 2023	Exam information updated to include changes taking effect from 2024.3.

Contents

Introduction

This syllabus is intended to act as a guide for those undertaking the theory examinations, which for most individuals are a prerequisite for membership of the Royal College of Paediatrics and Child Health (MRCPCH). The theory examinations are now entirely computer-based and consist of 3 parts. These are not sequential and candidates can choose to sit the examinations in any order. Acquisition of these examinations is essential for competency progression for UK trainees and we expect those in training programmes to have completed all their theory examinations by the end of the third year of training (ST3).

Our experience is that some doctors take parts of the theory examination before entry to the paediatric training programme and the Foundation of Practice and Theory and Science examinations do not necessarily require the trainee to have significant clinical experience. The 3 parts of the examination are:

- The Foundation of Practice Examination (FOP). This is intended to test the knowledge of doctors seeking to provide clinical care for children. It covers a wide range of the more common conditions that are frequently encountered and it also continues as the theoretical component of the DCH.
- The Theory and Science of Practice Examination (TAS). The emphasis of the examination is to test the basic scientific, physiological and pharmacological principles upon which clinical practice is based.
- The Applied Knowledge of Practice Examination (AKP) aims to test clinical decision making and management. Candidates benefit from clinical experience in paediatrics before undertaking this examination.

This syllabus aims to clarify for learners and teachers the core knowledge requirements for paediatricians attempting the theory examinations. It should be read in combination with the existing Curriculum for Paediatric Training in General Paediatrics.

We have reviewed, shortened and harmonised the existing syllabi and we hope this version will be more user friendly, allowing trainees to link their learning with their training.

"Learn about all issues relevant to the children and young people's life – school, work, university, physical, mental health, friends and family"

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How to use this syllabus

The syllabus should be used in conjunction with our background information on the theory examination which can be found on the RCPCH web pages. The blueprint section in this document may be useful in identifying the relative importance/weighting given to each syllabus item and we recommend that all those planning to undertake the theory examinations read these carefully. There are several recommended RCPCH publications, which are used by examiners for setting and 'fact-checking' of our theory questions. These help to add depth and detail to the level of knowledge required.

Useful resources

The following publications have been produced by RCPCH to support doctors preparing for the MRCPCH examinations. These can be purchased from the RCPCH online shop: https://www.rcpch.ac.uk/shop-publications.

- Clinical Cases for MRCPCH Foundation of Practice, Dr Chris Dewhurst
- Clinical Cases for MRCPCH Theory and Science, Dr Will Carroll
- Clinical Cases for MRCPCH Applied Knowledge in Practice, Dr Robert Dinwiddie
- The Science of Paediatrics, MRCPCH Mastercourse, by Dr Tom Lissauer and Dr Will Carroll

We also run regular exam preparation courses. Please see https://www.rcpch.ac.uk/education/courses for details of upcoming courses and to book your place.

Theory Examination blueprints

RCPCH strives to ensure that all examinations are valid and reliable, through consistency in the way that examinations are created and with a detailed standard setting process once the examination has been sat. The blueprints in this document support this, allowing specific mapping of questions to the syllabus, and ensuring adequate selection across the entire syllabus, with consistency of subject content, depth and difficulty over time.

These blueprints have been used to construct the RCPCH theory examinations from summer 2016 onwards as part of our ongoing quality improvement work. It is hoped they will be of value for trainees as they prepare to sit the Foundation of Practice (FOP), Theory and Science of Practice (TAS) and Applied Knowledge in Practice (AKP) examinations.

Examination blueprint for Foundation of Practice (FOP)

The FOP examinations consist of 100 SBA BO5 questions. Below is the percentage of each sub-specialty used in the FOP examinations.

Percentage of questions to be included in examinations [25% min-38% max]	Adolescent Health/Medicine
	Behavioural Medicine/Psychiatry
	Cardiology
	Ethics and Law
	Genetics and Dysmorphology
	Metabolism and Metabolic Medicine (including fluid management and acid base balance)
	Neurology
	Ophthalmology
	Palliative Care and Pain Management
	Patient Safety and Clinical Governance
	Safeguarding
	Science of Practice
Percentage of questions to be included in examinations [44% min-53% max]	Dermatology
	Diabetes Mellitus
	Endocrinology and Growth
	Emergency Medicine (including accidents and poisoning)
	Haematology and Oncology
	Musculoskeletal
	Neonatology
	Nephro-urology
	Neurodevelopment and Neurodisability
	Nutrition
	Pharmacology
Percentage of questions to be included in examinations [18% min-22% max]	Gastroenterology and Hepatology (including surgical abdominal conditions)
	Infection, Immunology and Allergy
	Respiratory Medicine with ENT

Examination blueprint for Theory and Science of Practice (TAS)

The TAS examinations consist of 100 SBA BO5 questions. Below is the percentage of each sub-specialties used in the TAS examinations.

Percentage of questions to be included in the examinations [28% min-40% max]	Adolescent Health/Medicine
	Behavioural Medicine/Psychiatry
	Dermatology
	Diabetes Mellitus
	Emergency Medicine (including accidents and poisoning)
	Ethics and Law
	Musculoskeletal
	Neurodevelopment and Neurodisability
	Nutrition
	Ophthalmology
	Palliative Care and Pain Management
	Patient Safety and Clinical Governance
	Safeguarding
Percentage of questions to be included in the examinations [36% min-43% max]	Cardiology
	Endocrinology and Growth
	Genetics and Dysmorphology
	Haematology and Oncology
	Metabolism and Metabolic Medicine (including fluid management and acid base balance)
	Nephro-urology
	Neurology
	Pharmacology
	Science of Practice
Percentage of questions to be included in the examinations [24% min-29% max]	Gastroenterology and Hepatology (including surgical abdominal conditions)
	Infection, Immunology and Allergy
	Neonatology
	Respiratory Medicine with ENT

Examination blueprint for Applied Knowledge in Practice (AKP)

The AKP examinations consist of 120 questions, which can be tested on short history, clinical with images, x-ray, data, data with ECG, and evidence-based medicine questions. The AKP examinations will consist of 120 SBA BO5 questions. Below is the percentage of each sub-specialties used in the AKP exams.

Percentage of questions to be included in the examinations [21% min-34% max]	Adolescent Health/Medicine
	Behavioural Medicine/Psychiatry
	Dermatology
	Ethics and Law
	Genetics and Dysmorphology
	Musculoskeletal
	Nutrition
	Ophthalmology
	Palliative Care and Pain Management
	Patient Safety and Clinical Governance
	Science of Practice
Percentage of questions to be included in the examinations [48% min-58% max]	Cardiology
	Diabetes Mellitus
	Endocrinology and Growth
	Emergency Medicine (including accidents and poisoning)
	Gastroenterology and Hepatology (including surgical abdominal conditions)
	Haematology and Oncology
	Metabolism and Metabolic Medicine (including fluid management and acid base balance)
	Nephro-urology
	Neurodevelopment and Neurodisability
	Neurology
	Pharmacology
	Safeguarding
Percentage of questions to be included in the examinations [18% min-22% max]	Infection, Immunology and Allergy
	Neonatology
	Respiratory Medicine with ENT

These ranges were calculated by the Delphi approach at the November 2015 Examination Boards. The expert panel consisted of Dr Will Carroll, Dr Rob Primhak, Dr Jean Glass and Dr Colin Campbell. This panel went through the syllabi systematically determining the ranges that would be used in the theory examinations.

Adolescent Health/Medicine

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 12. Drug and alcohol related medicine, 15. Growth and development, 25. Respiratory and sleep medicine and 27. Young people's health

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FAh1] Know how the health needs of adolescents are different from other age groups and know about good practice in transition to adult services		[AAh1] Know how to manage transition of adolescents with chronic health needs to adult services
[FAh2] Know about risk-taking behaviours including non-adherence, deliberate self-harm and substance misuse and understand how these present and are managed within Health and Social Services	[TAh1] Understand how ongoing dynamic brain development affects cognition, risk taking and decision making in adolescence	[AAh2] Know how to assess and diagnose risk taking behaviours including non-adherence, self-harm, alcohol and substance misuse and make appropriate referral to specialist services
[FAh3] Know about the clinical presentation of young people with eating disorders		[AAh3] Know how to assess, diagnose and manage eating disorders and know the risks and complications of treatment
[FAh4] Know about contraceptive and sexual health issues including sexually transmitted infections and teenage pregnancy and how to provide appropriate advice	[TAh2] Understand the pathophysiology of sexually transmitted diseases and their treatment	[AAh4] To be able to assess, diagnose and manage problems relating to sexual health including contraception, sexually transmitted disease and teenage pregnancy

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Behavioural Medicine/Psychiatry

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 19. Mental health

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5 : Advises on and promotes healthy behaviour from early years to adulthood

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities and 2. Environment, economy and culture

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner, recognises when a patient has been exposed to risk and escalates care in accordance with local procedures

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FBp1] Know the determinants of child and adolescent mental health		
[FBp2] Know about the effects of physical diseases on behaviour and vice versa including somatisation disorders		[ABp1] Know about the effects of physical diseases on behaviour and vice versa including somatisation disorders as they occur in secondary care and when to refer to specialist services
[FBp3] Understand how common emotional and behavioural problems may evolve		

[FBp4] Know about the role of Child and Adolescent Mental, Health Services (CAMHS)		[ABp2] Understand the role of Child and Adolescent Mental Health Services (CAMHS) and know how to refer appropriately
[FBp5] Understand the principles of managing common emotional and behavioural problems such as temper tantrums, breath-holding attacks, sleep problems, feeding problems, the crying baby, oppositional behaviour, enuresis and encopresis, excessive water drinking, school refusal, bullying and chronic fatigue syndrome and know when to refer	[TBp1] Understand the scientific basis of the management of emotional and behavioural problems	[ABp3] To be able to assess, diagnose and manage common emotional and behavioural problems such as sleep problems, feeding problems, disruptive behaviour, eating disorders, chronic fatigue syndrome, as they present in secondary care, and understand when to refer to specialist services
[FBp6] Know about the signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD) and appropriate referral pathways	[TBp2] Know the scientific basis of the treatment for Attention Deficit Hyperactivity Disorder (ADHD)	[ABp4] Know the signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD) and the principles of diagnosis and management
[FBp7] Know the features of depression in children and adolescents and when to refer to specialist services		[ABp5] To be able to assess and diagnose important mental health problems in children and adolescents including depression, psychosis and early onset schizophrenia and understand when to refer to specialist services
		[ABp6] Know and understand the presentation of conduct disorders/antisocial behaviour
		[ABp7] To be able to identify anxiety disorders, phobias, panic attacks, and obsessive-compulsive disorders and know when to refer to specialist services
	[TBp3] Be aware of the pharmacology of the main medications used in child and adolescent mental health	

Cardiology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 9. Cardiology

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5 : Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TCard1] Know the anatomy and embryology of the normal heart and vascular system	
[FCard1] Know the clinical features of common congenital heart conditions and understand the principles of management	[TCard2] Understand the development of the heart and know the abnormalities that are associated with common congenital heart diseases	[ACard1] Know the various presentations of congenital heart problems at all ages and to be able to assess, diagnose and manage and make appropriate referrals

	[TCard3] Know the genetic and environmental factors in the aetiology of heart diseases	
	[TCard4] Know the normal fetal circulation and transitional changes after birth	
[FCard2] Know the common causes of cyanosis and how to assess these	[TCard5] Understand the physiological basis of myocardial function	
	[TCard6] Understand how the anatomy of the heart relates to changes in physical signs including what underlies the heart sounds and murmurs	
[FCard3] Know the causes of murmurs palpitations, syncope and chest pain, understand the principles of management and know when to refer	[TCard7] Understand the pathophysiology of cardiac conditions including cyanosis, heart failure, shock, syncope, myocarditis and unexpected cardiac death	[ACard2] To be able to assess, diagnose and manage murmurs, chest pain, palpitations, cardiac arrhythmias and syncope
[FCard4] Know the causes and clinical features of heart failure, understand the principles of management and know when to refer		[ACard3] To be able to assess diagnose and manage heart failure, myocarditis and pericardial diseases
[FCard5] Know the value of oxygen saturation measurement in the assessment of possible congenital heart diseases	[TCard8] To be able to interpret appropriate investigations in a child with suspected cardiac pathologies including hypertension	[ACard4] Understand investigation of cardiac diseases e.g. ECG, ECHO, catheterisation and their appropriate selection in diagnosis and management
	[TCard9] Understand how the electrical activity of the heart translates to the ECG	

[FCard6] Know the causes and clinical features of hypertension and how to measure and interpret blood pressure in different age groups	[TCard10] Understand how blood pressure is generated, measured and interpreted in health and disease and the pathophysiological mechanisms resulting in hypertension	[ACard5] To be able to assess, diagnose and manage hypertension (pulmonary and systemic) and make appropriate referrals
		[ACard6] Know the cardiac complications of other system disorders
	[TCard11] Understand the pharmacology of drugs used to treat common cardiac conditions including duct dependant cyanosis, heart failure and arrhythmias	[ACard7] Know the indications and common side-effects of drugs used to treat common cardiac conditions including duct dependent cyanosis, heart failure and arrhythmias
[FCard7] Know the recommendations regarding endocarditis prophylaxis in children with heart diseases	[TCard12] Understand the scientific basis of infective endocarditis	[ACard8] To be able to assess, diagnose and manage infective endocarditis

Dermatology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 10. Dermatology

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5 : Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 4. Applies knowledge of the basics of topical treatments for eczema and psoriasis, including emollients and soap

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TDerm1] Understand the anatomy of the skin	
	[TDerm2] Know how abnormalities in skin anatomy and physiology relate to appearance, dysfunction and disease	[ADerm1] To be able to assess and diagnose ectodermal dysplasia and epidermolysis
	[TDerm3] Understand how injuries to the skin including burns affect function	

[FDerm1] Know the causes and management of skin infections and cellulitis	[TDerm4] Understand the role of infective agents in skin disease	[ADerm2] To be able to assess, diagnose and manage skin infections in children
[FDerm2] Know the side effects and different potencies of topical steroids	[TDerm5] Understand the pharmacology of agents used to treat common skin diseases	
		[ADerm3] To be able to assess and diagnose systemic disorders that involve the skin and know when to refer
[FDerm3] Know the common causes of fever and rash – e.g. exanthemata, Kawasaki		
[FDerm4] To be able to assess simple birth marks such as strawberry naevi and Mongolian blue spots and refer when appropriate		[ADerm4] To be able to assess, diagnose and manage birth marks, naevi, neurocutaneous lesions and make appropriate referrals
[FDerm5] Know the causes features and management of rashes- HSP, erythema nodosum and multiforme and the association between skin rashes and common systemic diseases and when to refer		[ADerm5] To be able to assess, diagnose and manage drug eruptions, urticaria and dermatitis
[FDerm6] To be able to diagnose, investigate and manage common skin rashes e.g. eczema, acne, impetigo, staphylococcal scalded skin syndrome, dermatitis, cradle cap, and nappy rash		[ADerm6] Understand the aetiology, presentation and management of eczema
[FDerm7] Understand the emotional impact of severe dermatological problems		

Diabetes Mellitus

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 11. Diabetes and endocrine

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 7. Recognises the risk associated with insulin prescribing and administration errors

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FDiaM1] To be able to recognise the features of a child or young person presenting with diabetes including diabetic ketoacidosis and know the principles of management	[TDiaM1] Understand the aetiology and pathophysiological basis of diabetes mellitus types 1 and 2 and MODY and the scientific basis of the investigation of suspected diabetes	[ADiaM1] To be able to assess, diagnose and manage diabetes and its complications including diabetic ketoacidosis
	[TDiaM2] Understand the physiological actions of hormones on glucose homeostasis	
	[TDiaM3] Understand the anatomy, embryology and function of the endocrine pancreas	

[FDiaM2] Understand the management of diabetes in primary care including blood sugar monitoring and insulin regimens	[TDiaM4] Understand the pathophysiological basis of diabetic emergencies including diabetic ketoacidosis, hypoglycaemia, hyperglycaemia	
	[TDiaM5] Understand the pharmacological basis of treatment of diabetes	
[FDiaM3] Know the causes, complications and treatment of hypoglycaemia in the diabetic child		[ADiaM2] To be able to diagnose and manage hypoglycaemia in the diabetic child

Emergency Medicine (including accidents and poisoning)

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Allergy, infection and infectious disease, 18. Intensive care, 22. Neurodisability and neurology and 25. Respiratory and sleep medicine

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FEmgM1] Know the common causes of cardiac arrest, the prognostic factors that influence the outcome and how to provide basic life support and advise others	[TEmgM1] Understand the science and rationale underpinning basic and advanced life support	[AEmgM1] To be able to assess, diagnose and manage shock and cardiac arrest and able to teach basic life support to a parent
[FEmgM2] Know how to control acute blood loss until help arrives	[TEmgM2] Understand the pathophysiological processes of the various types of shock, including haemorrhagic, hypovolaemic, neurogenic and septic shock	[AEmgM2] To be able to manage life threatening haemorrhage and understand the principles behind different management considerations, such as permissive hypotension, surgical referral, dilution of coagulation factors, early use of platelets and blood products

[FEmgM3] To be able to recognise and provide initial management for life-threatening airway, breathing or circulatory compromise		
[FEmgM4] Know about immediate care for children with burns and scalds, recognising that they may be a presentation of non-accidental injury	[TEmgM3] Understand the scientific basis for the recognition and management of the seriously ill or injured child including burns and scalds	[AEmgM3] To be able to assess and provide initial management for children presenting with burns and scalds
[FEmgM5] Know the causes and features of anaphylaxis and its management	[TEmgM4] Understand the pathophysiology and the science, behind the management of anaphylaxis	[AEmgM4] To be able to assess, diagnose and manage children presenting with anaphylaxis including acute life threatening upper airways obstruction
[FEmgM6] Know how to recognise acute seizures and initiate emergency treatment		[AEmgM5] To be able to assess, diagnose and provide initial management for children presenting with acute seizures
[FEmgM7] Know how to recognise and initiate treatment for children presenting with neurological emergencies	[TEmgM5] Understand the anatomical and pathophysiological changes that lead to the signs and symptoms of neurological injury	[AEmgM6] To be able to assess, diagnose and provide initial management for children presenting with acute neurological emergencies e.g. coma and stroke
[FEmgM8] Be aware of common causes of accidents in children and adolescents including safeguarding implications and understand prevention strategies	[TEmgM6] Understand the, epidemiology, physiological and metabolic mechanisms, and consequences of accidents including trauma, drowning, and inhalation. Understand the science underpinning accident prevention	[AEmgM7] To be able to manage childhood accidents including trauma and drowning and able to advise parents on how to avoid accidents
[FEmgM9] Know how to differentiate between life or limb threatening injuries and injuries that can be managed less urgently	[TEmgM7] Understand the pathophysiology of bone healing	[AEmgM8] To be able to differentiate between life or limb threatening injuries and injuries that can be managed less urgently

[FEmgM10] Know the principles of managing limb threatening injuries		[AEmgM9] To be able to initiate appropriate management of limb threatening injuries and know when to urgently refer
[FEmgM11] Know of appropriate use of radiological investigations in trauma	[TEmgM8] Understand the risks of radiological investigation and how to mitigate these, including investigations that do not use imaging	[AEmgM10] To be able to interpret basic trauma x-rays
[FEmgM12] Know when to suspect and how to safely initiate management in head and spinal injury	[TEmgM9] Understand the pathophysiology of severe head and spinal injury and neurogenic shock	[AEmgM11] To be able to manage head and spine trauma according to APLS/ ATLS guidelines
[FEmgM13] Know the common causes of poisoning in children and adolescents including safeguarding implications	[TEmgM10] Understand the mode of action, physiological and metabolic mechanisms and consequences of substances taken without medical advice for recreational use or self-poisoning	[AEmgM12] To be able to identify causes of poisoning and their presentation, know how to initiate appropriate management and able to anticipate potential complications

Endocrinology and Growth

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 11 Diabetes and endocrine 15. Growth and development

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TEndG1] Understand the anatomy, embryology and function of the important endocrine organs e.g. brain, thyroid, parathyroid, adrenals and gonads	
[FEndG1] Know the presentation of disorders of the adrenal, thyroid and parathyroid glands and understand the principles of management	[TEndG2] Understand the pathophysiological basis of disorders of the hypothalamus, pituitary, thyroid, parathyroid and adrenal glands	[AEndG1] To be able to assess, diagnose and manage disorders of the adrenal, thyroid and parathyroid glands
[FEndG2] Know the presentation of disorders of the pituitary gland and understand the principles of management		[AEndG2] Know the causes and management of pituitary and hypothalamic disorders
	[TEndG3] Understand the pathophysiological basis of endocrine emergencies including adrenal crisis and hypoglycaemia	
	[TEndG4] Understand the physiological actions and regulation of endocrine hormones	

	[TEndG5] Understand the scientific basis of the investigation of endocrine diseases	[AEndG3] To be able to identify endocrine complications of other diseases and refer appropriately
[FEndG3] Understand the patterns of normal growth and development including puberty and its normal variations	[TEndG6] Understand the physiological basis of growth and puberty	
	[TEndG7] Know the genetic and environmental factors that influence growth and puberty	
[FEndG4] Understand the principles and practice of growth measurement, including plotting and interpretation of growth charts	[TEndG8] Understand the scientific and statistical basis of growth measurement and charting	
[FEndG5] Know the causes of abnormal growth including short stature and slow or accelerated growth. Know about appropriate assessment, investigation and treatment		[AEndG4] Know the causes of problems relating to growth and puberty. To be able to assess, diagnose and manage, referring when appropriate

Ethics and Law

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Values and Behaviours

  Curriculum Learning Outcome 1: In addition to the professional values and behaviours required of all doctors (Good Medical Practice), a paediatric trainee must maintain 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 – Generic Professional Capabilities (GPC) 1 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Confidentiality, 2. Consent, 3. Law and ethics, 4. Advocacy 5. Compassion, empathy and respect

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FEthL1] Understand the principles of child advocacy i.e. that all decisions are to be made in the best interest of the child and issues relating to consent and confidentiality	[TEthL1] Know the legal rights of children and young people in the UK	[AEthL1] To be able to apply legal rights of children and young people within the current UK legal framework

"Know about support mechanisms available. Don't have to do it all on your own"

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Gastroenterology and Hepatology (including surgical abdominal conditions)

Defined by the RCPCH Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8 Allergy, infection and infectious disease and 13. Gastroenterology, hepatology and nutrition

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 11. Modifies prescribing within the context of renal and liver dysfunction

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FGasH1] Know the causes of acute abdominal pain, and recognise when to refer, including urgency of referral		[AGasH1] To be able to assess, diagnose and manage acute abdominal pain and make appropriate referrals
[FGasH2] Know the presentations, causes and management of chronic and recurrent abdominal pain including when to refer		[AGasH2] To able to assess, diagnose and manage chronic and recurrent abdominal pain
[FGasH3] Know the causes of vomiting/regurgitation at different ages and to be able to assess, manage and refer appropriately	[TGasH1] Understand the pathophysiology of vomiting/regurgitation	[AGasH3] To be able to assess, diagnose and manage vomiting/ regurgitation

[FGasH4] Know the causes of acute diarrhoeal illness, how to assess and manage and when to refer	[TGasH2] Understand the pathological mechanisms of infective agents in the gut and liver	[AGasH4] To be able to assess, diagnose and manage acute diarrhoeal illness
[FGasH5] Know the common causes of chronic diarrhoea and its initial investigation and management	[TGasH3] Understand the pathophysiology of diarrhoea	[AGasH5] To be able to assess, diagnose and manage chronic diarrhoea and its complications
[FGasH6] Know the common causes of food allergies and intolerances, their initial management and when to appropriately refer	[TGasH4] Understand the pathophysiology of food allergies and intolerances	[AGasH6] To be able to assess, diagnose and manage food allergies and intolerances and understand the role of the dietician
[FGasH7] Know how to diagnose and manage constipation	[TGasH5] Understand the pathophysiology of constipation	[AGasH7] To be able to assess, diagnose and manage constipation and encopresis and their complications
[FGasH8] Know the causes of jaundice and when to refer	[TGasH6] Understand the pathophysiology of liver disorders including jaundice	[AGasH8] To be able to assess, diagnose and manage liver diseases and disorders and make appropriate referrals
[FGasH9] Know the common causes of upper and lower gastrointestinal bleeding, initial management and appropriate referral		[AGasH9] To be able to assess, diagnose and manage bleeding from the gastrointestinal tract and make appropriate referrals
	[TGasH7] Know the anatomy and embryology of the gastrointestinal tract and how variation relates to specific disorders e.g. malrotation, atresias, Hirschprung disease	[AGasH10] To be able assess, diagnose and provide initial management of congenital malformations of the gastrointestinal tract and liver
[FGasH10] To be able to recognise and understand the management of common surgical conditions including hernias, and pyloric stenosis		[AGasH11] To be able to assess and diagnose surgical disorders of the gastrointestinal tract

[FGasH11] Know the varied presentations of coeliac disease and its investigation and management	[TGasH8] Know the basic histopathology and cellular dysfunction of important disorders causing malabsorption including coeliac disease	[AGasH12] To be able to assess, diagnose and manage conditions resulting in malabsorption including coeliac disease
[FGasH12] Know the presentation of disorders of the exocrine pancreas	[TGasH9] Understand the physiological basis of normal gut, liver and exocrine pancreatic function including motility, digestion, absorption and secretion	[AGasH13] To be able to assess, diagnose and manage diseases and disorders of the pancreas
		[AGasH14] To be able to assess, diagnose and manage chronic inflammatory and autoimmune diseases of the gastrointestinal tract and know when to refer
		[AGasH15] To be able to assess, diagnose and initiate management of the conditions that cause hepatitis and hepatic cirrhosis, and make appropriate referrals
	[TGasH10] Understand the anatomical and physiological and hormonal changes in gut and liver that occur throughout childhood	
	[TGasH11] Understand the role of the gut in homeostasis and its dysfunction	
	[TGasH12] Know the genetic and environmental factors in the aetiology of gut and liver disease	
	[TGasH13] Understand the pharmacological basis of treatment of gastrointestinal and hepatic disorders	

Genetics and Dysmorphology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 14. Genetics and dysmorphology and 22. Neurodisability and neurology

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 2 Environment,economy and culture

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FGenD1] Understand patterns of disease inheritance and able to construct a family tree and interpret patterns of inheritance	[TGenD1] Understand the scientific basis of genetic disorders and inheritance	[AGenD1] To be able to explain and provide advice regarding patterns of inheritance
[FGenD2] Know about the features of common chromosome disorders e.g. Down, Turner and Fragile X syndromes	[TGenD2] Understand the chromosomal and molecular basis of genetic disorders and the principles of testing	[AGenD2] To be able to diagnose and manage common genetic and dysmorphological conditions and make appropriate referrals
[FGenD3] Know the basis of genetic screening and diagnosis, the common conditions for which they are used and the ethical dilemmas they pose	[TGenD3] Understand the scientific basis of genetic screening and diagnosis	[AGenD3] To be able to advise regarding pre-natal and post-natal screening and demonstrate understanding of subsequent referral and management
[FGenD4] Know about environmental factors which may affect pre-natal development, e.g. maternal health, alcohol and drugs	[TGenD4] Know the environmental factors which may affect prenatal development	[AGenD4] Understand the effects of environmental factors which may affect development of the fetus e.g. maternal health, drugs and alcohol

Haematology and Oncology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 16. Haematology and oncology

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FHaeO1] Know the causes and presentations of anaemia and their initial investigation and management	[THaeO1] Understand the physiology and pathophysiology of haematopoiesis that occur throughout childhood	[AHaeO1] To be able to assess, diagnose and manage children with anaemia including bone marrow failure and know when to refer
[FHaeO2] Know and understand safe transfusion practice	[THaeO2] Understand the scientific basis of blood transfusion including the role of major and minor blood antigens	[AHaeO2] Understand the risks, benefits and precautions involved in blood transfusion
[FHaeO3] Know the causes of bleeding, purpura and bruising and recognise features in the presentation which suggest serious underlying pathology	[THaeO3] Understand the pathophysiology of coagulation disorders and hypercoagulable states	[AHaeO3] To be able to assess, diagnose and manage coagulation disorders, hypercoagulable states, purpura and bruising

[FHaeO4] Know how to interpret haematological investigations including full blood count, blood film and coagulation studies	[THaeO4] To be able to interpret commonly reported haematological investigations	[AHaeO4] To be able to assess, diagnose and manage neutropenia
[FHaeO5] Know the clinical manifestations of acute leukaemia, lymphoma, and solid tumours	[THaeO5] Know the genetic and environmental factors in the aetiology of haematological disorders and malignancies and understand the molecular basis of cell growth and regulation	[AHaeO5] To be able to assess, diagnose and make appropriate referral of leukaemias and lymphoproliferative disorders. To be able to assess, diagnose and make appropriate referral of solid tumours
[FHaeO6] Know how to assess a child with lymphadenopathy or other masses and when to refer	[THaeO6] Know the anatomy of the reticuloendothelial system	
[FHaeO7] Know about the risks and benefits of ionising radiation	[THaeO7] Understand the tissue effects of ionising radiation	[AHaeO6] To be able to assess, diagnose and make appropriate referral of side-effects of treatment for malignancy e.g. chemotherapy and radiotherapy and understand the risks and benefits of the use of ionising radiation in investigation and treatment
		[AHaeO7] Understand the disease associations of specific syndromes with propensity to malignancy e.g. hemihypertrophy, Fanconi anaemia
[FHaeO8] Understand the role of different health care professionals in shared care for oncological conditions		[AHaeO8] Understand the different roles of individuals and services involved in providing shared care for oncological conditions
	[THaeO8] Understand the pharmacology of drugs used in the treatment of haematological and oncological disorders including monoclonal antibodies	[AHaeO9] Understand the practical application and potential complications associated with bone marrow transplantation and immunosuppressive therapy

Infection, Immunology and Allergy

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1 Allergy, infection and infectous diseases

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 2 Environment,economy and culture and 3. Global health

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 3. Recognises the indications for antimicrobial prophylaxis and 14. Applies knowledge of the mechanisms and problems of drug resistance

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[Flia1] Know about common infections of children in the UK and important worldwide infections, e.g. TB, HIV, hepatitis B, malaria, polio	[Tlia1] Know the epidemiology, pathology and natural history of common infections of childhood including normal patterns of frequency	[Alia1] To be able to assess, diagnose and manage infections acquired in the UK and overseas including TB, HIV and know when to refer
[Flia2] Know the UK national guidelines on notification of communicable diseases		[Alia2] To be able to follow the UK national guidelines on notification of communicable diseases

[FIia3] Know and understand the basic principles of infection control, how outbreaks of infection including nosocomial infection occur, and how they should be investigated	[TIia2] Understand microbiological characteristics, including antibiotic resistance, virulence and other mechanisms which lead to the spread of infection in communities and populations	[AIia3] Know the principles of infection control including the control of nosocomial infection and to be able to implement them in clinical practice
[FIia4] To be able to assess and manage a febrile child and have knowledge of current evidence based guidelines	[TIia3] Understand the pathophysiology of fever and sepsis and the scientific rationale for treatment	
[FIia5] Understand the principles and the rationale of immunisation programmes including the national immunisation programme for children in the UK	[TIia4] Understand the scientific basis of immunisation	
[FIia6] Know and understand the indications, contraindications, complications and controversies of routine childhood immunisations and able to advise parents about immunisations		[AIia4] To be able to advise primary care professionals on immunisation in children with important medical conditions or in unusual circumstances and when complications occur
[FIia7] Know the common allergies and advise on management	[TIia5] Understand the scientific basis of allergy and anaphylaxis and the rationale for treatments	[AIia5] To be able to assess, diagnose and manage allergies
	[TIia6] Understand host defence mechanisms and their pattern of development	[AIia6] Know the causes and common presentations of vulnerability to infection including primary/secondary immunodeficiency and when to refer
	[TIia7] Know the epidemiology, genetic and environmental triggers and natural history of atopic, allergic and autoimmune diseases	[AIia7] To be able to assess, diagnose and manage auto-immune disorders with appropriate referral

[FIia8] Know when antimicrobials are indicated	[TIia8] Understand the pharmacology and rational use of antimicrobials including the problem of resistance development	[AIia8] Understand appropriate and judicious use of antimicrobials including treatment, prophylaxis and drug resistance
[FIia9] Understand the normal patterns and frequency of infections in childhood	[TIia9] Know the classification and essential features of infectious agents	

Metabolism and Metabolic Medicine (including fluid management and acid base balance)

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 17. Inherited metabolic medicine

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TMetM1] Understand the biochemistry and metabolism of fat, protein and carbohydrate including urea cycle, Krebs cycle, fatty acid cycle	[AMetM1] Know the biochemical features of metabolic diseases and able to undertake and interpret relevant metabolic investigations
	[TMetM2] Know the genetic and environmental factors in the aetiology of metabolic disorders	

[FMetM1] Know about fluid, acid-base and electrolyte disturbances and their management	[TMetM3] Understand the pathophysiology of metabolic disorders e.g. electrolyte and acid base disturbance, hyperammonaemia, hypoglycaemia	[AMetM2] To be able to assess, diagnose and manage fluid and electrolyte disturbances and disorders of acid-base balance
[FMetM2] Know the common clinical presentations of metabolic disease	[TMetM4] Understand the scientific basis of investigations that are used in the diagnosis of metabolic disorders	[AMetM3] Have a good understanding of the clinical presentation and prognosis of metabolic diseases and to be able to assess, diagnose and initiate management and refer appropriately
[FMetM3] Know about metabolic bone disease and its management	[TMetM5] Understand the physiology and pathophysiology of bone metabolism	[AMetM4] To be able to assess, diagnose and manage metabolic bone disease, including rickets
[FMetM4] Know about the screening procedures for inherited metabolic conditions	[TMetM6] Understand the scientific principles underlying screening for metabolic disease	[AMetM5] Know the screening procedures for inherited metabolic conditions and understand the implications of positive tests
	[TMetM7] Understand the principles of dietary, vitamin and pharmacological treatment of metabolic diseases	

Musculoskeletal

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 22. Neonates and 26. Rheumatology

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FMsk1] Know the normal variations of limb development e.g. bow legs and knock knees, in-toeing, flat feet	[TMsk1] Know and understand the anatomy of the musculoskeletal system	
[FMsk2] Know about the assessment, causes and initial management of joint and limb pain, joint laxity and swelling	[TMsk2] Know the histology and understand the physiology and pathophysiology of muscles and joints in health and disease and understand how structure relates to function	
	[TMsk3] Know the science underlying investigations used in the diagnosis of musculoskeletal disorders	[AMsk1] To be able to assess, diagnose and manage musculoskeletal disorders including those with systemic manifestations, acute and chronic arthritis and know when to refer

[FMsk3] Be aware of the presentation of muscular disease including the dystrophies	[TMsk4] Know the genetic and environmental factors in the aetiology of musculoskeletal disorders	[AMsk2] To be able to assess, diagnose and manage muscular dystrophies, neuropathies, myopathies and myalgia with appropriate specialist advice
[FMsk4] Know the differential diagnosis of pain on walking and limp and initial management		
[FMsk5] Know the causes of back pain and initial management		
[FMsk6] Know the causes of acute and chronic arthritis including those with systemic manifestations (e.g. Henoch-Schönlein purpura) and understand the principles of management	[TMsk5] Understand the pathophysiology underlying disease associations of rheumatological conditions with other conditions including eye disease, and metabolic disorders	[AMsk3] To be able to assess, diagnose and manage vasculitic disorders with appropriate referral
[FMsk7] Know how to recognise the various causes of scoliosis and how they present		[AMsk4] To be able to assess, diagnose and manage specific bone disorders such as scoliosis, developmental dysplasia of the hip, Perthes disease and make appropriate referral
[FMsk8] Know how to recognise developmental dysplasia of the hip, appropriate referral pathways and usual management		
	[TMsk6] Understand the pharmacology of agents, including monoclonal antibodies, used in the treatment of musculoskeletal disease	

Neonatology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8.Allergy, infection and infectious disease and 20. Neonates

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 10. Considers the risks for infants of some medications in breastfeeding mothers and 17. Prescribes appropriate fluid for preterm and growth-restricted babies, including the mother's expressed milk and the option of donor milk from a milk bank

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FNeo1] Know and understand the effects of antenatal and perinatal events	[TNeo1] Understand the normal physiological processes occurring during the perinatal period	[ANeo1] To be able to advise parents and colleagues about the prognosis and likely complications of a high-risk pregnancy, including those involving alcohol or drug abuse
[FNeo2] Know about antenatal diagnosis of neural tube defects		[ANeo2] To be able to assess, diagnose and manage congenital neurological malformations

[FNeo3] Know the problems associated with prematurity and the long-term sequelae including the impact on the family and community	[TNeo2] Understand the scientific basis of common diseases and conditions affecting the new born including the consequences of prematurity	[ANeo3] Know the long-term outcome of the high-risk neonate including chronic lung disease and retinopathy of prematurity
[FNeo4] To be able to recognise and initiate the management of common disorders in the newborn including sepsis		
[FNeo5] Understand the principles of new born feeding and growth recognising the importance of breast feeding and being able to advise on lactation difficulties and contraindications	[TNeo3] Understand the physiology underlying fluid and electrolyte management and nutrition in the neonate	[ANeo4] To be able to manage neonatal feeding and nutrition, fluid and electrolyte disorders including hypoglycaemia
[FNeo6] Be aware of the occurrence and clinical features of maternal to fetal transmission of infection	[TNeo4] Understand the science of acquired and congenital infections in the newborn period	[ANeo5] To be able to assess, diagnose and manage and minimise the risk of congenital and acquired neonatal infections including HIV
[FNeo7] Know about the support networks for families and babies including those from socially disadvantaged families		
[FNeo8] Know the range of newborn screening tests used in the UK including haematological and metabolic conditions, cystic fibrosis and the universal newborn hearing screening programme	[TNeo5] Understand the statistical principles and science of the practice of newborn screening	[ANeo6] Know the current newborn screening practices and to able to manage abnormal results
[FNeo9] Know about common minor congenital abnormalities and their initial management	[TNeo6] Understand the embryology of the human fetus from conception to birth and how errors in this process can lead to diseases or congenital anomalies	[ANeo7] To be able to assess, diagnose and manage congenital anomalies presenting in the neonatal period and make appropriate referral

[FNeo10] Understand the causes and features of neonatal jaundice knowing when to refer for further investigation and able to recognise early presentation of neonatal hepatitis and biliary atresia	[TNeo7] Understand the physiology of jaundice in the neonatal period and principles of treatment	[ANeo8] To be able to initiate and interpret diagnostic tests and plan initial management of the conditions that cause neonatal jaundice
[FNeo11] Know the presentations of neonatal seizures and recognise abnormal neurological features e.g. the floppy baby	[TNeo8] Understand the causes and mechanism of brain injury in term and preterm infants and its relationship to short and long term neurodevelopmental sequelae	[ANeo9] To be able to assess, diagnose and manage neurological disorders and make appropriate referral
[FNeo12] Know the principles and methods of neonatal resuscitation	[TNeo9] Understand the physiological basis of neonatal resuscitation	[ANeo10] To be able to assess and manage neonatal resuscitation and its complications
	[TNeo10] Understand the principles of mechanical ventilation including the interpretation of blood gases	
[FNeo13] Know how to recognise, assess and initially manage respiratory disorders in the neonatal period	[TNeo11] Understand the pathophysiology of respiratory disease of the newborn and its complications	[ANeo11] To be able to assess, diagnose and manage neonatal respiratory disorders with appropriate referral
[FNeo14] To be able to recognise and assess birth injury with appropriate referral		[ANeo12] To be able to assess, diagnose and manage birth injury with appropriate referral
[FNeo15] Know about the identification, initial management and appropriate referral pathways for neonatal surgical problems including NEC		[ANeo13] To be able to assess, diagnose and manage neonatal surgical problems and make appropriate referral including NEC

Nephro-urology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 11. Diabetes and endocrine and 21. Nephrology

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 5. Applies knowledge of the rationale for prescribing common antimicrobials, including knowledge of the indications for antimicrobial prophylaxis and mechanisms of drug resistance and 11. Modifies prescribing within the context of renal and liver dysfunction

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FNeph1] Understand the principles of management of disorders of urogenital tract disorders and know when to seek surgical referral	[TNeph1] Know the anatomy and embryology of the urogenital system	[ANeph1] To be able to assess, diagnose and manage congenital anomalies of the urogenital system
	[TNeph2] Know the genetic and environmental factors in the aetiology of renal and bladder disorders	
[FNeph2] Know the manifestations of acute and chronic renal diseases	[TNeph3] Understand the physiology of the normal kidney and bladder and the pathophysiological and histopathological changes that occur in renal disorders	[ANeph2] To be able to assess, diagnose and manage nephro-urological disorders, including those with systemic manifestations and make appropriate referral

[FNeph3] Know the manifestations and management of urinary tract infections in different age groups		[ANeph3] To be able to assess, diagnose and manage urinary tract infection with appropriate referral
[FNeph4] Know the causes of haematuria and proteinuria (including nephrotic syndrome and acute nephritis) and recognise features in the presentation which suggest serious or significant pathology		[ANeph4] To be able to assess, diagnose and manage nephritic and nephrotic syndromes with appropriate referral
[FNeph5] Know the principles of managing enuresis		[ANeph5] To be able to assess, diagnose and manage enuresis
[FNeph6] Know the causes and assessment of polyuria and polydipsia and when to refer		
	[TNeph4] Understand the scientific basis of imaging and physiological investigations used in renal disorders	[ANeph6] To be able to select imaging investigations of the urogenital system and interpret the results
	[TNeph5] Understand the physiological basis of renal dialysis and hemofiltration	[ANeph7] To be able to assess, diagnose and manage acute and chronic renal failure
	[TNeph6] Understand the pharmacology of agents commonly used in renal disorders	

Neurodevelopment and Neurodisability

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 15. Growth and development ,19. Mental health and 22. Neurodisability and neurology

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FNdevN1] Understand normal development including common variants	[TNdevN1] Know the anatomy and understand the physiology of the central and peripheral nervous systems	
[FNdevN2] Know the causes of disability, disordered development and learning difficulties	[TNdevN2] Understand the scientific basis of normal and disordered neurodevelopment in childhood including theories of pathophysiology recognising the known genetic and environmental factors	[ANdevN1] To be able to assess, diagnose and manage developmental disorders, learning difficulties and causes of disability including cerebral palsy and abnormal movement disorders
[FNdevN3] Know the causes of speech and language delay or disorder and principles of management including autism spectrum disorder		[ANdevN2] Understand the features of speech and language disorders including autism spectrum disorder, and know when to refer
[FNdevN4] Understand the definition and effects of neurodisability on children and families	[TNdevN3] Understand the scientific basis of non-pharmacological and pharmacological treatments for the management of neurodisability	[ANdevN3] To be able to assess a child with neurodisability and understand the principles of management

Neurology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 22. Neurodisability and neurology

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 2. Applies knowledge of the pharmacokinetics and pharmacodynamics of commonly prescribed drugs (e.g. paracetamol, antibiotics and antiepileptic medications)

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TNeuro1] Know the genetic and environmental factors in the aetiology of neurological disorders	
	[TNeuro2] Understand the scientific principles of neurophysiological studies e.g. EEG, EMG, BAER, otoacoustic emissions	[ANeuro1] Know the indications for and limitations of neurophysiological studies e.g. EEG, EMG, BAER, otoacoustic emissions and to be able to recognise common abnormal EEG patterns

[FNeuro1] Know the causes of headache and to be able to treat or refer as necessary	[TNeuro3] Understand the physiological and pathophysiological changes that occur in neurological disorders including migraine, raised intracranial pressure, idiopathic intracranial hypertension, epilepsy	[ANeuro2] Know the investigation and management of headache including unusual causes such as raised intracranial pressure
[FNeuro2] Know the likely causes and management of meningitis/encephalitis and altered consciousness	[TNeuro4] Understand the causes of abnormalities seen in the CSF used in the diagnosis of neurological conditions including infections	[ANeuro3] To be able to assess, diagnose and manage acute infections of the nervous system
[FNeuro3] Know the causes of hydrocephalus, macrocephaly and microcephaly and when to refer	[TNeuro5] Understand the causes of abnormalities seen in the production and resorption of CSF	[ANeuro4] To be able to assess, diagnose and understand the principles of management for children with microcephaly, macrocephaly and hydrocephalus
		[ANeuro5] To be able to recognise abnormalities seen on neuroimaging
[FNeuro4] Know the causes and presentation of seizure disorders, their differential diagnosis, the principles of management and when to refer	[TNeuro6] Understand the scientific basis of pharmacological and non-pharmacological treatments for the management of neurological disorders e.g. AEDs or ketogenic diet	[ANeuro6] To be able to assess, diagnose and manage seizure disorders and conditions which may mimic them

Nutrition

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 13. Gastroenterology, hepatology and nutrition and 20. Neonates

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TNutr1] Understand the principles of body composition in children and its basic assessment e.g. weight, BMI	
[FNutr1] Know the constituents of a healthy diet at all ages including breast and formula feeding in infancy	[TNutr2] Understand the scientific basis of nutrition	
[FNutr2] Understand the principles of infant feeding	[TNutr3] Know the constitution of infant feeds commonly used in health and disease	
	[TNutr4] Know the principles of nutritional management in childhood disease e.g. neonates, intensive care, cystic fibrosis	

[FNutr3] Know the causes of malnutrition and understand the epidemiology and public health consequences of obesity	[TNutr5] Know the nutritional consequences of being underweight and overweight on other body systems e.g. cardiac and on long term health	[ANutr1] To be able to assess, diagnose and manage malnutrition, obesity and their complications
[FNutr4] To be able to recognise obesity, understand the consequences of obesity on health and well-being in the short and long term and advise young people and their families on effective strategies to manage this and use BMI measurements and charts	[TNutr6] Know the epidemiology of obesity and malnutrition in global child health	
[FNutr5] Know the clinical presentation, and management of vitamin deficiencies	[TNutr7] Know the scientific basis of dietary supplementation including with calories, vitamins, minerals	[ANutr2] To be able to assess, diagnose and manage specific vitamin and mineral and micronutrient deficiencies

Ophthalmology

Defined by the RCPCH Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts and assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 23. Ophthalmology

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FOphth1] Know the presenting features of visual impairment and the principles of management	[TOphth1] Know the anatomy and embryology of the eye and understand how structure of the eye relates to function	[AOphth1] To be able to assess, diagnose and manage visual impairment
[FOphth2] Know the causes and management of eye infections and inflammatory disorders	[TOphth2] Know the genetic and environmental factors in the aetiology of eye disorders	[AOphth2] To be able to assess, diagnose and manage ophthalmological conditions including glaucoma and papilloedema and know when to refer
[FOphth3] Know the common causes of an absent red reflex, to able to refer appropriately and be aware of management options	[TOphth3] Understand the normal development of vision and the pathophysiology of visual impairment	[AOphth3] Know the presentation, diagnosis and management of eye tumours and cataract
[FOphth4] Know the common causes of ptosis and proptosis and the principles of management		[AOphth4] To be able to assess and diagnose ptosis and proptosis and know when to refer
[FOphth5] Know the causes and presentations of strabismus and the principles of management	[TOphth4] Know the physiology of the eye and its movement e.g. pupillary reflexes, anisocoria, strabismus, refractive errors, nystagmus	[AOphth5] To be able to assess and diagnose causes of abnormal movement of the eyes including nystagmus and strabismus
	[TOphth5] Understand the pharmacology of agents commonly used in eye disease including antimicrobials and mydriatics	

Palliative Care and Pain Management

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Values and Behaviours

  Curriculum Learning Outcome 1: In addition to the professional values and behaviours required of all doctors (Good Medical Practice), a paediatric trainee must maintain 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 – Generic Professional Capabilities (GPC) 1 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 3. Law and ethics, 4. Advocacy and 5. Compassion, empathy and respect

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 24. Palliative care

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FPalC1] Know about end of life care and bereavement counselling and understand the opportunities for respite care, including the role of children's hospices	[TPalC1] Understand the science and rationale underpinning termination of resuscitation and withdrawal of care including the criteria for diagnosis of brain stem death	[APalC1] Understand the ethics of palliative care in life limiting conditions and in the withdrawal or withholding of care
[FPalC2] Understand the principles of pain management and be aware of the treatment options available to children of all ages	[TPalC2] Understand the principles of pharmacological and non-pharmacological interventions in symptom control for children	[APalC2] Understand and able to apply pharmacological and non-pharmacological interventions in children

Patient Safety and Clinical Governance

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 8. Allergy, infection and infectious diseases: Follows local and national guidelines in the notification of infectious diseases, including the policies for notifying communicable diseases

- **Domain:** Capabilities in Leadership and Team Working

  Curriculum Learning Outcome 6: Recognises why leadership and team working are important in the paediatric clinical environment; works constructively within a team, valuing the contributions of others and developing personal leadership skills - Generic Professional Capabilities (GPC) 5

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 4. Clinical goverance

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 3. Recognises the indications for antimicrobial prophylaxis and 7. Recognises the risk associated with insulin prescribing and administration errors

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FPSCG1] Know the role of patient safety and clinical governance in safe healthcare delivery	[TPSCG1] Understand the concepts of patient safety and clinical governance	[APSCG1] To be able to apply patient safety thinking
[FPSCG2] To be able to describe the impact of human factors on delivering safe clinical care	[TPSCG2] Know about the human factors and physiological stressors (e.g. fatigue, hunger) that contribute to adverse events	[APSCG2] Understand how human factors can be minimised in practice

[FPSCG3] Know how to exchange information in a timely manner to establish a shared understanding among appropriate members of the team	[TPSCG3] Understands how effective communication has been shown to reduce clinical risk	[APSCG3] To be able to lead a safe and effective handover to communicate key patient concerns and enable prioritising of sick patients, allocation of resources
[FPSCG4] Know what to do to minimise risk of transmission of infection	[TPSCG4] Know the main routes of transmission of hospital acquired infections and their prevention	
[FPSCG5] Understand the factors that drive pandemic/ epidemic infections and appreciate how this is used in clinical practice to prevent them		[APSCG4] Know the current infection control strategies for epidemic/pandemic infections
[FPSCG6] Understand the ethical implications of patient testing in the event of a needle stick injury		[APSCG5] Know about risk stratification and how to use this in relation to prophylactic antiretrovirals

Pharmacology

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include:

  1. Explains the complications of the long-term use of asthma medications
  2. Applies knowledge of the pharmacokinetics and pharmacodynamics of commonly prescribed drugs (e.g. paracetamol, antibiotics and antiepileptic medications)
  3. Recognises the indications for antimicrobial prophylaxis
  4. Applies knowledge of the basics of topical treatments for eczema and psoriasis, including emollients and soap
  5. Applies knowledge of the rationale for prescribing common antimicrobials, including knowledge of the indications for antimicrobial prophylaxis and mechanisms of drug resistance
  6. Applies knowledge of the factors affecting concordance of medicine use and analyses the factors behind the issues in relation to medicines in children
  7. Recognises the risk associated with insulin prescribing and administration errors
  8. Applies knowledge of the pharmacological basis for common treatments to prescribing practice
  9. Considers the possible drug interactions of commonly used drugs when more than one drug is prescribed
  10. Considers the risks for infants of some medications in breastfeeding mothers
  11. Modifies prescribing within the context of renal and liver dysfunction
  12. Applies knowledge about the licensing of medicines for paediatric patients and unlicensed and off-label use
  13. Considers the weight and BMI of the child as part of the prescribing process
  14. Applies knowledge of the mechanisms and problems of drug resistance
  15. Explains the importance of therapeutic drug monitoring and which medicines require it
  16. Applies knowledge of the roles of the regulatory agencies involved in drug use, monitoring and licensing
  17. Prescribes appropriate fluid for preterm and growth-restricted babies, including the mother's expressed milk and the option of donor milk from a milk bank

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FPharm1] Know how to find out information necessary for safe prescribing through use of paediatric formularies and pharmacy liaison	[TPharm1] Understand the mode of action, physiological and metabolic mechanisms of therapeutic agents including intravenous fluids	[APharm1] To be able to initiate safe prescribing and drug prophylaxis
[FPharm2] Know how to prescribe safely and be aware of adverse effects and interactions of drugs	[TPharm2] Understand the mechanisms of undesired effects of therapeutic agents	[APharm2] Know and understand the adverse effects and interactions of drugs
[FPharm3] Know about the need to explain to parents the unlicensed and off-label prescription of drugs		[APharm3] To be able to explain to parents the unlicensed and off-label prescription of drugs
	[TPharm3] Understand the pharmacokinetic principles of dosing and prescribing in children	

"We would like more explanation on medication and tablets and what they do and what we should know about them, how they will help, when they will help and what to do if it doesn't help".

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Respiratory Medicine with ENT

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 22. Neurodisabilty and neurology and 25. Respiratory and sleep medicine

- **Domain:** Capbilities in Health Promotion and Illness Prevention

  Curriculum Learning Outcome 5: Advises on and promotes healthy behaviour from early years to adulthood – Generic Professional Capabilities (GPC) 4

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Child health inequalities and 2. Environment, economy and culture

- **Domain:** Patient Safety, including Safe Prescribing

  Curriculum Learning Outcome 7: Establishes the importance of safe prescribing and prescribes commonly used medications in an appropriate manner; recognises when a patient has been exposed to risk and escalates care in accordance with local procedures – Generic Professional Capabilities (GPC) 6

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Explains the complications of the long-term use of asthma medications

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FResE1] Recognise the presenting features of hearing impairment and the principles of assessment and management	[TResE1] Know and understand the anatomy and embryology of the respiratory tract and the ear	[AResE1] To be able to assess, diagnose and manage hearing impairment
[FResE2] Know the causes and management of conditions affecting the nose including epistaxis and allergic rhinitis	[TResE2] Know the genetic and environmental factors in the aetiology of respiratory diseases and disorders of the ears, nose and throat	[AResE2] To be able to assess, diagnose and manage conditions affecting the ears, nose and throat including epistaxis and know when to refer

[FResE3] Know the causes and management of respiratory infection, earache, ear discharge, otitis media and glue ear	[TResE3] Understand the physiology and pathophysiology of the respiratory system in health and disease	[AResE3] To be able to assess, diagnose and manage lower respiratory tract infection in children
[FResE4] Know about obstructive sleep apnoea and the principles of management	[TResE4] Understand the physiological changes that occur in the respiratory system during sleep	[AResE4] To be able to assess and diagnose sleep disordered breathing and understand the principles of management
[FResE5] Know how to assess and manage children with acute asthma and wheeze and plan long term management		[AResE5] To be able to assess, diagnose and manage wheezing illnesses
[FResE6] Know the causes of stridor and the principles of management		[AResE6] To be able to assess, diagnose and manage stridor
[FResE7] Know the presentations of cystic fibrosis and the principles of treatment	[TResE5] Know and understand the pathophysiology of cystic fibrosis and principles of treatment	[AResE7] Understand the diagnosis and management of cystic fibrosis and common complications of the disease
[FResE8] Understand the causes of chronic cough and appropriate investigations		[AResE8] To be able to assess and manage chronic cough including arranging and interpreting investigation when appropriate
	[TResE6] Understand the physiological changes that occur in respiratory disease and how this is reflected in respiratory function tests	[AResE9] To be able to select and interpret appropriate respiratory investigations e.g. blood gases, lung function tests, bronchoprovocation testing, and oximetry recordings

[FResE9] Know the role of health promotion programmes in preventing respiratory morbidity e.g. smoking cessation, sudden infant death and able to advise parents on avoiding risks	[TResE7] Understand the risks associated with smoking and passive smoking exposure	[AResE10] To be able to assess, diagnose and manage acute life-threatening events including the management of sudden unexpected death in infancy
	[TResE8] Understand the physiology of mechanical ventilation	[AResE11] Know and understand the indications for long term ventilation and respiratory support and able to assess and manage acute deterioration
[FResE10] Understand the long-term complications of medications used for asthma	[TResE9] Understand the pharmacology of agents commonly used in respiratory disease and the scientific basis of non-pharmacological interventions e.g. physiotherapy	

Safeguarding

Defined by the RCPCH Progress Level 1 Generic Syllabus:

- **Domain:** Professional Skills and Knowledge: Patient Management

  Curriculum Learning Outcome 4: Conducts an assessment, makes a differential diagnosis, plans appropriate investigations and initiates a treatment plan – Generic Professional Capabilities (GPC) 2 & 3

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 10. Dermatology, 11. Diabetes and endocrine and 12. Drug and alcohol-related medicine

- **Domain:** Capabilities in Safeguarding Vulnerable Groups

  Curriculum Learning Outcome 9: Promotes the professional responsibilities of safeguarding children and young people (CYP), documents accurately and raises concerns to senior staff in a professional manner – Generic Professional Capabilities (GPC) 7

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: Defined by the RCPCH Level 1 Generic Syllabus - Capabilities in Safeguarding Valuable Groups: Illustrations 1. Recognition, 2. Guidance and 3. Management

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
[FSaf1] Know the presentations of physical, emotional and sexual abuse, neglect and fabricated and induced illness	[TSaf1] Know the evidence base for sound decision making in child protection	[ASaf1] Know the different presentations of non-accidental injury: physical, emotional, sexual, neglect and fabricated and induced illness and how to differentiate these from accidental injury, diseases and variations of normality
	[TSaf2] Know the epidemiology of physical abuse, sexual abuse neglect and fabricated and induced illness	

[FSaf2] Know what steps should be taken when child abuse is suspected	[TSaf3] Know the scientific basis of investigations recommended in the investigation of suspected non-accidental injury	[ASaf2] To be able to assess and manage physical and emotional abuse and fabricated and induced illness
	[TSaf4] Know the scientific limitations of imaging and investigations in the diagnosis of non-accidental injury	[ASaf3] Know the emotional and behavioural consequences of child abuse and neglect on the child and young person

"Empower young people to speak up"

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Science of Practice

Defined by the RCPCH Level 1 Generic Syllabus:

- **Domain:** Research and Scholarship

  Curriculum Learning Outcome 11: Adopts an evidence-based approach to paediatric health practice and critically appraises existing published research - Generic Professional Capabilities (GPC) 9

  Illustrations supporting this Learning Outcome that are relevant to the exam syllabus area below include: 1. Finding evidence and 2. Interpreting evidence

Foundation of Practice (FOP)	Theory and Science (TAS)	Applied Knowledge in Practice (AKP)
	[TSop1] Understand research methodologies	
[FSop1] Demonstrate appropriate use of clinical guidelines in practice	[TSop2] Understand the principles of statistical testing, evidence based medicine, its limitations and applications in practice	[ASop1] To be able to apply evidence based medicine to clinical practice
	[TSop3] To be able to recognise appropriate statistical testing and to choose the correct test in context	
	[TSop4] Know the principles of clinical and research governance	
	[TSop5] Know the principles of screening in research and clinical practice	[ASop2] To be able to interpret a research paper or systematic review appropriately