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Dear Trainee,

Firstly, a huge welcome to paediatric training. I wanted to take this opportunity to introduce the RCPCH Trainees’ Committee, the body that represents the views of trainees within the College.

The Committee consists of trainees from across the UK who act as regional representatives, bringing local issues concerning trainees and training to the attention of the College and keeping local trainees up to date with the activities of the College. All trainees are eligible to stand as regional representatives, with vacancies advertised to all college members when they become available.

The Trainees’ Committee meets three times a year in person, with email communication between meetings. We are primarily involved with matters directly relating to training, but also provide representation throughout the College on many other aspects of the College’s activities and are often at the heart of important decisions. The Committee also runs a trainee session at the College’s annual meeting which we look forward to seeing you at.

It’s important that all trainees feel they have a say in their training, and feel that their opinions do count. In addition to representative positions on the Trainees’ Committee, the College frequently needs trainees to contribute to short lived working groups, so there are many opportunities to become involved. I am always keen to hear trainees’ views on what the College should be doing for them and how training can be improved. A list of your regional representatives can also be found at the following link:

www.rcpch.ac.uk/traineescommittee

David James
Chair RCPCH Trainees’ Committee
ST7 Grid Trainee Paediatric Emergency Medicine, Bristol Children’s Hospital

david.james@uhbristol.nhs.uk
REGISTRATION, ASSESSMENT, CURRICULUM AND ROLES
• **Trainee registration** with the RCPCH provides a gateway to your online assessments (ASSET) and interactive learning tools (ePortfolio). Registration also contributes to your START assessment at Level 3 (applicable to run-through trainees only).

• We are pleased to announce that we are currently working on a project to integrate ASSET with a new ePortfolio system to provide one place for trainees and supervisors to access all progression data. For more information on the project and launch date please see our [website](http://www.rcpch.ac.uk).

• It is mandatory for all Specialty Registrars (StRs) participating in the run through grade to register with the RCPCH for online assessments and ePortfolio. Failure to do so may prevent you from progressing through your training.

• Junior Membership of the RCPCH is a mandatory part of the registration process for all those in approved training posts. Taking up College membership alone will not provide you with access to ePortfolio or ASSET online assessments.

• Following registration, you will receive details of your ePortfolio and ASSET accounts. The Member Services team will process your College membership separately. Because College membership and registration for ASSET and the ePortfolio are two separate processes, there are separate annual fees for both your training (ASSET and ePortfolio) and your College membership; however these fees will usually be taken at the same time by direct debit.

• Once trainees have registered they are advised to find out exactly which assessments, exams, and educational support they need to set up or arrange.

• Trainees are only required to register for online assessments and ePortfolio once during their training and you will pay an annual training registration fee. However, the College encourages all of its trainees to update their details regularly and it is important you inform us if you change to/from run-through training, non run-through training or if you resign from your training programme so that we can update your training fee accordingly.

The Trainees’ Committee is made up of Trainee representatives from each region in the UK. It is your mechanism of raising any issues with the College and ensuring your views are heard. The Committee has representatives on many internal and external committees. The Trainees Committee meets three times a year. You can contact the Trainees Committee either through your local trainee rep or email trainees.committee@rcpch.ac.uk

For further information:  
[www.rcpch.ac.uk/registration](http://www.rcpch.ac.uk/registration)  
For enquiries:  
[training.enquiries@rcpch.ac.uk](mailto:training.enquiries@rcpch.ac.uk)
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Supervised Learning Events (SLE)

The curriculum includes:

• The purpose of SLEs is as a means of engaging in formative learning; therefore a trainee who presents evidence of SLEs that cover only a restricted area of the curriculum runs the risk of being judged as having poor strategic learning skills. All trainees are therefore advised to plan how they will demonstrate coverage of their relevant curriculum in partnership with their Educational Supervisor.

• Trainees should aim for 20 SLEs per training year (20 per year for full time, pro-rata for LTFT trainees).

• The ratios given for the balance of mini CEX to CbD assessments are for guidance only and the exact ratio should not be used as a criterion for determining satisfactory progression.

• Trainees are also encouraged to undertake the assessments indicated as optional.

• The numbers of SLEs given for ACAT, HAT, LEADER and Safeguarding CbD are minimum requirements; senior trainees in particular should bear in mind that each of the SLEs is designed for formative assessment of different aspects of the curriculum and more than this minimum number of some types of SLE might be required, depending upon the specific requirements and clinical context of a subspecialty. Trainees are therefore advised to consult their relevant subspecialty CSAC curriculum, in case there are additional specified assessment requirements.

• At least one of each of those SLEs marked with a single asterisk* must be assessed by a senior supervisory clinician (e.g. Consultant or senior SASG/Specialty Doctor) – i.e. ACAT and HAT during level 2 training, LEADER during level 2 and level 3 training and at least one of the five DOC during level 2 and level 3 training.

Assessment of Performance (AoP)

• The compulsory procedural skills are listed on the RCPCH website.

• Level 1 training / ST1-3 – this stage is in the first (green) column.

Additional requirements

• Trainees must also complete accredited neonatal and paediatric life support training during Level 1 training.

• Trainees must achieve the level 1 and 2 Intercollegiate Safeguarding Competences by the end of ST3, the majority of Level 3 competences by the end of ST5 and all Level 3 competences along with the additional paediatrician competences by the end of ST8.

• The Paed CCF*** can be used as an additional tool if required.
THE CURRICULUM

Introduction to the curriculum

The curriculum includes:

• the competences that you need to achieve throughout the stages of your training in becoming a paediatrician

• the assessment strategy through the whole of your training to successful completion and the award of a CCT (or CESR CP)

www.rcpch.ac.uk/quality-training/curriculum

Using the curriculum

The curriculum is for reference and should be used to guide you and your trainer through the training programme. You may find it useful to use as a resource during reflection, helping you to assess what has been achieved and what still needs to be developed. The ePortfolio assists in this process by allowing you to comment on competences and highlight confidence in these areas and to link them with specific areas of the curriculum.

Trainees and the curriculum

The curriculum should guide you as you create your personal development plans and chart your progress through training, to ensure you are gaining the appropriate experiences and continue towards being a consultant. You will need to link to the curriculum as evidence of your progress, which will then form a useful contribution to your appraisal, self-assessment, self-directed learning and educational meetings.

Trainers: will be able to use the curriculum to check that their trainees are developing in the correct areas and ensure their teaching covers the right fields. It will also help them complete their supervision forms and chart their trainee’s progress.

The curriculum and its layout

The curriculum lists the competences to be gained at each level of training:

• Level 1 training / ST1-3 – this stage is in the first (green) column

• Level 2 training / ST4-5 – middle grade is the middle (blue) column

• Level 3 training / ST6-8 – (at which stage some trainees will enter national grid training to train in a sub-specialty but others will continue in high level General Paediatrics) this level is the final (purple) column

The contents page contains hyperlinks to the relevant sections of the document.

Training towards a sub-specialty or becoming a General Paediatrician

Section 1 details how to use the document for both these options.

Achieving curriculum competences

Learning will take place in a variety of settings with a range of approaches:

• Acute settings

• Handover

• Multi-disciplinary meetings

• Community settings

• Ward rounds

• Audits and research

• E-learning

• Lecture

• Reflective practice

• Seminars

• External training courses

• Self-directed learning

Most events in the workplace will contribute to the learning process. You are encouraged to utilise all these opportunities as well as managing your study leave to work towards to completing the targets set in your personal development plan.

CONTACT

training.enquiries@rcpch.ac.uk
tel. 020 7092 6000
ROLES AND RESPONSIBILITIES - WHO YOU NEED TO KNOW

The majority of the descriptions below were taken from the NACT UK Recommendations January 2009 (for the complete document, please visit the NACT website).

Trainer
• Supervise/coach trainees on ward rounds, in clinic and out of hours
• Undertake a number per year of workplace-based assessments and contribute to 360° feedback

Clinical Supervisor
• Appropriately trained to be responsible for overseeing a specified trainee’s post in a clinical or medical environment
• Will lead on providing a review of the trainee’s clinical or medical practice throughout the placement and contribute/complete the clinical supervisor’s report
• Meets away from the clinical area regularly (min. one hour per week) to discuss cases, provide feedback and monitor progress of learning objectives
• Ensures those in a clinical team provide appropriate clinical supervision and understand the relevant SLEs and AoPs
• Provides constructive formative feedback
• Responsible for liaising with Educational Supervisor (if not a combined role)
• Named clinical supervisor may be a different person in different weeks of the year
• Ensure effective handover of the trainee to next clinical and educational supervisor

Educational Supervisor
• Selected and appropriately trained to be responsible for a named trainee for the overall supervision and management of their trajectory of learning and educational progress during a post, programme or level of training
• Will assist the trainee in planning their training, setting and achieving learning outcomes
• Will be responsible for the educational agreement; meetings and reviews; completing Trainer’s report and reviewing outcomes from SLEs and AoPs;
• Involved in careers guidance and trainees in difficulty
• Liaising with Clinical Supervisor (if not a combined role)

Specialty/College Tutor
• Maintains an environment within the dept with a multi-professional team that supports training and delivers curriculum and relevant assessments
• Supports trainees and trainers
• Attends department and Trust Education Committees and may be required to attend LETB/deanery STC
• Ensure systems are in place for specialty induction, quality control of training provided, formal education delivery and study leave management
• Involved in careers guidance and trainees in difficulty
• One Specialty/College Tutor in each Trust
Clinical Tutor (In some Trusts this title includes the role of the DME)

• Support Educational Supervisors and Tutors with trainees in difficulty and provide pastoral and career support to trainees as necessary
• Manage Postgraduate Centre and administer study leave

Director of Medical Education

• Maintaining and developing profile of medical education within LEP (Local Education Provider), ensure delivery of Education Contract and ensure quality control of all PGME training programmes

Foundation Programme Directors

• Manages foundation training programmes across a locality-based group of Local Education Providers on behalf of LETB/deanery-based Foundation School

Specialty School/ Specialty Training Committee

• Specialty schools have been created to deliver postgraduate medical training. The schools are managed by Health Education England in conjunction with the royal colleges and local faculties. The schools are administered by the LETBs (Deaneries) to work closely with Local Education Providers (NHS trusts) and their roles include:
• Ensuring all education, training and assessment processes meet Gold Guide, college and GMC-approved processes and curricula
• Monitoring the quality of training, ensuring it enhances the standard of patient care and produces competent and capable specialists
• Implementing the specialty training programmes (in the case of Paediatrics, run-through training from ST1 to ST8)
• Encouraging and developing educational research
• Promoting diversity and equality of opportunity
• Working with the LETB to identify, assess and support trainees in difficulty

Specialty/ Association committees and CSAC roles

• Provide important link between the Colleges/Specialist Society and the workplace for both postgraduate training and CPD for consultants
• Ensure consistency in approach and standards across the UK between provider organisations
• Approve posts for subspecialty training and advises trainees planning to enter the subspecialty

Postgraduate Dean

• Postgraduate Deans in the UK are responsible for the quality management of their specialty training programmes. The requirement to quality manage the delivery and outcomes of postgraduate specialty training through the Dean’s sponsorship of training programmes is a key element in the GMC Quality Improvement Framework. (Taken from the Gold Guide version 5)

Lead Dean

• The dean with specific UK responsibility for a specialty including working with the relevant Royal College, faculty or specialty association
Paediatric Head of School

• The Head of the Specialty School of Paediatrics and Child Health manages the overall delivery of the paediatrics and child health training programmes, ensuring equality, quality and safety of care, patient focus and excellence of training. This includes the structure, organisation and delivery of training and the implementation of GMC-approved curricula.

Training Programme Director

• RCPCH Programme Directors oversee paediatric run-through training programmes and rotations within a group of Trusts for a certain level of training. They are responsible to the Paediatric Head of School and/or the Postgraduate Dean.

Regional Adviser

• The RCPCH Regional Adviser is the key College representative, within each region, responsible for advising on paediatric training issues and liaising with the LETB/deanery on matters related to the delivery of training in that region.

Principal Regional Examiner

• The examiner nominated to represent a specific College region. The Principal Regional Examiner is the focal point for RCPCH Examinations in their region; they assist the College with organising events to generate questions for all written examinations and scenarios for use in clinical examinations, and take an active involvement in the selection and training of examiners. They also provide input to the development of aspects of the RCPCH Examinations.

The RCPCH

Provides support for all paediatric trainees throughout their training by:

• Setting curriculum for postgraduate training in paediatrics
• Advising on standards for training and assessment
• Running examinations and processing workplace based assessments
• Organising courses and conferences
• Issuing guidance and conducting research
• Certification recommendations

The LETBs/Deaneries

The Postgraduate LETBs/Deaneries in the UK are responsible for:

• Implementing specialty training
• Identifying local training needs
• Providing information on local training opportunities
• Organising ARCPs
• Arranging inter-LETB/deanery transfers
• Providing National Training Numbers

The GMC

• Responsible for the General and Specialist medical registers in the UK whereby a doctor must be included to practise medicine in the UK
• Has strong and effective legal powers designed to maintain the standards that the public have a right to expect of doctors
• Responsible for overseeing and promoting the development of undergraduate and postgraduate medical education and training across the UK
ONLINE SYSTEMS, EXAMS AND FURTHER TRAINING
ASSET AND WORKPLACE BASED ASSESSMENTS

www.asset.rcpch.ac.uk

ASSET (Assessment Services for Education and Training) is the RCPCH online site for completing workplace based assessments such as ePaedMSF, ePaedCbD, DOPS and Mini-CeX. An additional set of SLEs (supervised learning events) will be piloted in 2013 – HAT, LEADER, ACAT and DOC. All these assessments must be completed online using ASSET.

Please be aware that all WBPAs will soon be moving to the new ePortfolio system and will need to be completed on the new system once it is launched. For more information, including the launch dates of the new ePortfolio, please visit our dedicated ePortfolio webpage.

START will assess, in terms of the expected capabilities of a new Consultant, your clinical decision making abilities, and will help to highlight any possible areas for further development. START takes place during Level 3 training in a simulated learning environment, although the final report will be recorded in your ASSET and ePortfolio accounts.

Workplace based assessments / Supervised Learning Events (SLEs) connect teaching, learning and assessment in the teaching cycle. They provide formative feedback in a constructive environment to help you develop and progress through your training programme by

• helping you set your development plan and take ownership of your learning objectives
• giving you resources to improve your self-evaluation, self-assessment, reflection and goal setting skills

Workplace based assessments/SLEs are designed to show your progress, so use them to reveal areas you need work on, spread them throughout the year and through all your posts.

Your completed assessments will be uploaded to your ePortfolio every 24 hours, where you and your Educational Supervisor can view them and print them off if necessary.

Logging on to ASSET

Following registration, you will be sent an email with your log-in details

If you have forgotten your log-in details, after registering you can go to: www.asset.rcpch.ac.uk and click the ‘forgotten your password or username’ link, which will send you an email reminder with this information.

Completing assessments using ASSET

Once you’ve logged on, you can begin completing a range of assessments – see the Table of Assessments on page 7 to see how many of each type of assessment you need. You’ll find guidance on how to complete an assessment online on the Assessment Tools Guidance page on the College website.

Non-payment of fees

Your ASSET account will be de-activated if you do not pay your membership or trainee registration and retention fees.

CONTACT:

All queries regarding ASSET can be directed to asset@rcpch.ac.uk.

LINKS:

The ASSET User Guide gives step by step instructions for trainees and assessors on the use of the system.
The Paediatric ePortfolio is an educational tool for RCPCH trainees which records and facilitates the journey of clinical and personal development through learning. It acts as a record of your progress through training and a tool for educational supervision.

Please note that the College will soon be launching a new ePortfolio in late 2015/early 2016. For more information on the project and launch dates please visit our dedicated ePortfolio project page.

The ePortfolio enables you to:

- Keep an up-to-date record of your posts and supervisors
- Create and invite your assessor to complete your online workplace-based assessment
- Add entries to your skills log
- Create personal development plans
- Add entries to your development log, including audits, teaching, management experience and much more
- Link any ePortfolio entries you make to the curriculum
- Upload documents to your personal library and link them to sections of the ePortfolio
- View your supervision and ARCP forms

Supervision on ePortfolio:

In order for your supervisor to complete supervision forms, you need to list them on your portfolio with the correct dates. The paediatric ePortfolio does not use the ticketing system. Supervisors can be linked as either Clinical or Educational supervisors or as both. Each new post you start on ePortfolio will require your supervisor to be linked. If they are not linked, please contact your LETB/Deanery administrator to update this (see contacts below). Supervisors continue to have access to your portfolio during the time period specified. After this point they are not able to create any forms for that post. Please check with your LETB/Deanery exactly which forms are required each year as these can differ slightly across the regions.

- Induction form – this should be completed at the beginning of each six-month post.
- Supervision form – this doubles up as a midpoint or end of post review. Trainees should at least have one induction and one (end of post) supervision form for each six-month post.
- Trainer’s report – must be completed at the end of the second six-month post of a training year to inform the ARCP meeting. Some LETBs/deaneries, such as London, require a Trainer’s report for each post so please check this with your LETB/deanery.
- ARCP – Annual review of Competency Progression is the tool by which progression is monitored and achievement recorded and will be completed at the end of each training year.

EPORTFOLIO SUPPORT

Contact your local LETB/Deanery administrator by checking the LETB/Deanery ePortfolio contact list on the ePortfolio page.

If your LETB/deanery cannot help, contact the College at eportfolio@rcpch.ac.uk or 020 7092 6000 (ask for the ePortfolio team).

If you forget your log-in details, you can have it resent by entering your email address into the forgotten password link on the homepage so it is important to keep your email address updated. You can do this via College website.

For more information on ePortfolio please visit our webpage.
We offer two types of examinations; Membership Examinations (MRCPCH) and the Diploma in Child Health (DCH).

Following a comprehensive review, in 2013 the MRCPCH Examinations have changed. The examinations consist of the MRCPCH Foundation of Practice (formally Part 1a), the MRCPCH Theory and Science (formally Part 1b), the MRCPCH Applied Knowledge in Practice (formally Part 2) and the MRCPCH Clinical Examination. The MRCPCH Foundation of Practice, the MRCPCH Theory and Science examination are two separate papers. The MRCPCH Applied Knowledge in Practice examination is one examination split across two papers. There are new syllabi to support the 3 theory papers on the website.

The theory papers are able to be taken in your order of preference, but you will still only be able to take the MRCPCH Clinical Examination once all the theory elements have been successfully passed.

Those candidates entering ST3 will be required to hold any two of the three theory MRCPCH papers (candidates will usually be expected to have obtained Foundation of Practice plus one other).

The final element of the MRCPCH examinations is the MRCPCH Clinical Examination. The MRCPCH Clinical Examination is a practical examination that is split across 10 clinical stations. You will be eligible for Ordinary Membership of the College (MRCPCH) after successfully completing all examination elements of the MRCPCH, and you are expected to complete the Membership Examinations before the end of level 1 (at the end of ST3 and before ST4).

There are three sittings of each type of membership examination a year.

The Diploma in Child Health (DCH) is designed to give recognition of competence in the care of children to General Practitioner vocational trainees, Staff Grades in Paediatrics and other specialists allied to Paediatrics.

The DCH Examination consists of the MRCPCH of the MRCPCH Foundation of Practice examination and a specially designed DCH Clinical Examination. You will need to pass the MRCPCH of the MRCPCH Foundation of Practice examination before you can sit the DCH Clinical Examination.
FLEXIBILITY WITHIN PAEDIATRIC TRAINING PATHWAYS

Less than full-time training
www.rcpch.ac.uk/lftft

Less than full-time training can provide an ideal solution for trainees who wish to combine family commitments or other interests with their career.

All doctors can apply for less than full-time training. Reasons for this fall into different categories but if you wish to train less than full-time because of caring for children or a relative you are highly likely to get approval. Paediatricians have pioneered initiatives within less than full-time training which have been strongly supported by the College. Paediatrics consequently has higher numbers of trainees working part-time than other hospital specialties.

Academic Training
www.rcpch.ac.uk/academictraining

The College has established a network of Academic Regional Advisers throughout the country to provide guidance and support to academic trainees and those of you wishing to undertake research alongside your clinical training.

The majority of doctors who undertake academic training as part of their training should aim to complete their training programme in such a way as to be eligible to obtain their CCT/CESR CP by the normal route. This will be achieved with the support of a clinical supervisor and an academic supervisor to attain the appropriate progression in their academic study, clinical competences and assessments to their year of training. This will be monitored at the Annual Review of Competency Progression (ARCP).

The combined academic and clinical training programmes are accessed through open competition to the following positions.

- Academic Clinical Fellow (ACF) – higher degree combined academic and training post
- Academic Clinical Lecturer (ACL) – post doctorate combined academic and training post

Out of Programme (OOP)
www.rcpch.ac.uk/oop

All trainees are entitled to apply for a period of time spent outside of their normal training programme. Any periods of time out of programme must be approved by your Postgraduate Dean. There will be a maximum number of trainees in each Specialty who are allowed OOP at any given time in your LETB/deanery, so it is best to plan well in advance. Unless there are exceptional circumstances trainees will not be allowed time OOP until they have completed one year of training or in their final year of training. The College, through your local Regional Advisor or Head of School, will advise on whether the experience is eligible to be accredited towards training, which must be agreed prospectively. During all approved out of programme activities trainees will retain their NTN. For further information, please visit the GMC website: www.gmc-uk.org
Out of Programme experience (OOPE) - cannot be counted towards a CCT/CESR CP.

Out of Programme Research (OOPR) - may be counted towards training with prospective approval from the GMC if it is appropriate and relevant curriculum.

Out of Programme clinical training (OOPT) must be prospectively approved by the GMC as enhancing training experience in order to count towards a CCT/CESR CP.

Out of programme career break (OOPC) cannot be counted towards training.

Fixed Term Specialty Training Appointments (FTSTA)

www.rcpch.ac.uk/ftsta

A FTSTA is an approved training post, usually in the early years. It is a one-year fixed-term post that stands alone. Whilst it will contribute to CCT/CESR CP, as a GMC approved post, it does not mean that entry to run-through training is automatic. The posts will be appointed at interview through open competition. The curriculum and assessment strategy should continue to be worked towards with appropriate supervision.

Locum appointment training (LAT)

In accordance with the Gold Guide, more than 12 months of LAT can be counted towards training as long as appropriate progression against the curriculum is confirmed with an ARCP for each 12 months of training undertaken. The RCPCH will approve more than one year, but only if it is undertaken in a progressive programme and approved in its entirety by the head of school and with a recommendation from the RCPCH regional advisor.

Inter-Deanery Transfers (IDT)

www.rcpch.ac.uk/idt

During your training, it may become necessary to have to consider the possibility of requesting an Inter-Deanery Transfer (IDT). This may come about because of well-founded personal reasons. This process is managed by the National IDT team (Health Education South London) and more information can be found on its website.

ePortfolio and non-training posts

Doctors who are in non-training posts can have access to ePortfolio and workplace based assessments, as long as they can demonstrate that they are being adequately supervised during their post. Further information can be found on the College registration page:

www.rcpch.ac.uk/registration

Study leave

Each trainee is allocated a study leave budget to support educational activities. It is the responsibility of the hospital team providing the local induction to let you know what you are entitled to and how this can be accessed.

CONTACT: training.enquiries@rcpch.ac.uk
THE LATER STAGES OF YOUR TRAINING

The NTN Grid Scheme

• At Level 3 of training (ST6-8), paediatric trainees have the opportunity to specialise in a specific area of paediatrics or continue in general training. Those who complete an approved programme of sub-specialty training within the NTN grid will be eligible to enter on to the GMC Specialist Register with a CCT/CESR CP in paediatrics with sub-specialty recognition.

• Throughout training, trainees will gain experience across a range of sub-specialties. If you have a particular interest in a sub-specialty and are considering or intend to apply to the NTN grid let your supervisors/LETB/deanery know as soon as possible. You can also contact the CSACs to find out how you can get involved with the sub-specialty before applying to the grid.

LINKS:
www.rcpch.ac.uk/ntngrid

CONTACT:
ntngrid@rcpch.ac.uk

Certificate of Completion of Training (CCT) & Certificate of Eligibility to the Specialist Register – Combined Programme (CESR CP)

• For a paediatrician to take up a substantive, honorary or fixed term consultant appointment in the NHS, it is a legal requirement that they must be listed on the Specialist Register at the General Medical Council (GMC). When you reach the end of your training you will apply to the College for confirmation of completion of training (CCT or CESR CP). The College will then make an assessment of your training and make a recommendation to the GMC.

LINKS:
www.rcpch.ac.uk/certification

CONTACT:
CCT@rcpch.ac.uk

Revalidation and postgraduate trainees

• All doctors, including postgraduate trainees, on the GMC Register are expected to revalidate. Revalidation began at the end of 2012 for all doctors.

• Postgraduate trainees are expected to revalidate using information gathered during their training programme in ePortfolio and ASSET and reviewed at the Annual Review of Competence Progression (ARCP). A revalidation recommendation will be made by a trainee’s Postgraduate Dean or equivalent who will act as their Responsible Officer.

• Further information can be found on the GMC website

CONTACT:
revalidation@rcpch.ac.uk or contact your local LETB/deanery
## RCPCH ACRONYMS AND USEFUL TERMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACAT</td>
<td>Acute Care Assessment Tool</td>
</tr>
<tr>
<td>APLS</td>
<td>Advanced Paediatric Life Support</td>
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<tr>
<td>ARA</td>
<td>Academic Regional Adviser</td>
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<tr>
<td>ARCP</td>
<td>Annual Review of Competence Progression</td>
</tr>
<tr>
<td>ASSET</td>
<td>Assessment Services for Education and Training</td>
</tr>
<tr>
<td>CCH</td>
<td>Community Child Health</td>
</tr>
<tr>
<td>CCT</td>
<td>Certificate of Completion of Training</td>
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<tr>
<td>CESR CP</td>
<td>Certificate of Eligibility for the Specialist Register (Combined Programme)</td>
</tr>
<tr>
<td>CSAC</td>
<td>College Specialty Advisory Committee</td>
</tr>
<tr>
<td>DME</td>
<td>Director of Medical Education</td>
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<tr>
<td>DOC</td>
<td>Discussion of Correspondence</td>
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<tr>
<td>DOPS</td>
<td>Directly Observed Procedure</td>
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<tr>
<td>ePaedCbD</td>
<td>Electronic Paediatric Case based Discussion</td>
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<tr>
<td>ePaedMSF</td>
<td>Electronic Paediatric Multi Source Feedback</td>
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<tr>
<td>PaedCCF</td>
<td>Paediatric Carers of Children Feedback</td>
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<tr>
<td>ePortfolio</td>
<td>Electronic Portfolio</td>
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<tr>
<td>FTSTA</td>
<td>Fixed Term Specialty Training Appointment</td>
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<tr>
<td>GMC</td>
<td>General Medical Council</td>
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<tr>
<td>HAT</td>
<td>Handover Assessment Tool</td>
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<tr>
<td>HoS</td>
<td>Head of School</td>
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<tr>
<td>IDT</td>
<td>Inter-Deanery Transfer</td>
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<tr>
<td>LAT</td>
<td>Locum Appointment - Training</td>
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<tr>
<td>LEADER</td>
<td>Formative assessment of leadership tool</td>
</tr>
<tr>
<td>LEP</td>
<td>Local Education Provider (ie Trust or practice where training takes place)</td>
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<tr>
<td>LETB</td>
<td>Local Education and Training Boards</td>
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<tr>
<td>LTFT</td>
<td>Less Than Full-time Training</td>
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<tr>
<td>MiniCEX</td>
<td>Paediatric Mini Clinical Evaluation Exercise</td>
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<tr>
<td>MRCPCH</td>
<td>Membership of the Royal College of Paediatrics and Child Health</td>
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<tr>
<td>NACT</td>
<td>National Association of Clinical Tutors</td>
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<tr>
<td>NICU</td>
<td>Neonatal Intensive Care Unit</td>
</tr>
<tr>
<td>NLS</td>
<td>Neonatal Life Support</td>
</tr>
<tr>
<td>NTN</td>
<td>National Training Number</td>
</tr>
<tr>
<td>PCAT</td>
<td>Patient Consultation Assessment Tool</td>
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<tr>
<td>PLS</td>
<td>Paediatric Life Support</td>
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<tr>
<td>RA</td>
<td>Regional Adviser</td>
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<tr>
<td>SLE</td>
<td>Supervised Learning Event</td>
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<tr>
<td>SAS</td>
<td>Staff, Associate Specialist and Specialty doctor</td>
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<tr>
<td>SrR</td>
<td>Specialty Registrar</td>
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<tr>
<td>SpR</td>
<td>Specialist Registrar</td>
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<tr>
<td>Supernumerary</td>
<td>Extra training post – exceeding basic levels needed (often occupied by a trainee with differing needs)</td>
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<tr>
<td>STC</td>
<td>Specialty Training Committee</td>
</tr>
<tr>
<td>TPD</td>
<td>Training Programme Director</td>
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<tr>
<td>VSO</td>
<td>Voluntary Service Overseas</td>
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A full glossary of medical education and training terms can be found on the [GMC website](https://www.gmc-uk.org).
**USEFUL LINKS**

**Royal College of Paediatrics and Child Health**  
www.rcpch.ac.uk

**AoMRC**  
(Academy of Medical Royal Colleges)  
www.aomrc.org.uk

**COPMeD**  
(Conference of Postgraduate Medical Deans - lists all LETBs/deaneries and contacts)  
www.copmed.org.uk

**General Medical Council**  
www.gmc-uk.org

**Gold Guide**  
http://specialtytraining.hee.nhs.uk/  
files/2013/10/A-Reference-Guide-for-  
Postgraduate-Specialty-Training-in-the-UK.pdf