



Royal College of
Paediatrics and Child Health

Leading the way in Children's Health

Curriculum for Paediatric Training Paediatric Diabetes and Endocrinology

Level 1, 2 and 3 Training

Sept 2010

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Quick Start to the Curriculum

1. What does the curriculum tell us?

The curriculum includes

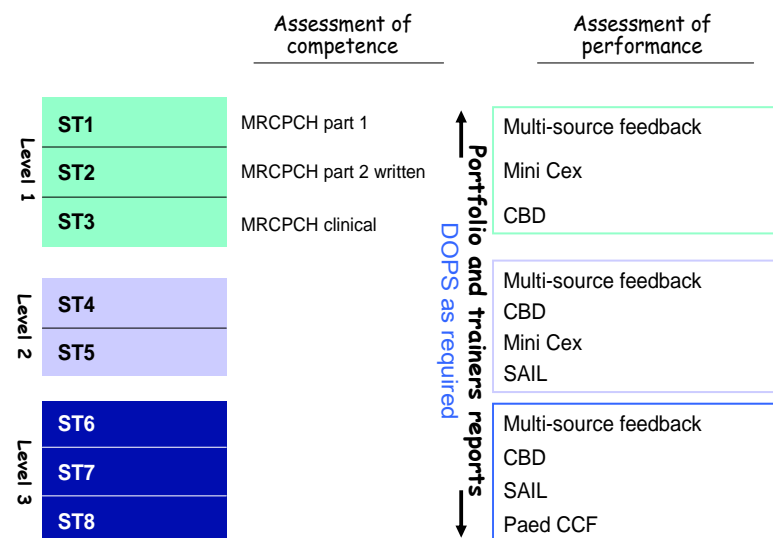
- Competences that need to be achieved by trainees through their stages of training in becoming a paediatrician
- Assessment strategy through the whole of their training to successful completion and the award of a CCT (Certificate of Completion of Training)

2. Who does the curriculum benefit?

- **Trainees** will be able to develop their personal development plans and chart their progress through training, ensuring they are gaining the appropriate experiences and continuing to develop towards being a consultant. This contributes to appraisal, self-assessment, self-directed learning and educational meetings.
- **Trainers** will be able to ensure their trainees are developing in the correct areas and ensure their teaching covers the right areas. It will also help them complete their end of post review.
- **Tutors** will be able to ensure local teaching programmes map to the curriculum.
- **Lay people** will be able to see what their paediatricians are working towards in their training. A summary is contained within

[Progression in the Professional Development of a Paediatrician](#)

RCPCH assessment road map



3. How can we use the curriculum and its layout?

The curriculum lists the competences to be gained at each level of training. It is not a checklist to be completed by the trainee against every competence. The assessment strategy ensures that the curriculum is sampled adequately.

Level 1 training / ST1-3 – previously SHOs, 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) this level is the final (purple) column.

The Contents Page contains hyperlinks to the relevant sections of the document.

i) For those training towards being a General Paediatrician

- Section 1 details how to use the document
- Section 2 gives the competences for a Level 1, Level 2 and General Level 3 trainee paediatrician in the overarching knowledge and skills required e.g. communication skills, teaching and training skills, research and audit, managing a consultation etc. The competences are listed under the most relevant assessment standard, e.g. the overall learning outcome. The progression of these competences can be followed through the levels of training
- Section 3 details the condition-specific knowledge and skills as a list. The level at which they are achieved is highlighted by a tick in the appropriate box and again the progression can be followed as the levels rise.
- Section 4 explains the assessments and the assessment system with the minimum assessment requirements for each year and at each level of training. See [About Assessments](#)

ii) For those training towards a sub-specialty

- Section 1 details how to use the document.
- Section 2 gives the competences for a Level 1, Level 2 and Level 3 sub-specialty trainee paediatrician in the overarching knowledge and skills required e.g. communication skills, teaching and training skills, research and audit, managing a consultation etc. The competences are listed under the most relevant assessment standard, e.g. the overall learning outcome. The progression of these competences can be followed through the levels of training.
- Section 3 contains the new knowledge and skills required for the sub-specialty conditions.

- Section 4 details the condition specific knowledge and skills for all the other specialties that need to be maintained throughout a trainee's final level of training.
- Section 5 explains the assessments and the assessment system.

General Paediatrics or Subspecialty Training at Level 3

By the end of level 3 training all successful trainees will be awarded a CCT in the specialty 'Paediatrics'. The initial core five years (ST1-5) is common to all trainees. In Level 3 training, trainees either continue in General Paediatric training or complete a subspecialty training programme. Following either route will require you to achieve a set of common generic competences to acquire at this stage of training as well as subspecialty specific competences. As a general paediatric trainee you will consolidate your training through a series of general posts. As a subspecialty trainee, whilst acquiring new knowledge and skills in a chosen sub-specialty you will also consolidate your general training and management of the patient with complex multisystem disease.

For further information on entry to sub-specialty training <http://www.rcpch.ac.uk/Training/NTN-Grid-Scheme>

4. How will the curriculum competences be achieved?

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

- Acute settings
- Community settings
- Handover
- Ward rounds
- Multi-disciplinary meetings
- Audits and research
- E-learning
- Seminars
- Lecture
- External training courses
- Reflective practice
- Self-directed learning

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

5. How often should it be used?

By Trainees:

The document is for reference and should be used to guide a trainee and trainer through the training programme. Some trainees may find it useful to use as a resource during reflection, helping them to assess what has been achieved and what still needs to be developed. The e-portfolio assists in this process by allowing the trainee to record comments on competences, attach evidence of achievement and highlight confidence in the areas.

By Local Education Providers (usually a hospital trust)/School:

LEPs and schools may use the curriculum to design the structured learning programme throughout the year.

6. Is this the definitive guide?

Yes – this is a comprehensive document detailing the fundamental knowledge skills and behaviours expected from a trained paediatrician working in the UK. Of course as paediatricians develop, they will gain greater knowledge and expertise and build on the elements within this programme.

7. What can't I find?

You won't find any specific details about individual training posts or programmes, formal educational courses or training opportunities – these will be provided by the Deanery, School of Paediatrics or Local Education Provider.

8. Where to go with further questions?

e-mail: training@rcpch.ac.uk

telephone 020 7092 6000

Introduction

The curriculum is for doctors in training in Paediatrics, their tutors, educational supervisors and other stakeholders (internal and external) with an interest in post-graduate medical education

The curriculum gives the doctor in training and their tutors' guidance about the areas that need to be covered. It gives a clear picture of what has to be achieved by the end of each stage of training.

The curriculum can be used to help identify areas of practice that need to be improved and those in which the trainee has confidence.

The competences that are gained during Level 1 training form the basis for progression into Level 2 and Level 3 training and onto consultant posts. The way in which the statements are written is intended to reflect this. The framework of competences reflects a spiral curriculum in that it asks the trainee to demonstrate continual development as their training progresses i.e. basic competences become more complex and sophisticated as the paediatrician in training works towards expertise. Table 1 illustrates this progression through training.

The competencies are expressed as learning objectives. These are the focus of training and at the end of each level of training the ARCP panel will want to know how well these objectives have been achieved. This document is to SUPPORT training and is not intended as an assessment document.

What is a Paediatrician?

Paediatricians have a detailed knowledge and understanding of diseases in children. They are skilled in looking at health and ill-health in babies, children and adolescents, and at specific health issues, diseases and disorders related to these stages of growth and development. They develop expertise in practical procedures specifically related to the good clinical care of small babies and children. Paediatricians work in multi-disciplinary teams and with colleagues from a wide range of professional groups in hospitals, general practice and in the community, in social services and schools and with the voluntary sector. They have strong communication and interpersonal skills and take on a variety of roles within their different communities of practice. They share expertise effectively and assume the responsibilities of teaching, leadership and management roles where appropriate. They work with colleagues to ensure consistency and continuity in the treatment and care of children and young people in all aspects of their well-being. They are committed to a policy of advocacy for a healthy lifestyle in children and young people and for the protection of their rights.

Paediatricians are doctors who have a particular compassion and respect for children, young people and their families and enjoy working with them. They have an expert understanding of the ways in which illness affects the child, the parents and the rest of the family and are skilled in the management of emotionally complex family situations. They show patience and sensitivity in their communications with children and their families and a particular ability to explore each individual's perspectives of a problem. They are aware of religious and cultural beliefs that parents might hold about the treatment of their children. They know how to respond in these cases, when to seek support and where to find legal and ethical guidelines to support their practice.

Paediatricians ensure that they are up-to-date in their practice and endeavour to promote evidence-based medicine where possible. They are keen to develop innovative approaches to teaching in paediatrics and to research. They are committed to the highest standards of care and of ethical and professional behaviour within their specialty and within the medical profession as a whole. Central to their work is the principle that all decisions should be made in the best interests of the child or young person in their care.

Progression in the Professional Development of a Paediatrician

During Level 1	During Level 2 and 3	Continuing development as a consultant
<i>Acquires fundamental knowledge base</i>	<i>Applies knowledge base to provide appropriate clinical care</i>	<i>Evaluates knowledge and modifies clinical care pathways to enhance patient care.</i>
<i>Acquires clinical examination and assessment skills and applies these in clinical practice</i>	<i>Analyses clinical findings to derive appropriate differential diagnosis and management plans.</i>	<i>Evaluates assessment findings; refines and modifies management plans.</i>
<i>Acquires all basic technical skills and basic life</i>	<i>Proficient at all basic technical procedures, some</i>	<i>May relinquish some skills in these areas</i>

<i>support</i>	<i>complex procedures and provides advanced life support.</i>	<i>dependent on area of clinical practice. May acquire specialty specific skills.</i>
<i>Performs allocated tasks and begins to plan tasks</i>	<i>Plans and prioritises tasks appropriately.</i>	<i>Increasing expertise with evaluation of priorities and appropriate delegation across a wide range of professionals.</i>
<i>Performs allotted teaching tasks</i>	<i>Plans and delivers teaching to trainees and other professionals. Develops peer mentoring skills.</i>	<i>Plans and modifies curricula. Performs assessment and appraisal. Able to provide mentorship.</i>
<i>Aware of management issues</i>	<i>Develops management skills and able to take responsibility for a defined project. Contributes to Committees.</i>	<i>Can negotiate and deal with conflict. Can contribute to and lead committees. Evaluates and modifies management structures.</i>
<i>Performs allocated audit projects and understands the audit cycle</i>	<i>Designs audit project and understands risk management. Able to write appropriate clinical guidelines. Understands the Clinical Governance implications</i>	<i>Facilitates audit, and evaluates results. Evaluates guidelines and ensures implementation of appropriate changes</i>
<i>Understands the principles of critical appraisal and research methodology</i>	<i>Able to appraise the literature critically and apply to clinical practice</i>	<i>Able to evaluate critical appraisal performed by others. Able to lead research projects and support others in research.</i>
<i>Works in multi-professional teams</i>	<i>Able to take the lead and accept leadership from other members of the multi-disciplinary team</i>	<i>Evaluates and modifies multi-professional team-working</i>

SECTION 1 – HOW TO USE THE COMPETENCY FRAMEWORK

Trainee

First of all ensure you have read the Introduction to understand the purpose and key principles of Paediatric Training.

You should then read the sections on Learning and Support for Learning which will enable to understand the system of workplace based learning and other educational opportunities that will be made available to you.

Then you should browse the competencies sections. The headings (assessment standards) are applied to a group of competencies will give you an idea of what you should be aiming to achieve throughout each level of training. The curriculum is separated out into Level 1, Level 2 and Level 3 competencies. However it is important you are aware of progression and achievement of higher level competencies.

The curriculum has the following structure

- Generic competences and generic clinical competences (e.g. history taking, consulting, clinical management, communication skills, teaching, management, law and ethics)
- Specialty-specific competences (e.g. cardiology, endocrinology etc.)

The competencies should be used at appraisals, for self assessment and self-directed learning to check your progression against the range that you are expected to achieve. Your educational meetings will support this process.

Following on from the competency framework is the assessment system which charts your progress through the training programme. You are expected to take the initiative with this; so you will need to read and familiarise yourself with this section too ([Section 4](#)). Each year you will be expected to produce evidence of progressing through the competencies at a suitable pace and achieving the appropriate assessments for the [Annual Review of Competency Progression \(ARCP\) Panel](#). This will be supported by educational supervision and e-portfolio.

There will be a local induction at the start of your programme which will further introduce how the programme will be delivered and assessed by your education provider. You will also be allocated an educational supervisor who will be responsible for your educational agreement, during your working hours you should be appropriately supervised and this may be your educational supervisor, clinical supervisor, a more senior trainee or another senior clinician.

Within paediatrics all consultants will have a role as trainer and the majority will have a role both as educational supervisor and clinical supervisor. Many specialty grade doctors (SASG) will undertake the role of clinical supervisor but few will take on the role of educational supervisor. All trainers will be required to have clinical credibility and the ability to teach within their chosen subject and demonstrate both an interest in their specialty and in trainee education and development.

Trainers/Educational Supervisors/Clinical Supervisors

Please read the Introduction and 'How to use the curriculum - Trainees' sections above.

Your roles will vary and may involve providing learning in the workplace, contributing to other forms of learning, providing workplace based assessments and clinical supervision, providing educational supervision and ensuring patient safety within the learning environment.

You should be supported in your role by the Local Education Provider and the Paediatric School and should receive training in all your different roles which contribute to postgraduate education. There should be adequate time within your job plan to carry out your agreed postgraduate training roles to a high standard.

As a **Clinical Supervisor** you will be required to be trained in assessment tools that you are using and will have responsibility for supervising the trainees' day to day clinical practice.

As a **Educational Supervisor** you will be required to have received training in and be familiar with all elements of the curriculum and assessment strategy. You will be required to provide formative developmental support for trainees e.g. acting as facilitator, mentor, supporting the development of the trainee's professionalism and ensure educational objectives are being achieved. You must fully understand the objectives of the period of training for which you are responsible.

For more detailed information please consult your LEP and Deanery for local procedures and the Gold Guide (<http://www.mmc.nhs.uk/pdf/Gold%20Guide%202009%20-%20Third%20edition%20v1.pdf>).

Learning

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

- Acute settings
- Out patient Clinics
- Community setting
- Handover
- Ward rounds
- Multi-disciplinary meetings
- Audits and research
- e-learning
- Seminars
- Lectures
- External training courses
- Reflective practice
- Self-directed learning

Trainees are encouraged to utilise the opportunities that arise at anytime within the workplace, as well as managing their study leave to work towards the achievement of their personal development plan.

Support for Learning

During the Local Education Providers' induction the trainee will be allocated an education supervisor and informed of the local processes for learning support.

The trainee has responsibility as an adult learner to set their own individual learning objectives for each training post/training programme with the support of their Educational Supervisor. The objectives should then be reviewed at regular intervals utilising the e-portfolio and by demonstrating improvement through the use of work-place based assessments.

There will be deanery processes in place to support any doctor in training who may need additional support. Examples where additional support will suggested may include (and not limited too)

- doctors who have a learning need
- a requirement for reasonable adjustment for the achievement of the competencies
- involvement in a serious incident
- disengagement with the educational process

Acting up as a consultant (AUC)

“Acting up” provides doctors in training coming towards the end of their training with the experience of navigating the transition from junior doctor to consultant while maintaining an element of supervision.

Although acting up often fulfills a genuine service requirement, it is not the same as being a locum consultant. Doctors in training acting up will be carrying out a consultant’s tasks but with the understanding that they will have a named supervisor at the hosting hospital and that the designated supervisor will always be available for support, including out of hours or during on-call work. Doctors in training will need to follow the rules laid down by the Deanery / LETB within which they work and also follow the RCPCH rules which can be found at <http://www.rcpch.ac.uk/training-examinations-professional-development/postgraduate-training/resources-trainees-training-s-4>

SECTION 2 – THE COMPETENCY FRAMEWORK – GENERAL COMPETENCES

Duties of a Doctor

Knowledge, Skills and Performance

This section details the competences that reflect the overall role of the paediatrician and the behaviours that demonstrate the principle that all decisions should be made in the best interest of the child.

For more information on assessment please see the [assessment blueprint](#)

1

Level 1 (ST1-3)

an understanding of the roles and responsibilities of paediatricians

Level 2 (ST4-5)

a commitment in their practice to the roles and responsibilities of paediatricians

Level 3 (ST6-8)

a commitment to advocate for the individual child in her/his particular context

Duties of a Doctor Knowledge, Skills and Performance		Assessment Standard 1		
Standard 1	Level 1 (ST1-3) an understanding of the roles and responsibilities of paediatricians	Level 2 (ST4-5) a commitment in their practice to the roles and responsibilities of paediatricians	Level 3 (ST6-8) a commitment to advocate for the individual child in her/his particular context	
	<p>Trainees will:</p>			
Competences	understand the duties and responsibilities of a paediatrician in the safeguarding of babies, children and young people		understand the duty of all professionals working with children to report concerns about child protection issues to Social Services	
	understand the duties and responsibilities of a paediatrician to support and enable parents and carers to be effective in caring for their children			
	understand the limitations of their competence at this stage of their training and know where and when to ask for help, support or supervision - particularly in relation to safe recognition and management of seriously ill children and young people	understand the limitations of their competence, in relation to safe clinical practice and in their relationships with patients and know where and when to ask for help, support and supervision		
	begin to understand their role in the management of chronic illness in children and young people	understand their role in managing the consequences of chronic illness for a child and family	be able to manage and know how to obtain support for the consequences of chronic illness for a child, young person and their family	
	understand and follow the principle that all decisions are to be made in the best interests of the child or young person in their care			
	develop an understanding of the concept of advocacy for a healthy lifestyle in children and young people and for the protection of their rights	take on an advocacy role with regard to the best interests of the patient; to ensure appropriate care for patients	be committed to a policy of advocacy for a healthy lifestyle in children and young people and for the protection of their rights	
	understand the responsibility of paediatricians to consider all aspects of a child's well-being including biological, psychological and social factors	show that they consider all aspects of a child's well-being including biological, psychological and social factors		
Multisource Feedback, LEADER and ePortfolio				

Assessment Standards 2-13

Good Clinical Care

Knowledge, Skills and Performance. Communication , partnership and teamwork

This section describes the generic competences (knowledge, skills and behaviour) that relate to clinical practice and the importance of the child’s needs e.g. APLS, history taking, clinical examination (assessment standards 2-8), promotion of patient safety and therapeutics and prescribing (standards 9-12) and safeguarding children (assessment standard 13).

For more information on assessment please see the [assessment blueprint](#)

	Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
2	Effective responses to challenge, complexity and stress in paediatrics	increasing credibility and independence in response to challenge and stress in paediatrics	responsibility for an effective response to complex challenges and stress in paediatrics
3	advanced neonatal and paediatric life support skills	leadership skills in advanced neonatal paediatric life support	effective responses to life-threatening situations and to unpredictability in paediatric clinical situations
4	effective skills in three-way consultation and examination	responsibility for conducting effective paediatric assessments and interpreting findings appropriately	commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics
5	effective skills in paediatric assessment	responsibility for conducting effective paediatric assessments and interpreting findings appropriately	commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics
6	skills in formulating an appropriate differential diagnosis in paediatrics	improving skills in formulating an appropriate differential diagnosis in paediatrics	effective skills in making safe decision about the most likely diagnosis in paediatrics

7	<p>effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate</p>	<p>responsibility for the effective management of common acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate</p>	<p>leadership skills in the management of common and complex conditions in general paediatrics and paediatric sub-specialties seeking additional advice and opinion as appropriate</p>
8	<p>knowledge, understanding and recognition of common, behavioural, emotional and psychosocial aspects of illness in children and families</p>	<p>effective skills in recognising and responding to behavioural, emotional and psychosocial aspects of illness in children and families</p>	<p>effective skills in ensuring the management of behavioural, emotional and psychosocial aspects of illness in children and families</p>
9	<p>safe practical skills in paediatrics</p>	<p>effective skills in performing and supervising common practical procedures in paediatrics ensuring patient safety</p>	<p>expertise in a range of practical procedures in paediatrics specific to general and sub-specialist training</p>
10	<p>clear record-keeping and report-writing</p>	<p>improving skills in written communication for a range of audiences</p>	<p>effective skills in written communications for a range of audiences, for children and their families, colleagues and other organisations</p>
11	<p>reliable responses to investigations in paediatrics</p>	<p>effective leadership skills in undertaking initial investigations in children, based on an understanding of the risks and benefits in each case</p>	<p>effective collaboration with other specialists in using and interpreting complex investigations undertaken in children</p>
12	<p>knowledge and skills in safe prescribing of common drugs in paediatrics</p>	<p>improving safe prescribing in paediatrics and in advising others appropriately</p>	<p>responsibility for safe prescribing in common and complex situations and for the supervision of others</p>
13	<p>an understanding of safeguarding and vulnerability in paediatrics</p>	<p>effective skills in the assessment of cases of safeguarding and in contributing to their management</p>	<p>effective skills in advising other agencies in safeguarding cases</p>

Good Clinical Care		Assessment Standard 2		
Knowledge, Skills and Performance				
Standard 2	Level 1 (ST1-3) Effective responses to challenge, complexity and stress in paediatrics	Level 2 (ST4-5) increasing credibility and independence in response to challenge and stress in paediatrics	Level 3 (ST6-8) responsibility for an effective response to complex challenges and stress in paediatrics	Assessment
	<p>Trainees will:</p>			
Competences	in complex difficult communication situations with children and families show awareness and have begun to develop strategies to respond	have developed skills and strategies to manage their personal emotional reactions effectively to allow effective communication on response to distress from others		ALL
	begin to develop skills in the management of emotionally complex family situations	develop the confidence to be firm and diplomatic in difficult situations, e.g. when dealing with anger	have developed effective skills in the management and communication of emotionally complex family situations	

Good Clinical Care **Assessment Standard 3**
 Knowledge, Skills and Performance

Standard 3	Level 1 (ST1-3) advanced neonatal and paediatric life support skills	Level 2 (ST4-5) leadership skills in advanced neonatal paediatric life support	Level 3 (ST6-8) effective responses to life-threatening situations and to unpredictability in paediatric clinical situations	Assessments
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Trainees will:

Competences	be able to respond appropriately to cardiac arrest			
	be able to provide advanced neonatal and acute life support as demonstrated by successful completion of and assessment by recognised course	be able to provide advanced neonatal and acute paediatric life support and lead the team at a cardiac arrest		
	be able to carry out resuscitation using bag, mask ventilation and cardiac compressions			
	be able to intubate term babies and have had supervised experience of intubating pre-term babies	be able to intubate newborn infants of most gestations without direct supervision		
	be able to teach basic life support to junior healthcare professionals		be able to advise the team providing ALS and to liaise effectively with anaesthetic and PICU staff	

APLS/ NLS or equivalent, MSF, DOPS, CbD and logbook

Good Clinical Care **Assessment Standard 4**
 Knowledge, Skills and Performance

Standard 4

Level 1 (ST1-3)
effective skills in three-way consultation and examination

Level 2 (ST4-5)
responsibility for conducting effective paediatric assessments and interpreting findings appropriately

Level 3 (ST6-8)
commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics

Assessments

Trainees will:

Competences

the need to anticipate and respond sensitively to children and young people who are suggesting unease or unwillingness about a physical examination and begin to develop appropriate strategies to reassure
examine children and young people accurately and sensitively in appropriate settings
have begun to develop skills and strategies to manage consultations effectively with babies, young children, adolescents and their families
examine children and young people accurately and sensitively in appropriate settings

have developed strategies to anticipate and respond sensitively to children and young people who are suggesting unease or unwillingness about a physical examination
take responsibility for an effective consultation that routinely includes biological, psychological, educational and social factors in the child and family
Have developed effective consultation skills and strategies with babies, young children, adolescents and their families

take a history from a child or young person and parent of the presenting difficulties to acquire information in sufficient breadth and depth in a range of possible symptom areas to allow accurate formulation of the problem
--

Be able to measure children accurately and to assess their growth using appropriate growth

CbD, MiniCeX, MRCPCH, HAT and ACAT

understand the need to conduct a consultation in such a way that a child or young person and their family may feel able to talk about difficult or emotional issues

have begun to develop skills to involve both the child and parents or carers when both are present in consultations

know about and begin to develop skills to prevent disruptive or antisocial behaviour in children, families and adolescents in clinical settings and to respond to them if they occur

the ability to conduct a consultation in such a way that a child or young person and their family feel able to talk about difficult or emotional issues

have developed skills in recording consultations accurately and sensitively whilst maintaining rapport

Has developed skills to help prevent disruptive or antisocial behaviour in children, families and adolescents in clinical settings and to respond to them if they occur

charts and taking into account parental stature and pubertal status

Be aware of inter and intra-observer error in measuring children

CbD, MiniCeX, MRCPCH, HAT and ACAT

Good Clinical Care Knowledge, Skills and Performance		Assessment Standard 5								
Standard 5	Level 1 (ST1-3) effective skills in paediatric assessment	Level 2 (ST4-5) responsibility for conducting effective paediatric assessments and interpreting findings appropriately	Level 3 (ST6-8) commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics	Assessments						
	<p>Trainees will:</p>									
Competences	<table border="1"> <tr> <td>recognise case histories which suggest serious or unusual pathology in children</td> </tr> <tr> <td>Recognise the diseases and host characteristics which make certain presentations life-threatening in children and know when to ask for help</td> </tr> </table>	recognise case histories which suggest serious or unusual pathology in children	Recognise the diseases and host characteristics which make certain presentations life-threatening in children and know when to ask for help	<table border="1"> <tr> <td>recognise features of undifferentiated illness which suggest serious or unusual pathology and initiate the appropriate clinical response with appropriate urgency</td> </tr> <tr> <td>recognise the diseases and host characteristics which make certain presentations life-threatening and manage these situations with vigilance and appropriate urgency</td> </tr> </table>	recognise features of undifferentiated illness which suggest serious or unusual pathology and initiate the appropriate clinical response with appropriate urgency	recognise the diseases and host characteristics which make certain presentations life-threatening and manage these situations with vigilance and appropriate urgency	<table border="1"> <tr> <td>be able to re-examine undifferentiated illness for serious and unusual illness and recognise potential misdiagnoses</td> </tr> <tr> <td>have developed the self knowledge, confidence and personal high standards to acknowledge where an assessment might not be comprehensive and to go back to the child, young person and their family for further information</td> </tr> </table>	be able to re-examine undifferentiated illness for serious and unusual illness and recognise potential misdiagnoses	have developed the self knowledge, confidence and personal high standards to acknowledge where an assessment might not be comprehensive and to go back to the child, young person and their family for further information	MRCPCH, CbD, MiniCex, HAT, ACAT, START and
recognise case histories which suggest serious or unusual pathology in children										
Recognise the diseases and host characteristics which make certain presentations life-threatening in children and know when to ask for help										
recognise features of undifferentiated illness which suggest serious or unusual pathology and initiate the appropriate clinical response with appropriate urgency										
recognise the diseases and host characteristics which make certain presentations life-threatening and manage these situations with vigilance and appropriate urgency										
be able to re-examine undifferentiated illness for serious and unusual illness and recognise potential misdiagnoses										
have developed the self knowledge, confidence and personal high standards to acknowledge where an assessment might not be comprehensive and to go back to the child, young person and their family for further information										

<p>Recognise presentations of common disorders in children</p>		<p>recognise the breadth of different presentations of common disorders</p>	
<p>assess symptoms and signs accurately</p>	<p>assess signs and symptoms accurately and interpret findings appropriately</p>	<p>be able to assess and manage co-morbidities associated with the range of paediatric presentations</p>	
<p>recognise the diseases and host characteristics which make certain presentations life-threatening in children and know when to ask for help</p>			
		<p>know when to gather information from other professionals e.g. those working in education, social work or from others who see the child in a variety of settings</p>	
		<p>be able to assess patterns of relationships and functioning within a family and how these might impact on a child's or young person's illness, seeking professional advice where appropriate</p>	
		<p>Be able to assess accurately stages of pubertal development and recognise normal and abnormal patterns</p>	
			<p>MRCPC, CbD, MiniCex, HAT, ACAT, START and ePortfolio</p>

Good Clinical Care Knowledge, Skills and Performance			Assessment Standard 6
Standard 6	Level 1 (ST1-3) skills in formulating an appropriate differential diagnosis in paediatrics	Level 2 (ST4-5) improving skills in formulating an appropriate differential diagnosis in paediatrics	Level 3 (ST6-8) effective skills in making safe decision about the most likely diagnosis in paediatrics
	Assessments		
Trainees will:			
Comp	begin to develop analytic, clinical reasoning skills	show regular use of analytic, clinical reasoning	be able to approach new situations which require good clinical judgement with an analytical and informed choice
			MiniCe X ₁

be able to formulate a differential diagnosis

be able to make a decision on the most likely diagnosis and discuss this effectively with children and young people and their parents or carer and with other colleagues

be able to make a decision on the most likely diagnosis and discuss this effectively with children and young people and their parents of carer and with other colleagues in the context of investigation and management

Good Clinical Care **Assessment Standard 7**
 Knowledge, Skills and Performance

Standard 7	Level 1 (ST1-3) effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate	Level 2 (ST4-5) responsibility for the effective management of common acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate	Level 3 (ST6-8) leadership skills in the management of common and complex conditions in general paediatrics and paediatric sub-specialties seeking additional advice and opinion as appropriate	Assessments

Trainees will:

Co understand the importance of effective strategies for the management of pain

be able to appropriately manage chronic pain syndromes and know when to refer for expert

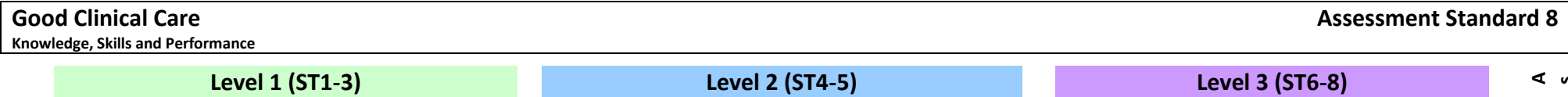
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		opinion
be able to assess and initiate management of patients appropriately	be able to take responsibility for the longer term management of patients with common acute and long term conditions	to be able to take responsibility for the longer term management of common acute and chronic cases leading or working with teams, sub-specs or other services
understand the importance of negotiated management plans for individual patients and families, including self-care strategies	show that they understand and take into account when agreeing management plans, factors that influence children, young people and parents and carers in their approach to following prescribed management and treatment plans	be able to review and modify a management plan as appropriate and know when to request help from a senior colleague or other services
Understand and have the ability to recognise Acute Kidney Injury in acutely ill children and young people	Be able to recognise and initially manage Acute Kidney injury in acutely ill children and young people with senior support	Be able to recognise and safely manage Acute kidney Injury and its complications in acutely ill children with support from specialist paediatric nephrology services
	be able to initiate appropriate investigations and management plans appropriate to the case	assess and manage co-morbidities associated with the range of paediatric presentations
begin to make common decisions in the care of patients	show increasing confidence and independence in decision making in the care of general paediatric patients	show confidence and independence in the decision-making in the care of patients
	be able to formulate an initial management plan for complex cases including the need for specialist advice	be able to formulate a management plan for complex cases
understand the factors which influence children, young people and parents or carers in their approach to following prescribed management and treatment plans		be able to seek the views of children and young people whatever their illness, regarding individual care and service planning, using expert resources appropriately to help them follow management plans
begin to develop strategies to help children, young people and their families to follow management/treatment plans	show that they are developing strategies to help children, young people and their families to follow management plans	
		be able to develop and work within care pathways

MiniCeX,
HAT, LEADER,

Begin to understand the process of bereavement in children and families

understand the process of bereavement in children and families and recognise abnormal grieving patterns



Standard 8

knowledge, understanding and recognition of common, behavioural, emotional and psychosocial aspects of illness in children and families

effective skills in recognising and responding to behavioural, emotional and psychosocial aspects of illness in children and families

effective skills in ensuring the management of behavioural, emotional and psychosocial aspects of illness in children and families

Trainees will:

Competences

know about normal emotional and behavioural development and how it may affect the child and family at different stages
be able to look at behaviour as a form of communication and to take this into account when interviewing, examining and assessing children
has begun to develop an approach to the assessment of behaviour problems that uses observation as well as history-taking
have begun to develop strategies and skills to support and engage parents of children with emotional or mental health difficulties
know about the effects of developmental difficulties and physical diseases on behaviour and vice versa
know about the multi-disciplinary nature of the Child and Adolescent Mental Health Services
Recognise the effects of school and other social settings on childhood illness and vice versa
know the principles of managing common behaviour problems such as temper tantrums, sleep problems, the crying baby, feeding difficulties, oppositional behaviour, enuresis and encopresis, school refusal
know about the initial assessment and management of common causes of admission to

be able to recognise when behaviour features may indicate an underlying cause and to be able to refer appropriately for further assessment
have developed an approach to the assessment of behaviour problems that uses observation and information from other sources, such as school as well as history taking
have developed some strategies and skills to support and engage parents of children with emotional or mental health difficulties
know about the effects of developmental difficulties and physical diseases on behaviour and vice versa and be able to recognise when this occurs
know about the multi-disciplinary nature of the Child and Adolescent Mental Health Service and be able to apply this knowledge in discussion of cases

are able to manage common behaviour problems such as temper tantrums, sleep problems, the crying baby, feeding difficulties, oppositional behaviour, enuresis and encopresis, school refusal
are able to undertake the initial assessment and management of common causes of admission to

Understand the impact of illness on mental functioning, for both children, young people and their parents and the effect of each upon behaviour and functioning of the other
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Understand the impact of relations and mental health upon a child or young person's current and past emotions and behaviour

be able to manage and contribute as part of a team to ongoing management of common behaviour problems such as temper tantrums, sleep problems, the crying baby, feeding difficulties, oppositional behaviour, enuresis and encopresis, school refusal
initiate management and effectively engage and contribute to ongoing multi-disciplinary care

hospital due to psychological distress such as self-harm, somatic symptoms of distress

know about the signs and symptoms that indicate serious conditions such as ADHD, autistic spectrum disorders, depression, psychosis

know about the effects of substance abuse

Recognise the mental health components of paediatric illness

Be able to assess the mental state of children and young people

hospital due to psychological distress such as self-harm, somatic symptoms of distress and to refer on when appropriate

be able to recognise signs and symptoms that could indicate serious conditions such as attention deficit hyperactivity disorder, autistic spectrum disorders, depression, psychosis

know about the use of standardised questionnaires in assessing behaviour

know how to manage common behavioural problems

Understand the possible medical and psychosocial reasons which might lie behind a patient's difficult behaviour

understand the ways in which children's or young people's mental health difficulties may present in infancy, childhood and adolescence

Be able to undertake an assessment of the mental state of children and young people taking into account their age and stage of development and know whether they have the skills to help them and when to seek more expert paediatric mental health or psychiatric assessment

understand the impact of biological factors, including genetic and cognitive factors on the mental health of children and young people

Supplement clinical assessment with standardised instruments of questionnaires

understand the emotional dimensions of eating disorders and recognise and initiate treatment

recognise the need for specialised input in the case of serious emotional distress or mental illness and ensure their needs are met within local health provision

Good Clinical Care	Assessment Standard 9
Knowledge, Skills and Performance	

Standard 9	Level 1 (ST1-3) safe practical skills in paediatrics	Level 2 (ST4-5) effective skills in performing and supervising common practical procedures in paediatrics ensuring patient safety	Level 3 (ST6-8) expertise in a range of practical procedures in paediatrics specific to general and sub-specialist training	Assessments
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Trainees will:

Competences	to recognise the importance of universal precautions as well as the discarding of sharps within the department			MSF, DOPs, ePortfolio, ACAT, Cbd and logbook
	know the contraindications and complications of procedures	recognise complications of procedures and be able to respond appropriately		
	know the local guidelines for providing sedation and pain relief for practical procedures			
	know the relevant markers for invasive procedures			
	know and practise aseptic techniques			
	know the appropriate indications, local and national guidelines for undertaking investigations or procedures			
	be able to use all equipment required to undertake common procedures and investigations			
	perform independently or under supervision where appropriate the range of diagnostic and therapeutic procedures expected at this stage of training	have developed confidence in independent performance of practical procedures	have developed expertise in practical procedures specifically related to the clinical care of small babies, children and young people	
be aware of safety issues for patients and staff in relation to investigations of bodily fluids and radiation	know about processes for critical incident reporting			

be aware of the factors that are likely to influence the anxiety of the child and how to enlist the help of play leaders

know the local and national guidelines for obtaining informed consent

understand and follow the local guidelines for the prevention and management of needle stick injuries

develop expertise in practical procedures specifically related to the clinical care of small babies, children and young people

obtain informed consent appropriately

obtain informed consent appropriately

have experience of speaking to parents when complications have occurred

MSF, DOPs, ePortfolio, ACAT, CbD and logbook

TRAINEES WILL BE ABLE TO PERFORM INDEPENDENTLY (* may need supervision):
Collection of blood from central lines
Electrocardiogram
Lumbar puncture
Non invasive blood pressure measurement
Umbilical artery and venous cannulation and sampling
Suprapubic aspiration of urine
Urethral catheterisation, venesection, cannulation, and capillary blood sampling
Peripheral arterial cannulation
Routine testing of urine
Perform basic lung function tests

TRAINEES WILL BE ABLE TO PERFORM INDEPENDENTLY (* may need supervision):
Bag, valve and mask ventilation
External chest compression
Tracheal intubation of term newborn babies
Tracheal intubation of pre-term and older child
Administer intradermal, subcutaneous, intramuscular and intravenous injections
Percutaneous long line insertion

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
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Administration of surfactant
Intubation of newborn infants of most gestations
Needle thoracocentesis for pleural effusion or pneumothorax
Insertion of intraosseous needle
Perform needle thoracocentesis
Intubation of extremely immature babies or those with congenital malformation
Draining a pneumothorax in babies and older children
Neonatal chest drain insertion
Exchange transfusion (full and partial)
Cranial ultrasound scanning
Cerebral ventricular tap
Abdominal paracentesis

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Good Clinical Care **Assessment Standard 10**
 Knowledge, Skills and Performance

Standard 10	Level 1 (ST1-3) clear record-keeping and report-writing	Level 2 (ST4-5) improving skills in written communications for a range of audiences	Level 3 (ST6-8) effective skills in written communications for a range of audiences, for children and their families, colleagues and other organisations	Assessments
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Trainees will:

Competences	have understood the need for careful record-keeping and report-writing	Be thorough in making accurate records and reports that will subsequently withstand scrutiny in a Court of Law or a complaints tribunal, and encourage others to do the same	be able to prepare a court report as a professional witness and develop the skills to present such material in court	MSF, CoD, ACAT, LEADER, DOC and ePortfolio
	keep accurate, legible and relevant medical records	be able to write reports that explain the condition of a child or young person to non-health personnel working in the Courts, social services or education making use of more experienced colleagues when necessary	write reports that explain the condition of a child or young person to non-health personnel working in the Courts, social services or education	
	begun to develop effective written communications with patients and their families, with colleagues and with other professional organisations	Have developed skills for effective written communications with patients and their families, with colleagues and with other professional organisations	have effective skills in written communications for a range of audiences, for patients and their families, colleagues and other professional organisations	

	<p>be able to write reports on medical or developmental conditions for parents and non-clinical staff in education and elsewhere that are easily understood by the lay person and that explains the implications of the condition and how it may impact on her or his carers in non-clinical settings</p>	<p>ensure that spoken and written communications with patients and families are presented in clear straightforward English, avoiding jargon whenever possible</p>	
	<p>ensure that written information in the form of booklets, leaflets information sheets and websites support verbal communications wherever possible</p>		
<p>ensure that written communications summarise accurately discussions with young people and parents or carers, and, to avoid confusion and anxiety, do not include info that was not part of the original discussion</p>		<p>have developed skills in the presentation of information relevant to their clinical practice for a range of audiences including spoken presentations at meetings, written information for children and families and training materials for different groups of colleagues</p>	<p>MSF, CbD, ACAT, LEADER, DOC and ePortfolio</p>

Good Clinical Care **Assessment Standard 11**
 Knowledge, Skills and Performance

Standard 11

Level 1 (ST1-3)
reliable responses to investigations in paediatrics

Level 2 (ST4-5)
effective leadership skills in undertaking initial investigations in children, based on an understanding of the risks and benefits in each case

Level 3 (ST6-8)
effective collaboration with other specialists in using and interpreting complex investigations undertaken in children

Assessments

Trainees will:

Competences

be able to explain the investigation results to parents and/or the child
demonstrate safe practice in the timely and appropriate requests for investigations
be able to initiate appropriate investigations
be able to interpret results of investigations requested and respond appropriately
be able to record results and document procedures legibly and accurately
be able to give appropriate medical information

be able to initiate appropriate investigations and management plans appropriate to the case
recognise when results of commonly used radiological investigations are abnormal

MRCPCCH, MSF, CbD and LEADER

when requesting investigations
know that results should be requested clearly and retrieved promptly
understand common age appropriate normal ranges and appearances
be receptive to feedback from patients and parents/carers on the effects of medication/treatment
be aware of the role of complex investigations e.g. CT and MRI scans and their diagnostic potential and complications
know when to seek advice regarding further investigations of a child or interpretation of an abnormal result

know about the role of complex investigations e.g. CT and MRI scans and their diagnostic potential and complications
participate in discussions of abnormal results with services, radiologists, staff and formulate approach to management and follow up of uncommon/abnormal results
be aware of the multi-disciplinary investigation of sudden unexpected death in infancy and childhood

ability to safely and effectively manage results of all investigations in the interest of the child, seeking expert advice appropriately

MRCPC, MSF, CbD and LEADER

Good Clinical Care **Assessment Standard 12**
 Knowledge, Skills and Performance

Standard 12	Level 1 (ST1-3) knowledge and skills in safe prescribing of common drugs in paediatrics	Level 2 (ST4-5) improving safe prescribing in paediatrics and in advising others appropriately	Level 3 (ST6-8) responsibility for safe prescribing in common and complex situations and for the supervision of others	Assessments
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Trainees will:

Competences	Know and understand the pharmacological basis for treatments			MRCPCCH, CbD and START
	Be able to prescribe safely for the newborn and for children of all ages		Be able to prescribe safely and supervise the prescription for the newborn and for children of all ages	
	Know the approved indications and justification for prescribing drugs in common paediatric problems Know the pharmacokinetics and pharmacodynamics of commonly prescribed drugs			
	Know about the drug interactions of commonly used drugs			

Be aware of possible drug interactions of commonly used drugs where more than one drug is prescribed	know about drug interactions of commonly used drugs	be aware of different patterns of drug reaction and of the common precipitants of cutaneous drug reactions
Know how to report adverse affects	Respond appropriately to errors of prescription or administration and be able to talk to parents about this	be aware of how to appropriately investigate an adverse drug effect or prescription error
recognise serious drug reactions for example Stevens-Johnson Syndrome		
Know the risks of prescribing in the child-bearing years, in pregnancy and breast feeding mothers		
understand the principles of prescribing for newborn babies and breast feeding mothers	be able to prescribe for newborn babies and breast-feeding mothers	
Understand the principles of prescribing in children with renal function	be able to prescribe for children with reduced renal function using the BNF for children and understand when more experienced advice may be necessary	
Know about the roles of the regulatory agencies involved in drug use, monitoring and licensing		
Know about the licensing of medicines for paediatric patients and unlicensed and off-label use		know about the licensing of medicines for paediatric patients and unlicensed and off-label use and the implications of extemporaneous products
Understand the importance of effective strategies for the management of pain		
Be able to calculate drugs accurately according to specific dose for weight or age/weight range or on a specific dose/specific area basis	Have a good working knowledge of the use of formularies	
know how to find out information necessary for safe prescribing through the use of paediatric formularies and pharmacy liaison	Be able to find out information necessary for prescribing through use of paediatric formularies and pharmacy liaison	
know how to use the local and national guidelines for the relief of pain in children	Be able to use the local and national guidelines for the relief of pain in children	
be aware of procedures for obtaining consent in children and young people for the administration of	know about procedures for obtaining consent in children and young people for the administration of	know how to explain relevant adverse side effects

MRCPC. CbD and START

Good Clinical Care - SAFEGUARDING Knowledge, Skills and Performance. Safety and Quality	Assessment Standard 13
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Standard 13	Level 1 (ST1-3) an understanding of safeguarding and vulnerability in paediatrics	Level 2 (ST4-5) effective skills in the assessment of cases of safeguarding and in contributing to their management	Level 3 (ST6-8) effective skills in advising other agencies in safeguarding cases	Assessments
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Trainees will:

Compete	understand the effects of family composition, socio-economic factors and poverty on child health
	be aware of the effect of the media on public perception of health care issues

MRCPC, ChD_DOC

be aware of the effect of non health policies on child health	
be aware of child health exploitation issues including child prostitution, child labour and children in combat	
be aware of the effects of armed conflict on child health	
Know the principles of the UN Convention on the Rights of the Child, apply these in their own practice and work for the protection of these rights	
be aware of the World Health Organisation and UNICEF	understand the work of the World Health Organisation and UNICEF
be aware of the implications of sustainable development in low income countries	
be able to recognise increased needs in children who are fostered, adopted or in residential care	be able to recognise and assess increased need in children who are fostered, adopted or in residential care
	be able to undertake and document a comprehensive medical assessment of a child looked after by the local authority
be able to recognise and outline the management of children in need of protection	know where help with management of children in need of protection can be obtained and understand the pathways to ensure follow up
know about the resources that may be available from health and other agencies, including the voluntary sector and the roles of allied health professionals to support children and their families	
have a basic understanding of local interagency structures for joint planning of services	understand the role of named and designated professionals
have an understanding of how different disciplines and agencies collaborate locally with respect to	be aware of the role of medical adviser on adoption of the local adoption panel and know how adoption

MRCPC, CbD, DOC, ePortfolio and START

looked after children, children with disabilities and over child protection issues	medical reports are compiled
understand concepts and factors underpinning child protection work	understand the difference between civil and criminal proceedings
	understand the difference between a medical report and a witness statement for the police and be able to produce either
	be able to assess and initiate the management of the child in need of protection
recognise features in presentation, where child protection may be in an issue for example where there are patterns of injury, delay in presentation, inconsistencies in the history	Know how to act upon cases of suspected child abuse
recognise where families are distressed and need help to prevent child abuse	
be familiar with the different categories of abuse and recognise that they may occur together: physical, emotional, sexual, neglect, fabrication or falsification/induction of illness in a child	be alert to the diversity of physical signs and symptoms that might indicate child abuse
understand the emotional impact of abuse on the child, family and on professionals	
know the local guidelines and national guidance and follow the procedures for cases where child abuse is suspected	
keep accurate records of all findings and communications with the child, family members and all other professionals	
to be able to record clearly the results of an examination of a baby, child or adolescent using body charts	be able to conduct an assessment for physical abuse, recording findings and come to a conclusion about the nature of injuries under supervision

recognise the importance of noting all observations of the child's demeanour and interactions with parents and carers
understand the need to initiate a safe response where abuse is suspected, whilst treating the family with respect and courtesy at all times
begin to understand the ways in which their own beliefs, experience and attitudes might influence professional involvement in child protection work
begin to understand the principles and practice of common legal processes and legislation relating to safeguarding children and the vulnerable
know how to access the Child Protection Register
be able to contribute under supervision to written reports for the police or social services
Understand what is required when asked to give oral or written reports in strategy meetings and case conferences
have attended child protection awareness training
Understand what is required when asked to give evidence in court as a witness of fact
understand the need to initiate a safe response where abuse is suspected while treating the family with respect and courtesy at all times
know the local guidelines and follow up procedures for cases where child abuse is suspected

be able to recognise important features in a child's demeanour and interactions with parents and carers and record observations'
know what to do if a child discloses allegations of abuse
understand and be able to manage the ways in which their own beliefs, experience and attitudes might influence professional involvement in child protection work
understand the principles and practice of common legal processes and legislation relating to safeguarding children and the vulnerable
know how to access the child protection register and understand its role and limitations
be able to compile and write under supervision the range of reports required in Child Protection Work including police statements, medical reports for social services and court reports
be able to contribute to case conferences, strategy meetings or court hearings under supervision
have attended an advanced child protection course for professionals
be able to appear as a professional witness in civil or criminal proceedings

Have an up to date working knowledge of the legal processes relating to safeguarding children, including the role of the family court, recent national reports and recommendations (e.g. Lord Laming's Review 2009)

For detailed competences on specific knowledge and skills in acute clinical presentations please follow link to [Section 4](#)

Maintaining Good Medical Practice

Knowledge, Skills and Performance

This section details the overall competences for the knowledge base of the paediatrician (assessment standards 14 -15). Each specific specialty has detailed competences for a range of conditions which can be found towards the end of this section. Addressed in this section also are the specific competences for stages of growth and development e.g. emotional, educational, social and nutrition (assessment standard 16) and health promotion activities (assessment standard 17)

In addition to a detailed knowledge and understanding of diseases in children and young people, paediatricians must ensure they are up-to-date, conform with highest standards of practice, aim to promote evidence-based medicine where possible and audit practice (assessment standards 18-20).

To enhance safe practice then medical ethics and the legislation in relation to paediatrics must be understood and demonstrated (assessment standards 21-22)

For more information on assessment please see the [assessment blueprint](#)

	Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
14	knowledge of the science-base for paediatrics	sound knowledge of the science-base for paediatrics	detailed up-to-date knowledge of the science base for general paediatrics or a paediatric sub-specialty
15	knowledge of common and serious paediatric conditions and their management	extended knowledge of common and serious paediatric conditions and their management	detailed knowledge of common and serious paediatric conditions and their management in General Paediatrics or in a paediatric sub-specialty
16	an understanding of growth, development, health and well-being in paediatrics	effective skills in the assessment and management of children and young people with normal and abnormal growth and development	effective skills in recognising and responding effectively to disordered growth and development of any kind in paediatrics

17	an understanding of health promotion and public health issues in paediatrics	a commitment to health promotion activities for children and their families	involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty
18	an understanding of an evidence-based approach to paediatric practice	development and refinement of evidence-based clinical paediatrics	independent thinking to enable them to challenge guidelines and procedures in paediatrics where appropriate
19	an understanding of clinical governance activities and audit in paediatric practice	participation in clinical governance activities and audit in paediatric practice	an application of risk assessment strategies through involvement in the development, evaluation and implementation of policy and clinical governance activities in paediatric practice
20	a reflective approach to improvement of professional practice as a paediatrician	a commitment to reflective practice and continuing improvement of practice as a paediatrician	effective skills to maintain and develop knowledge and clinical skills required of a specialist in paediatrics
21	an understanding of equality and diversity in paediatric practice	a commitment to an open-minded approach to equality and diversity in their role as a paediatrician	responsibility for ensuring an open-minded approach to equality and diversity in the paediatric team
22	knowledge of the law regarding paediatric practice	knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics	detailed knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics

Maintaining Good Medical Practice Knowledge, Skills and Performance	Assessment Standard 14
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Standard 14	Level 1 (ST1-3) knowledge of the science-base for paediatrics	Level 2 (ST4-5) sound knowledge of the science-base for paediatrics	Level 3 (ST6-8) detailed up-to-date knowledge of the science base for general paediatrics or a paediatric sub-specialty	Assessments				
Competences	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Know and be able to apply the scientific base relevant to clinical practice in paediatrics</td> </tr> <tr> <td style="padding: 5px;">Know the aetiology and pathophysiology of common and serious childhood conditions</td> </tr> </table>	Know and be able to apply the scientific base relevant to clinical practice in paediatrics	Know the aetiology and pathophysiology of common and serious childhood conditions		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Be able to apply effectively to their practice the knowledge and understanding acquired during training</td> </tr> </table>	Be able to apply effectively to their practice the knowledge and understanding acquired during training	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">MRCPC, CbD and START</td> </tr> </table>	MRCPC, CbD and START
Know and be able to apply the scientific base relevant to clinical practice in paediatrics								
Know the aetiology and pathophysiology of common and serious childhood conditions								
Be able to apply effectively to their practice the knowledge and understanding acquired during training								
MRCPC, CbD and START								

See the sub-specialty sections for detailed competences:

- [Cardiology](#)
- [Dermatology](#)
- [Gastroenterology and Hepatology](#)
- [Genetics and Dysmorphology](#)
- [Haematology and Oncology](#)
- [Infection, Immunology and Allergy](#)
- [Metabolic Medicine](#)
- [Musculo-Skeletal medicine](#)
- [Neonatology](#)
- [Nephro-urology](#)
- [Neurology and Neurodisability](#)
- [Ophthalmology](#)
- [Palliative Care](#)
- [Respiratory Medicine with Ear, Nose and Throat](#)

[Safeguarding](#)

Maintaining Good Medical Practice **Assessment Standard 15**
 Knowledge, Skills and Performance

Standard 15	Level 1 (ST1-3) knowledge of common and serious paediatric conditions and their management	Level 2 (ST4-5) extended knowledge of common and serious paediatric conditions and their management	Level 3 (ST6-8) detailed knowledge of common and serious paediatric conditions and their management in General Paediatrics or in a paediatric sub-specialty	Assessments
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Trainees will:

Competences	Understand the promotion of health and the management of ill-health in babies children and adolescents			
	Understand the specific health issues, diseases and disorders related to the stages of growth and development			
	Recognise the mental health components of all paediatric illness			
	Recognise the effects that school and other social settings may have on childhood illness and vice versa			
			Be able to recognise when both physical and psychological problems are present and when more than one condition may be present	
			Be able to undertake an assessment of the mental state of children and young people, taking into account their age and stage of development and know whether they have the skills to help them and when to seek more expert paediatric, mental health or psychiatric assessment	
			Know about motivational and cognitive behavioural therapies relevant to the treatment of diabetes and endocrine disorders	
				MRCPC ^H , CbD and START

See the sub-specialty sections for detailed competences:

[Cardiology](#)

- [Dermatology](#)
- [Gastroenterology and Hepatology](#)
- [Genetics and Dysmorphology](#)
- [Haematology and Oncology](#)
- [Infection, Immunology and Allergy](#)
- [Metabolic Medicine](#)
- [Musculo-Skeletal medicine](#)
- [Neonatology](#)
- [Nephro-urology](#)
- [Neurology and Neurodisability](#)
- [Ophthalmology](#)
- [Palliative Care](#)
- [Respiratory Medicine with Ear, Nose and Throat](#)
- [Safeguarding](#)

Maintaining Good Medical Practice	Assessment Standard 16
Knowledge, Skills and Performance	

Standard 16	Level 1 (ST1-3) an understanding of growth, development, health and well-being in paediatrics	Level 2 (ST4-5) effective skills in the assessment and management of children and young people with normal and abnormal growth and development	Level 3 (ST6-8) effective skills in recognising and responding effectively to disordered growth and development of any kind in paediatrics	Assessments
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Trainees will:

	DEVELOPMENT			
Competences	understand the variations in relationship between physical, emotional, intellectual and social factors and their influence on development and health		be able to assess the effects of recurrent or chronic illness and its treatment on growth, psycho-social, emotional, physical and sexual development and have strategies to minimise adverse effects	MRCPC, CbD and START
	be familiar with the patterns of normal development from birth to adulthood	understand the patterns of normal development from birth to adulthood	understand the severity of the presentation of any abnormality in development, taking into account normal development in appropriate domains	
	understand the need for further assessment and investigation of delayed development and how to access this	know how to institute further assessment, investigation and initial management of delayed development		
	know and understand the principles of screening and monitoring		know about different modes of screening and health promotion strategies	
	Understand the specific health issues, diseases and disorders related to the stages of growth and			

development
be able to assess and monitor development using appropriate tools
know the causes of neurodisability, how disability might affect clinical examination and assessment and understand the need for a multi-disciplinary approach to management
recognise deviations from normal patterns of development
recognise that child neglect or abuse might affect a child's development
be able to identify abnormal patterns of development

know the causes of neurodisability, how disability might affect clinical examination and assessment and participate in a multi-disciplinary approach to management

be able to participate in a multi-disciplinary approach to management

be able to lead a multi-disciplinary approach to management of a child with illness and disability
know and understand the range of children's or young people's psychological and social development, including normal range and what is outside it
understand the impact of other environmental factors on a child's development, mental health and functioning
be able to identify when patterns of development are abnormal and where there may be a risk of abnormality which may only become apparent with time

EMOTIONAL DEVELOPMENT

know the factors which influence healthy emotional development
understand the emotional impact of illness and hospitalisation on children and their families
understand a child's need for opportunities to play and learn at different ages

understand the emotional impact of illness and hospitalisation on children young people and their families and take action to minimise this impact
know how to access help in cases where children or young people of different ages might be deprived of opportunities to play and learn

understand the emotional dimensions of eating disorders
understand and recognise somatisation disorders
be able to assess parenting skills and recognise indications of unsatisfactory or unsafe parenting
recognise and know the principles of managing common behavioural problems
recognise the need for specialised input in cases of serious emotional distress or mental illness
recognise pointers to fabricated and induced illnesses and know how to seek help

know the factors that influence social development
--

SOCIAL DEVELOPMENT

Understand and recognise somatisation disorders and know how to provide initial management and how to access appropriate support
Recognise pointers to fabricated and induced illness and know how to provide initial management and how to access appropriate support
understand how a family's, child's or young person's attitude to the emotional issues and services may have a significant impact on the presentation and its management

MRCPC, CbD and START

understand the impact of autistic spectrum disorders on social development

Be able to recognise and understand the impact of autistic spectrum disorders and other organic disorders on social development

EDUCATIONAL DEVELOPMENT

know the factors which influence intellectual development

Demonstrate in all aspects of their practice, an understanding of the vulnerability of a child or young person with learning disabilities

understand the vulnerability of a child with learning difficulties

Know, understand and be able to compare and contrast medical and social models of disability

understand the impact of learning difficulties on social and emotional behaviour

know about the process of formal statutory assessment of children with possible special educational needs and other educational strategies to support learning and development

contribute to the processes of formal statutory assessment of children with possible special educational needs and other educational strategies to support learning and development

GROWTH AND NUTRITION

understand the effects of fetal growth restriction on long-term health

MRCPC, CbD and START

<p>understand the importance of emotional factors in feeding and nutrition, in particular in non-organic failure to thrive</p>	<p>know about the principles and methods of alternative methods of feeding e.g. gastrostomy, nasogastric tube and common problems that may arise</p>	<p>know about the principles and methods and indications for nutritional support and common problems that may arise from invasive methods or refeeding</p>	
<p>be able to monitor growth using appropriate tools</p>	<p>be able to monitor growth using appropriate tools, including in disabled children</p>	<p>know the reasons for faltering growth, including emotional factors and how to investigate appropriately</p>	<p>MRCPC, CbD and START</p>
<p>understand the basic physiology of breast feeding</p>			
<p>recognise common breast feeding problems and refer appropriately</p>			
<p>Be able to advise a mother about the benefits and risks associated with infant feeding</p>			
<p>be able to advise a mother about appropriate complementary feeding</p>			
<p>understand the role of nutritional support team, specialist nurses, dieticians, psychologists, pharmacists, speech and language therapists in managing feeding and nutrition in paediatrics</p>			

<p>be able to describe a child's nutritional status in terms of balance, body composition and function</p>			
<p>understand the relevance of nutritional requirements for healthy and sick children</p>	<p>understand the differing nutritional requirements for healthy and sick children and advise on nutritional needs</p>	<p>be able to identify nutritional deficiencies and growth failure which may occur in children and young people who undergo unsupervised dietary modification</p>	
<p>understand the relationship between nutritional status and disease</p>			
<p>know about the principles and methods of dietary supplementation</p>	<p>apply the principles of dietary supplementation</p>		
<p>recognise cultural and religious issues related to nutrition</p>			
<p>understand the effects of obesity on long term health</p>	<p>understand environmental factors contributing to obesity and how these might be altered</p>	<p>understand the environmental factors contributing to obesity and how these might be altered</p>	<p>MRCPC, CbD and START</p>
<p>understand interventional strategies involved in weight reduction</p>	<p>be able to advise on interventional strategies involved in weight reduction</p>	<p>be able to advise and manage issues relating to obesity in children and secondary health issues related to obesity</p>	
<p>understand the range of factors, biological, psychological and social which influence normal growth and puberty</p>		<p>understand and assess normal and abnormal pubertal development and its relationship to growth</p>	

be able to identify a family needing nutritional support or advice

understand the effects of malnutrition on clinical outcomes

describe the effects of malnutrition on clinical outcomes and be able to refer appropriately to the nutritional support team

be able to recognise feeding problems and work with parents directly to offer simple advice and to treat co-morbid conditions

ADOLESCENCE

be able to engage effectively with adolescents

understand the variations in relationship between physical, emotional, intellectual and social factors and their influence on adolescent development

understand the different specific and changing health needs of adolescents as inpatients and outpatients

understand normal and abnormal pubertal development and its relationship to growth

understand and respond appropriately to episodes of self-harm in adolescents

understand and assess, under supervision, normal and abnormal pubertal development

understand what the specific needs of young people are in terms of their emotional, mental and physical health and how these are different from those of children

know the epidemiology of the main causes of morbidity and mortality in young people

understand the consequences of self-harm and be able to work as part of a clinical network in the management of the young person who self-harms

MRCPC, CbD and START

know about national policies for reduction of teenage pregnancy
know about contraceptive and sexual health issues and where appropriate advice might be sought
know about the issues around transition from paediatric to adult care in adolescents with chronic conditions
be aware of issues relating to gender and sexual identity
recognise risk-taking behaviours, particularly those which pose a threat to chronic disease management

understand issues around transition from paediatric to adult care in adolescents with chronic conditions and disabilities

know about national policies concerning the health care of young people, including those which help to reduce teenage pregnancy
be able to discuss sexual health issues including basic contraceptive advice and know how to help the young person access appropriate sexual health or genetic advice
understand issues around transition from paediatric to adult care in adolescents with chronic conditions and disabilities and be able to contribute to transitional care services
understand the process of adolescence including experimental behaviours, learning by experience, achieving independence from the family and the consequences of these on health and illness in young people
understand the particular needs of adolescents with regard to their independence and autonomy, education and work, body image and sexual identity, concordance with medication and risk-taking and understand how these factors may be affected in young people with chronic conditions
understand and value the roles of members of the multi-disciplinary team in the delivery of a transitional care programme

MRCPC, CbD and START

<p>ensure that young people have access to in-patient and outpatient and other medical services that best meet their needs</p>	
<p>be able to discuss comfortably with young people important health behaviours such as the use of tobacco, alcohol or recreational drugs and intimacy and sexual activities together with the promotion of appropriate strategies for these in relation to specific conditions such as asthma, diabetes, cystic fibrosis, physical disability</p>	
<p>be able to support young people in self-management of both chronic and acute disease where they want to, and have an understanding as to how to best help when the young person cannot or does not want to manage this</p>	
<p>be able to discuss the implications of chronic illness or disability for career options</p>	
<p>where appropriate and at a negotiated time, be able to raise and agree management of end-of-life issues with young people and their families and record conclusions in medical notes</p>	MRCPC, CbD and START
<p>Be able to talk to adolescents effectively about the management of their condition and about sensitive issues such as infertility</p>	

Maintaining Good Medical Practice

Knowledge, Skills and Performance. Quality and Safety

Assessment Standard 17

Standard 17	<p>Level 1 (ST1-3) an understanding of health promotion and public health issues in paediatrics</p>	<p>Level 2 (ST4-5) a commitment to health promotion activities for children and their families</p>	<p>Level 3 (ST6-8) involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty</p>	Assessments
	<p>Trainees will:</p>			
	Competencies	<p>be aware of the key determinants of child health and well-being</p> <p>be aware of available outcome measures which are used to monitor the health of a child population</p> <p>be aware of the indices of social deprivation</p>	<p>understand the key determinants of child health and well being</p> <p>know about available outcome measures which are used to monitor the health of a child population and how they might be used to guide and monitor service delivery</p> <p>understand the indices of social deprivation</p>	

know about the organisation of NHS management structures and service networks
know how healthcare services relate to national and local education and social services
Have awareness of current government policies which relate to children
be aware of the principles of health promotion and health education and of current health promotion activities carried out in the community
understand the cause of outbreaks of infection, its investigation and control
understand the principles of public health needs assessment

show that they understand, in their practice, how healthcare services relate to education and social services
Be familiar with current government policies which relate to children
understand and be able to contribute to health promotion and health education and be aware of current health promotion activities carried out in the community
show that they understand in their practice the causes of outbreaks of infection, its investigation and control

know the local, national and international structures for healthcare
understand how healthcare services relate to education and social services
understand the principles of immunisation programmes, national and local structures that deliver immunisation programme, and how they might be monitored and audited
be aware of patient safety issues and the importance of prevention of nosocomial infection

SCREENING AND SURVEILLANCE

Know about screening and surveillance programmes
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Know about screening and surveillance programmes, including their implementation and evaluation

Know about the conditions currently screened for
Understand the ethical dilemmas posted by screening
Be able to explain specific screening to parents
Be able to conduct developmental examinations at different ages
Understand the importance of evidence to support health promotion activities

Know the role of health promotion programmes for example to prevent dental decay, smoking, accidents, obesity, sudden infant death
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Be able to advise parents of avoiding risks for children
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Know about population statistics and know how they might be used in service development
Understand the role of public health doctors in commissioning NHS services
Understand good study design
Know the principles of how to conduct population studies

Be able to explain specific screening to parents and organise these tests as necessary
Be able to refer appropriately when required

HEALTH PROMOTION

Be able to incorporate health promotion activities in their practice
Include health promotion messages during the consultation where appropriate
Be able to contribute to health promotion programmes

PUBLIC HEALTH AND EPIDEMIOLOGY

understand about population statistics and know how they might be used in service development

Be able to evaluate evidence

Be able to evaluate evidence and critique clinical research papers

INJURY PREVENTION

Understand the epidemiology of injuries in children and young people

Know about effective injury prevention initiatives

Know about the sequelae of injury

Know about rehabilitation

Be able to recognise when injury may be non-accidental

Be able to recognise when injury may be non-accidental and to assess that injury

Be able to recognise and treat accidental ingestion and deliberate self-poisoning

Be able to advise parents on injury prevention

Be able to advise parents on injury prevention and contribute to local injury prevention programmes

IMMUNISATION

Understand passive and active immunisation

Understand the principles and the rationale behind the national immunisation policy for children in Britain

Know about immunisation programmes and schedules in the UK and elsewhere

understand the principles of immunisation programmes, national and local structures that deliver immunisation programme, and how they might be monitored and audited

Be able to contribute to immunisation programmes by contributing to training and auditing outcomes

Know the indications, contraindications and complications of routine and specific childhood immunisations

Know where and from whom to seek advice for the most complex histories about immunisations

Be able to advise parents

Be able to advise parents and professionals about commonly referred immunisation problems

Maintaining Good Medical Practice **Assessment Standard 18**
 Knowledge, Skills and Performance. Quality and Safety

Standard 18

Level 1 (ST1-3)
an understanding of an evidence-based approach to paediatric practice

Level 2 (ST4-5)
development and refinement of evidence-based clinical paediatrics

Level 3 (ST6-8)
independent thinking to enable them to challenge guidelines and procedures in paediatrics where appropriate

Assessments

Trainees will:

Competences

know how Cochrane systematic reviews are developed and the principles of meta analysis
ensure that they are up to date in their practice and endeavour to promote evidence-based medicine where possible
be able to give an evidence based presentation

have an understanding of common treatments for clinical conditions and the evidence-base for these
be able to give an evidence based presentation and be able to analyse critically those given by others

demonstrate an understanding of how to perform and interpret systematic reviews and how they differ from narrative reviews and understand the principles of meta-analysis
be able to practice evidence based medicine and understand and analyse critically its limits

ensure they are up-to-date in their practice and promote evidence-based medicine where possible
be able to understand the limitations of guidelines, how to use guidelines effectively and when it is appropriate to work outside guidelines

MRCPC, MSF, Cbd, LEADER and ePortfolio

Maintaining Good Medical Practice Knowledge, Skills and Performance. Quality and Safety	Assessment Standard 19
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Level 1 (ST1-3)

Level 2 (ST4-5)

Level 3 (ST6-8)

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Standard 19

An understanding of clinical governance activities and audit in paediatric practice

participation in clinical governance activities and audit in paediatric practice

an application of risk assessment strategies through involvement in the development, evaluation and implementation of policy and clinical governance activities in paediatric practice

Trainees will:

Competences

know how clinical guidelines are produced and how they might be used appropriately within the context of clinical practice
familiar with and follow the local and national clinical guidelines and protocols
understand the principles of evaluation, audit, research, development and standard setting in improving quality
participate in clinical governance activities, risk management and audit
be able to use ICT effectively in clinical practice and audit
know how to access clinical databases and where to find web-based information

demonstrate an understanding of how guidelines are produced and how these might be used in their own practice
begin to evaluate and generate local and national clinical guidelines and protocols in paediatric practice and recognise the individual patient's needs when using them
begin to use the principles of evaluation, audit, research, development and standard setting in improving quality
participate in clinical governance activities and support colleagues in their participation
show that they are regularly using clinical databases and know where to find web-based information
be aware of local processes for dealing with and learning from clinical errors

be able to develop clinical guidelines, understand how they are produced nationally and how these should be used to guide their own practice
Be able to generate local and evaluate national clinical guidelines and protocols in paediatric practice and public health and recognise the individual patient's needs when using them
use principles of evaluation, audit, research and development in standard setting in improving quality
participate and take responsibility for clinical governance activities and encourage and support colleagues in their participation
be aware of local processes for dealing with and learning from clinical errors and to be able to work within them

MRCPC, MSF, CbD, LEADER, START and ePortfolio

be aware of complaints protocols in hospitals

able to conduct an audit of screening, health promotion or service delivery under supervision

be able to advise families about complaints procedure

understand and take account of their practice of risk issues to themselves and others, including those related to personal interactions and bio hazards

be able to handle a complaint

have a working knowledge of risk assessment and its application to personal, professional, clinical and organisational practice

understand and take account in their practice of measures to reduce clinical risk

be able to carry out audit in a range of settings in partnership with all stakeholders in order to identify best practice

be able to contribute to the implementation of national and local health policy initiatives

MRCPCCH, MSF, CbD, LEADER, START and ePortfolio

Maintaining Good Medical Practice

Knowledge, Skills and Performance. Quality and Safety

Assessment Standard 20

Standard 20	<p>Level 1 (ST1-3) a reflective approach to improvement of professional practice as a paediatrician</p>	<p>Level 2 (ST4-5) a commitment to reflective practice and continuing improvement of practice as a paediatrician</p>	<p>Level 3 (ST6-8) effective skills to maintain and develop knowledge and clinical skills required of a specialist in paediatrics</p>	Assessments
<p>Trainees will:</p> <p>Competences</p>	<p>begun to develop a reflective approach to their practice and a commitment to learning and improving their practice through reflection</p>	<p>developed a reflective approach to their practice with an awareness of their developing expertise and an ability to learn from previous good practice and clinical errors</p>	<p>have developed a reflective approach to their practice, with an awareness of their level of expertise and limitations and their developmental needs</p>	<p>MSF, LEADER, CoD and ePortfolio</p>
		<p>have developed a keen self-awareness so that they know when they are ready to take on new challenges such as breaking bad news to a family and when they continue to need support and guidance</p>	<p>evaluate their own performance critically</p>	
		<p>developed a reflective approach about their experience of being a trainee in order to ensure positive experiences for trainees now under their supervision</p>	<p>be willing to accept mentoring as a positive contribution to their own professional development</p>	
		<p>show a commitment to continuing professional development which would involve not only seeking appropriate training opportunities but also responding to complaints and enquiries as useful learning tools</p>	<p>have a willingness to acknowledge and reflect on the way in which they may be influenced by their earlier life experiences, have an impact on perceptions of and interactions with young people, their families and professionals</p> <p>be willing to learn from others to discuss cases openly and seek advice as appropriate and necessary</p> <p>know how to find, review and maintain relevant knowledge in their speciality in order to</p>	

maintain their fitness to practice

Maintaining Good Medical Practice

Knowledge, Skills and Performance. Communication, partnership and teamwork. Maintaining Trust

Assessment Standard 21

Standard 21

Level 1 (ST1-3)
an understanding of equality and diversity in paediatric practice

Level 2 (ST4-5)
a commitment to an open-minded approach to equality and diversity in their role as a paediatrician

Level 3 (ST6-8)
responsibility for ensuring an open-minded approach to equality and diversity in the paediatric team

Assessments

Trainees will:

Competences

understand the importance of cultural diversity and the difficulties where religious and cultural beliefs that parents might hold about the treatment of their children are in conflict with good medical practice (and know where to find legal and ethical guidelines to support their work)[22]

begin to understand that young people may have or may develop health care beliefs which are in conflict with those of parents or professionals,(and know where to find legal and ethical guidelines to support their work) [22]

when to seek support and where to find legal and ethical guidelines to support their work [22]

have an open minded approach to equality and diversity

Be aware of the different cultural and religious beliefs held by the local population which impact on attitudes to health and sickness in children and begin to develop strategies to manage relationships where these beliefs might cause conflict [22]

understand that young people may have or may develop health care beliefs which are in conflict with those of parents or professionals, when to seek support and where to find legal and ethical guidelines to support their work

understand the importance of an open minded approach to equality and diversity and follow this in their practice

understand the importance of cultural diversity and the difficulties where religious and cultural beliefs that parents might hold about the treatment of their children are in conflict with good medical practice and know when legal and ethical guidelines will support your management or view of the situation

have developed strategies to manage relationships where health care beliefs might cause conflict

know the legal and ethical guidelines to support their work and where to find more information when required

adopt an open-minded approach to equality and diversity in their practice and recognise these issues with complex clinical situations

awareness of religious and cultural diversity and beliefs in counselling children and families regarding end of life care

MRCPC, LEADER, START and ePortfolio

understand the national and contribute to local initiatives aimed at reducing inequalities in child health and well-being

Maintaining Good Medical Practice

Assessment Standard 22

Knowledge, Skills and Performance

Standard 22	Level 1 (ST1-3) knowledge of the law regarding paediatric practice	Level 2 (ST4-5) knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics	Level 3 (ST6-8) detailed knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics	Assessments
	<p>Trainees will:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>know the law with regard to consent and confidentiality, in children, young people and adolescents and follow the relevant legal principles in practice</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>know the law with regard to consent to treatment and the right to refuse treatment, and be aware of variability in Scotland, Wales and Northern Ireland, continuing changes in the law and its interpretation.</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>know and follow key legal and ethical guidelines relating to consent to treatment and the right to refuse treatment, confidentiality, and be aware of variability in Scotland, Wales and Northern Ireland, continuing changes in the law and its interpretation.</p> </div> </div>			
Competences				MRCPCCH, CbD, LEADER, START and ePortfolio
	<p>the legal and ethical guidelines to support their work and where to find more information when required</p>			
	<p>awareness of employment legislation and where to seek further advice on employment matters for various groups of healthcare professionals</p>			
<p>be able to discuss an assessment of the psychosocial health of a child or young person with the multi-disciplinary team while respecting patient confidentiality</p>				
<p>know when in the interest of the child it may be necessary to break confidentiality</p>				

understand the importance of post-mortem investigations

understand and follow the principles and legal aspects of consent and confidentiality

know about the role of the Caldicott guardian and follow the principles of the data protection act and confidentiality

understand the purpose of post-mortem examinations and know about procedures

be able to prepare and discuss with parents, carers and other professionals "Do not attempt resuscitation" policies as appropriate, taking due account of the Human Rights Act (1998), ensuring that the best interests of the child are held paramount at all times

be able to seek consent for post-mortem examinations and communicate effectively with the Coroner

MIRCPCH, Cbd, LEADER, START and ePortfolio

Assessment Standards 23-25

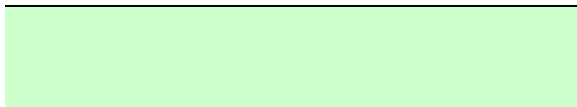
Teaching, Training, Assessing, Appraising

Communication, partnership and teamwork. Knowledge, skills and performance. Safety and Quality

This section details the competences to be gained in the areas of teaching and research methodology, purpose of assessment and feedback and contributing to appraisal systems.

For more information on assessment please see the [assessment blueprint](#)

	Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
23	an understanding of effective teaching in paediatrics	skills in effective teaching in paediatrics	a commitment to effective teaching and training of colleagues working in different contexts in the care of children and young people
24	a positive approach to receiving mentoring and educational supervision	a commitment to providing positive experiences of mentoring and educational supervision	effective skills in the training, supervision and assessment of a wide range of colleagues working in the care of children and young people
25	an understanding of the need for an ethical and rigorous approach to research in paediatrics	an understanding of research methods and methodology and an involvement in research activities and publications	understanding and application of complex methodological approaches in research in paediatrics



Teaching, Training, Assessing, Appraising Knowledge, Skills and Performance. Quality and Safety	Assessment Standard 23
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Standard 23

Level 1 (ST1-3)
an understanding of effective teaching in paediatrics

Level 2 (ST4-5)
skills in effective teaching in paediatrics

Level 3 (ST6-8)
a commitment to effective teaching and training of colleagues who are working in different contexts in the care of children and young people

Assessments

Trainees will:

Competences

begin to develop a sound understanding and a commitment to the principles and practice of effective teaching and learning in clinical contexts
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have developed some effective teaching and learning skills in a range of clinical contexts
participate in departmental teaching programmes
be able to supervise and teach the relevance of appropriate investigations and the safe conduct of practical procedures

Demonstrate a range of effective teaching and learning skills in a range of clinical contexts
to be organise and lead a range of learning sessions
to be able to demonstrate and explain to trainees strategies used to conduct effective consultations with babies, young children ,

MRCPC, MSF, LEADER, START and ePortfolio
--

adolescents and their families

be able to elicit and act upon feedback on content and presentation of teaching

Be able to participate in teaching and research topics within their specialty and in related areas

Teaching, Training, Assessing, Appraising **Assessment Standard 24**
 Communication, partnership and teamwork. Knowledge, Skills and Performance. Quality and Safety

Standard 24

Level 1 (ST1-3)
a positive approach to receiving mentoring and educational supervision

Level 2 (ST4-5)
a commitment to providing positive experiences of mentoring and supervision

Level 3 (ST6-8)
effective skills in the training, supervision and assessment of a wide range of colleagues working in the care of children and young people

Assessments

Trainees will:

Competences

understand the importance of a positive and constructive approach to mentoring and supervision

show a commitment to their continuing professional development and respond positively to requests for enquiries or critical incident reports

understand the importance of a positive and constructive approach to mentoring when giving guidance, support, feedback to trainees under their supervision

MSF, START and ePortfolio

and to outcomes of reviews, assessments and appraisals of their performance

have developed a reflective approach of their experiences of being a trainee in the past and ensure positive experiences for trainees under their clinical supervision

be able to assess accurately the levels of support and supervision required by different members of the team they clinically supervise

contribute to the training of medical students and post graduate trainees and other professionals such as nurses, physiotherapists, dieticians and others outside their specialty such as teachers and social workers

be able to identify learning needs in a wide range of professionals and build on this in their teaching

take responsibility for the training, supervision and assessment of medical students and trainees and other professionals such as nurses, physiotherapists, dieticians and others outside their specialty such as teachers and social workers

show honesty and integrity when contributing to peer reviews of colleagues in teaching and research

Teaching, Training, Assessing, Appraising
Knowledge, Skills and Performance

Assessment Standard 25

Standard 25

Level 1 (ST1-3)
an understanding of the need for an ethical and rigorous approach to research in paediatrics

Level 2 (ST4-5)
an understanding of research methods and methodology and an involvement in research activities and publications

Level 3 (ST6-8)
understanding and application of complex methodological approaches in research in paediatrics

Assessments

Trainees will:

Compete

an understanding of the need for an ethical and rigorous approach to research in paediatrics

an understanding of research methods and methodology

understanding and application statistical methods and presentation for peer review and publication

MRCPC,
MSE

understand their responsibilities to conduct research with honesty and integrity, seeking ethical approval where appropriate and safeguarding the interests of patients	Understand the process of the Ethical Committee approval for research studies	conduct research with honesty and integrity, seeking ethical approval where appropriate and safeguarding the interests of patients
begin to understand basic concepts in research design and methodology including the difference types of research studies	show that they have understood the basic approach to study design	understand the techniques used in epidemiological studies
understand the difference between research and audit		understand the difference between population assessments and unit-based studies and be able to evaluate outcomes for both
understand the steps involved in planning a research project	be able to plan a research project effectively under supervision	know about and participate in clinical and research special interest groups relevant to their speciality
understand when to use simple statistical tests and their interpretation	demonstrate an understanding of when to use more complex statistical tests and how to interpret significance	know how relative and absolute risks are derived and the meaning of the terms predictive value, sensitivity and specificity in relation to diagnostic tests
begin to develop critical appraisal skills and to apply to their reading of the literature, including systematic reviews of their own teaching and the teaching of others	have developed critical appraisal skills and can show how to apply these to their reading of the literature, including systematic reviews, reviews of their own teaching and the teaching of others	demonstrate an understanding of Good Clinical Practice for all aspects of the conduct of clinical trials
	to be able to write a critical account of clinical practice showing that they can deal with complex issues systematically and creatively and that when necessary they can write in line with conventions for academic papers	demonstrate an understanding of how to perform and interpret systematic reviews how they differ from narrative reviews and understand the principles of meta-analysis
	demonstrate an understanding of how bias and confounding variables may affect the conclusions of clinical research studies	

demonstrate an understanding of the role of the ethics committees for clinical studies and the process of ethics applications

Relationships with Patients

Communication , partnership and teamwork

This section covers the promotion of effective communication with children, young people and their families/carers.

For more information on assessment please see the [assessment blueprint](#) on page XX

Assessment Standards 26-28

Level 1 (ST1-3)

Level 2 (ST4-5)

Level 3 (ST6-8)

26	an understanding of effective communication and interpersonal skills with children of all ages	a commitment to effective communication and interpersonal skills with children of all ages	effective strategies to engage children in consultations and in the management of their care
27	empathy and sensitivity and skills in engaging the trust of and consent from children and their families	improving skills in building relationships of trust with children and their families	effective skills in conveying and discussing difficult information, including death, bereavement, with young people and their families
28	understanding of listening skills and basic skills in giving information and advice to young people and their families	increasing confidence in giving advice to young people and their families	effective skills in giving information and advice to young people and their families in common and complex cases

Relationships with Patients	Assessment Standard 26
Communication, partnership and teamwork. Maintaining Trust	

Standard 26	Level 1 (ST1-3) an understanding of effective communication and interpersonal skills with children of all ages	Level 2 (ST4-5) a commitment to effective communication and interpersonal skills with children of all ages	Level 3 (ST6-8) effective strategies to engage children in consultations and in the management of their care

Trainees will:

Competences	have understood the need for and begun to develop effective communication skills specific to their work with babies, children, young people and their families'	continuing to develop a wide range of effective communication skills specific to their work with children, young people and their families	understand the importance of directing communications to the baby, child or young person as well as to parents and carers	MRCPCCH, MSF, MiniCeXLEADER, Cbd, ACAT and Paed CCF
	know where to find assistance in the case where a child or family member may not speak English	have developed strategies to respond appropriately and where to find assistance in the cases where a child or family member may not speak English or where there is an impairment such as hearing loss that may affect understanding	have developed a wide range of effective age-appropriate communication skills specific to their work with babies, children, young people and their families	
	have understood the need to respond to babies, disabled children or young people who may not be able to express themselves verbally and who might be in pain or distress	demonstrate an ability to respond to babies, disabled children or young people who may not be able to express themselves verbally, including those who maybe in pain or distress	be able to respond appropriately and know cases where to find assistance in cases where a child or family member may not speak English or where there is a sensory impairment that may affect understanding	
	understand the need to develop strategies for careful and appropriate use of language in difficult and challenging circumstances	begin to develop strategies for careful and appropriate use of language in difficult and challenging circumstances	able to respond to babies, disabled children or young people who may not be able to express themselves verbally, including those who might be in pain or distress	
	have strong communication and interpersonal skills to enable them to work effectively with patients and their families, and colleagues in multi-professional and multi-discipline teams		have effective strategies for careful and appropriate use of language in difficult and challenging circumstances	
	be able to demonstrate courtesy to families, colleagues and members of the multi-disciplinary team at all times	have begun to develop the confidence to be firm and diplomatic in difficult situations, dealing with emotional parents	have developed skills to establish a child's or young person's and family's understanding of a situation, clarifying this as appropriate and to build on this effectively in discussion about the condition and its management	
		have the confidence to be firm and diplomatic in difficult situations, for example when dealing with emotional parents	MRCPCCH, MSE	

experience of how to communicate diagnosis and prognosis effectively to children , where appropriate, young people and their families

have begun to develop appropriate responses and empathy for children, young people and their families experiencing difficulty and distress, for example, in the case of a child who is dying

have developed appropriate responses and empathy for children, young people and their families experiencing difficulty and distress, for example, in the case of an angry or dissatisfied relative

know the procedures and guidelines to support the management of conflict in relationships with children, young people and their families

have developed a range of approaches to communicating the breadth of diagnostic possibilities and other clinical information to children, young people and their families so that consent is always informed and the plan and progress of treatment is understood

to be able to work effectively with young people who may have or may develop health care beliefs that are in conflict with those of parents or professionals

understand the importance of seeking the views of young people to inform decisions about their individual care and to encourage their participation in their care

encourage children and young people to participate in their individual care and in development of services using expert resources appropriately

effective skills in working with children, young people and families to achieve concordance in planning management and treatment, enabling children and young people to maximise control over their illness and its management

be able to recognise, interpret correctly and respond to verbal and non-verbal cues from children, young people and parents

be able to discuss the indications, benefits and adverse events of a procedure to patients, relatives and carers that will allow informed consent for procedure which the doctor is competent themselves to perform

have experience of how to communicate a diagnosis and prognosis effectively to children, where appropriate, young people and their families

have developed observation skills to support interpretation of developmental levels and possible signs when they are unable to cooperate with formal assessments

be able to counsel parents about serious conditions and abnormalities within their area of expertise

have developed a range of language strategies such as the use of metaphor or images which relate to everyday life, to explain clearly to a child or young person and their family , their symptoms, condition or treatments and their feelings / behaviour

be able to explain the role of other professionals and agencies to children, young people and their families

to be able to demonstrate to trainees how to communicate a diagnosis and prognosis effectively to children, young people, and their families

MRCPC, MSF, MiniCeXLEADER, Cbd, ACAT and Paed CCF

Relationships with Patients **Assessment Standard 27**
 Communication, partnership and teamwork. Maintaining Trust

Standard 27	Level 1 (ST1-3) empathy and sensitivity and skills in engaging the trust of and consent from children and their families	Level 2 (ST4-5) improving skills in building relationships of trust with children and their families	Level 3 (ST6-8) effective skills in conveying and discussing difficult information, including death, bereavement, with young people and their families
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Trainees will:

- know the local and national guidelines for obtaining informed consent
- know the national and local guidance for obtaining consent for post-mortem
- understand the different factors that have an influence on the patient's journey

Show compassion and respect for children, young people and their families

Practise with compassion and respect for children, young people and their families and act as a role model to others

Competences

- understand the factors that affect a child's level of anxiety about illness, treatment or examination
- have begun to develop strategies to manage a child's anxieties and personal anxieties
- recognise the impact on parents and the rest of the family of acute or chronic illness, hospitalisation or the death of a child

keep an open mind with regard to health-care beliefs, such as complementary and alternative therapies, and to respect the patient, if not the therapy, as long as it is not harmful to the patient

have developed credibility in their relationships with children, young people and their families and with colleagues through their knowledge and skills and experience in clinical practice and in their ability to work independently

have developed strategies to manage a child's or young person's anxiety and personal anxieties

Be able to recognise, acknowledge and manage

Assessments

MRCPC, MSF, MiniCeX, LEADER, CoD, ACAT and paed CCF

different level of parental anxiety
be sensitive to the effects of stigma on children and families in relation to medical conditions

Relationships with Patients Communication, partnership and teamwork. Maintaining trust	Assessment Standard 28
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	Level 1 (ST1-3) understanding of listening skills and basic skills in giving information and advice to young people and their families	Level 2 (ST4-5) increasing confidence in giving advice to young people and their families	Level 3 (ST6-8) effective skills in giving information and advice to young people and their families in common and complex cases	
Standard 28				Assessments
Trainees will:	have begun to develop active listening skills with children and young people and understood the need to respect their views	have developed active listening skills with children and young people and understood the need to respect their views in accordance with their age and maturity and to respond appropriately, where, for example, a child is felt to be vulnerable	have effective active listening skills in consultations with children and young people and understand the need to respect their views in accordance with their age and maturity and to respond appropriately where for example a child or young person is felt to be vulnerable	
Competences	show patience and sensitivity in their communications with children and their families and a particular ability to explore their individual perspectives of a problem	have developed a keen self awareness so that they know when they are ready to take on new challenges such as breaking news to a family	be able to convey and share effectively difficult or bad news, including end of life issues, with children, young people, parents or cares and help them to understand any choices they have or decisions to be made about ongoing management	MRCPC, MSF, MiniCeX, LEADER, CbD and Paed CCF
			be able to recognise indicators of stress or mental health problems in family members and communicate appropriately with relevant professionals	
			be able to liaise with parent support and self-help groups when necessary	

know about agencies both statutory and voluntary that can provide support to children and their families in coping with.

know how to access such national resources as the Contact a Family (CAF) directory and the internet as well as local sources to provide information to children and families about support groups

Be able to teach children and parents about basic carbohydrate counting and insulin adjustments

Be able to give advice about diet and exercise to the child, family and other health professionals

Be able to give advice on the management of hypo- and hyperglycaemia

Be able to advise child and family about hypo-unawareness

be able to advise the family and the team on diabetes monitoring

MRCPC, MSF, MiniCeX, LEADER, Cbd and Paed CCF

Assessment Standards 29 - 33

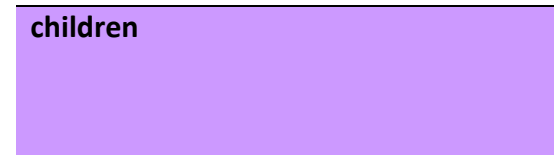
Working with Colleagues

Communication, partnership and teamwork. Safety and Quality. Knowledge, Skills and Performance

This section details the appropriate attitudes and behaviours that help deal with complex situations and to work effectively in team work and as a leader within a healthcare team. Much of the medical leadership framework is addressed within this section looking at the practice of leadership.

For more information on assessment please see the [assessment blueprint](#)

	Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
29	Effective Communication and interpersonal skills with colleagues	Skills in ensuring effective relationships with between colleagues	Positive and constructive relationships from a wide range of professional contexts
30	Professional respect for the contribution of colleagues in a range of roles in paediatric practice	Increasing confidence in team-work and the ability to collaborate with a range of external agencies about the needs of children	A commitment to effective multi-agency and multi-disciplinary team working for the care of children
31	Effective time management skills	Effective leadership and management skills in clinical and non-clinical settings	Effective managerial skills in taking on a positive managerial role to support effective service provision
32	Effective handover, referral and discharge procedures in paediatrics	Effective skills in ensuring handover, referral and discharge procedures in paediatrics	Effective leadership skills in the organisation of paediatric team-working and effective handover
33	An understanding of the effects of local, national and international policies on their work and on the health of children	Experience and understanding of working within international, national and local legal structures and organisations involved in the care of children	Effective skills in promoting clinical practice through engagement with local, national and international organisations involved in the care of



children

Working with Colleagues **Assessment Standard 29**
 Communication , partnership and teamwork

Standard 29

Level 1 (ST1-3)
Effective Communication and interpersonal skills with colleagues

Level 2 (ST4-5)
Skills in ensuring effective relationships with between colleagues

Level 3 (ST6-8)
Positive and constructive relationships from a wide range of professional contexts

Assessments

Trainees will:

Competences

Understand the need to engage effectively with professionals in other disciplines and agencies from the voluntary sector
Understand the need for open and non-discriminatory professional working relationships with colleagues
Recognise the needs for timely senior support in serious clinical situations and be effective in requesting this

Ensure open and non-discriminatory professional working relationships with colleagues and be aware of the need to prevent bullying and harassment
Be able to liaise effectively with consultants and senior doctors from a range of specialties to optimise management of a child with acute serious illness

Have developed effective professional networks to support clinical practice and other activities, including research, education and management
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ALL (exc Paed CCF)

Working with Colleagues Communication , partnership and teamwork	Assessment Standard 30
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Standard 30	Level 1 (ST1-3) Professional respect for the contribution of colleagues in a range of roles in paediatric practice	Level 2 (ST4-5) Increasing confidence in team-work and the ability to collaborate with a range of external agencies about the needs of children	Level 3 (ST6-8) A commitment to effective multi-agency and multi-disciplinary team working for the care of children								
Competences	<p>Trainees will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Demonstrate the ability to work effectively in multi-disciplinary teams and with colleagues from a wide range of groups</td> </tr> <tr> <td style="padding: 5px;">Have the ability to take on differing and complementary roles within the different communities of practice within which they work, in hospitals, general practice and in the community, in social services and schools</td> </tr> <tr> <td style="padding: 5px;">Understand the importance of effective team work with colleagues in multi-disciplinary teams to ensure</td> </tr> </table>	Demonstrate the ability to work effectively in multi-disciplinary teams and with colleagues from a wide range of groups	Have the ability to take on differing and complementary roles within the different communities of practice within which they work, in hospitals, general practice and in the community, in social services and schools	Understand the importance of effective team work with colleagues in multi-disciplinary teams to ensure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">have experience of working with multi-agency teams for example with social workers and teachers and have developed an awareness of their own role within the team and of the skills and expertise of others</td> </tr> <tr> <td style="padding: 5px;">Be able to liaise effectively with colleagues in multi-agency teams such as education and social services</td> </tr> </table>	have experience of working with multi-agency teams for example with social workers and teachers and have developed an awareness of their own role within the team and of the skills and expertise of others	Be able to liaise effectively with colleagues in multi-agency teams such as education and social services	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">be able to work effectively in multi-agency teams, for example, with social workers and teachers and have developed an awareness of their role within the team and of the skills and expertise of others</td> </tr> <tr> <td style="padding: 5px;">be able to interact effectively with professionals in other disciplines and agencies and from the voluntary sector</td> </tr> <tr> <td style="padding: 5px;">be able to work effectively in multi-disciplinary teams and with colleagues from a</td> </tr> </table>	be able to work effectively in multi-agency teams, for example, with social workers and teachers and have developed an awareness of their role within the team and of the skills and expertise of others	be able to interact effectively with professionals in other disciplines and agencies and from the voluntary sector	be able to work effectively in multi-disciplinary teams and with colleagues from a
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Be able to liaise effectively with colleagues in multi-agency teams such as education and social services											
be able to work effectively in multi-agency teams, for example, with social workers and teachers and have developed an awareness of their role within the team and of the skills and expertise of others											
be able to interact effectively with professionals in other disciplines and agencies and from the voluntary sector											
be able to work effectively in multi-disciplinary teams and with colleagues from a											
	ALL (exc Paed CCF)										

consistency and continuity and a holistic approach to the treatment and care of children and young people

recognise their own working preference and how these may impact on team working

wide range of professional groups

Be able to work with and within the multi-disciplinary children's diabetes team

recognise their own working preferences and accept different approaches of colleagues

be aware of their role in the team and the impact in the team

work with stakeholders so that a client/patient-centred service is created and sustained

Working with Colleagues **Assessment Standard 31**
 Communication , partnership and teamwork

Standard 31

Level 1 (ST1-3)
Effective time management skills

Level 2 (ST4-5)
Effective leadership and management skills in clinical and non-clinical settings

Level 3 (ST6-8)
Effective managerial skills in taking on a positive managerial role to support effective service provision

Trainees will:

Competences

Have effective time management skills in their professional roles

be able to prioritise tasks in personal and professional contexts for example in medical emergencies

have developed effective organisational skills for themselves and for others in prioritisation and delegation

be able to think clearly and to prioritise in clinical decision making and practice

demonstrate effective leadership skills in clinical situations, through their ability to organise, prioritise and delegate and be able to help others develop these skills

ALL (exc Paed CCF)

<p>be able to delegate duties appropriately to colleagues whom they supervise</p>	<p>demonstrate safe and effective leadership through organisation of team work and prioritising appropriately</p>	<p>ALL (exc Paed CCF)</p>
<p>have developed confidence to make decisions within a team</p>	<p>be confident to make decisions within a team and be aware of their on other team members</p>	
<p>be able to take on a leadership role in multi-disciplinary teams when appropriate, for example at a discharge meeting and know when it may be inappropriate to do so</p>	<p>take on a leadership role in multi-disciplinary teams by representing the health needs of a child, young person and their family at a discharge meeting and know when it maybe inappropriate to do so</p>	
<p>have developed some leadership skills for example in communicating the urgency of action in an emergency while enabling teams to remain calm</p>		
<p>Communicate effectively in the face of clinical uncertainty</p>	<p>Communicate effectively in the face of clinical uncertainty in acute, serious or complex illness</p>	
<p>have developed effective problem solving strategies in clinical and management contexts, for example where there is a shortage of beds or medical staff or other resource</p>		
<p>be able to recognise the effective qualities of management of meetings, such as having clear action points and achievable and recognisable outcomes</p>		
	<p>be able to provide specialist support to hospital and community based paediatric services including primary care</p>	

Have awareness of non-clinical managerial skills important to effective running and change in a paediatric dept e.g. direction setting, influencing key people, communication strategies and resource management
Demonstrate safe and effective leadership through organisation of team work and prioritisation

Working with Colleagues Communication, partnership and teamwork. Knowledge, Skills and Performance. Safety and Quality	Assessment Standard 32
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Standard 32	Level 1 (ST1-3) Effective handover, referral and discharge procedures in paediatrics	Level 2 (ST4-5) Effective skills in ensuring handover, referral and discharge procedures in paediatrics	Level 3 (ST6-8) Effective leadership skills in the organisation of paediatric team-working and effective handover
Competen	Trainees will: Ensure effective hand-over procedures and clear communications with colleagues to ensure the continuing good medical care of patients Ensure the effective discharge procedures to their family, community, social and primary care services	Manage effective hand-over procedures and clear communications with colleagues to ensure the continuing good medical care of patients	be able to lead handover effectively and in a timely way in difficult circumstances Be able to take on a leadership role in a multi-disciplinary team when appropriate for example representing the health needs if a

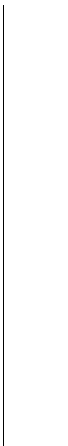


- Supervise handover of results that still need to be obtained at the end of shifts
- have developed confidence to make decisions within a team
- know the objectives of a paediatric follow up

child, young person and their family at a discharge meeting and know when it maybe inappropriate to do so

be able to plan transitional care and referral of the young person to clinical genetics at an appropriate time

know how to refer appropriately to community services before discharge and begin to participate in the follow up of those at risk



Working with Colleagues **Assessment Standard 33**
 Communication, partnership and teamwork. Safety and Quality

Standard 33

Level 1 (ST1-3)
An understanding of the effects of local, national and international policies on their work and on the health of children

Level 2 (ST4-5)
Experience and understanding of working within international, national and local legal structures and organisations involved in the care of children

Level 3 (ST6-8)
Effective skills in promoting clinical practice through engagement with local, national and international organisations involved in the care of children

Trainees will:

Competences

<p>understand how national and local policy initiatives impact on medical practice and social health and well being</p>	<p>the structure of large NHS organisations including management structures, governance, policy and procedures relevant to the care of children</p>	<p>how to respond appropriately to health service targets and be able to participate in the development of services</p>	<p>MRCPC, , MSF, CbD, LEADER, START and ePortfolio</p>
<p>begin to develop an understanding of national service frameworks and managed clinical networks within paediatrics, the role of NICE, the role of RCPCH, PMETB and the GMC in professional life and professional regulation</p>	<p>some experience of working within an organisation attending different committees and meeting</p>	<p>know about agencies both statutory and voluntary that can provide general and conditional specific support to children, adolescents and their families in coping with their health problems</p>	
		<p>develop personal skills to be able to participate effectively in local management meetings</p>	
		<p>knowledge and understanding of systems of management and decision making in health care organisations</p>	
		<p>have gained an understanding of national and local regulatory bodies particularly those involved in standards of professional behaviour, clinical practice and education, training and assessment</p>	
		<p>understand the relationship between local health, educational and social service provision</p>	
		<p>be aware of shared care protocols and the role of outreach clinics</p>	<p>begin to work in managed clinical networks and in outreach clinics</p>

have some familiarity with the roles of allied health professionals and other agencies in the support of children and families

be aware of the impact of the European Union on child health and healthcare systems

participate and contribute to organisational decision making process

know how to access and understand the roles of allied health professionals and other agencies in the support of children and families

Probity

Maintaining Trust. Safety and Quality

This section details the high standards of care and professional behaviour within paediatrics and the medical profession as a whole.

For more information on assessment please see the [assessment blueprint](#)

	Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
34	Ethical personal and professional practice in providing safe clinical care	Sound ethical personal and professional practice in providing safe clinical care	Exemplary professional conduct so as to act as a role model to others in providing safe clinical care
35	Reliability and responsibility in ensuring their accessibility to colleagues and patients and their families	Continued responsibility and accessibility to colleagues, patients and their families	Responsibility for ensuring their own reliability and accessibility and that of others in their team
36	An understanding of the importance of self-awareness and a responsible approach to personal health, stress and well-being	A consistent approach to personal health, stress and well-being	Effective skills in ensuring their own responsible approach to personal health, stress and well being and that of others

Probity **Assessment Standard 34**
 Maintaining Trust. Safety and Quality

Standard 34

Level 1 (ST1-3)
Ethical personal and professional practice in providing safe clinical care

Level 2 (ST4-5)
Sound ethical personal and professional practice in providing safe clinical care

Level 3 (ST6-8)
Exemplary professional conduct so as to act as a role model to others in providing safe clinical care

Trainees will:

Competences

understand the limitations of their competence, in their clinical practice and in their relationships with patients and know where and when to ask for help, support and supervision

know when and where to ask for help, support and supervision

Understand the need for honesty and know the procedures to follow where there is concern about the professional conduct of a colleague who might be putting the health of a patient at risk

demonstrate probity in personal and professional life

be aware of the ways in which their personal experiences, values and attitudes might affect their professional practice and know when to refer to another doctor

understand the limitations of their competence at their stage of training and be willing to seek help in managing sensitive and complex situations

act with honesty and know the procedures to follow where there is concern about the professional conduct of a colleague who might be putting the health of a patient at risk

understand the limits of their competence, particularly in stressful situations and be willing to seek help in managing sensitive and complex situations

be open about sharing and reviewing their practice with others

be able to handle enquiries from the press and other media effectively

MRCPC, MSF, MiniCex, LEADER and ePortfolio

Probity Maintaining Trust	Assessment Standard 35
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Standard 35	<p>Level 1 (ST1-3)</p> <p>Reliability and responsibility in ensuring their accessibility to colleagues and patients and their families</p>	<p>Level 2 (ST4-5)</p> <p>Continued responsibility and accessibility to colleagues, patients and their families</p>	<p>Level 3 (ST6-8)</p> <p>Responsibility for ensuring their own reliability and accessibility and that of others in their team</p>
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Trainees will:

Competences	demonstrate a commitment to the highest standards of care and ethical and professional behaviour within their speciality and with the medical profession as a whole	recognise and support colleagues who may be under pressure	demonstrate responsibility for ensuring reliability and accessibility of both themselves and others in the team	MSF and ePortfolio
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Probity **Assessment Standard 36**
 Maintaining Trust. Safety and Quality

Standard 36

Level 1 (ST1-3)
An understanding of the importance of self-awareness and a responsible approach to personal health, stress and well-being

Level 2 (ST4-5)
A consistent approach to personal health, stress and well-being

Level 3 (ST6-8)
Effective skills in ensuring their own responsible approach to personal health, stress and well being and that of others

Trainees will:

Competences	show a commitment to continuing professional practice and to respond positively to requests for enquiries and incident reports and to outcomes of reviews, assessments and appraisals of their performance
	take responsibility for their own obligation for health and well-being, safety and welfare issues
	show an understanding of the importance of ensuring the healthy balance between professional and domestic priorities
	demonstrate a responsibility for their own health in so far as it might affect the welfare of safety of patients

effective skills in ensuring others in their team approach their health, stress and well-being responsibly

MSF and ePortfolio

SECTION 3 – SUB-SPECIALTY SPECIFIC COMPETENCES IN PAEDIATRIC DIABETES AND ENDOCRINOLOGY

Be able to lead the team when initiating resuscitation and early treatment
Be able to manage ongoing treatment safely with guidance
Recognise potential complications including cerebral oedema
Be able to manage diabetic ketoacidosis according to guidelines that have been agreed nationally and internationally
Know about the evidence base supporting the ketoacidosis management guidelines
Be able to manage potential complications in cases of diabetic ketoacidosis, including cerebral oedema

✓		
✓		
	✓	
		✓
		✓
		✓

Hypoglycaemia

Know the causes, complications and treatment in the neonatal period and beyond
Know that blood glucose is an urgent investigation in patients with impaired conscious level
Be aware of the clinical features which would suggest hypopituitarism or adrenal insufficiency
Know when to consider rare causes of hypoglycaemia and what investigations to perform during the hypoglycaemic episode
Be able to take relevant investigations required for the confirmation of cause
Be able to assess whether any change to insulin treatment is needed to prevent recurrence in diabetic patients
Recognise the need to inform the diabetes team of serious hypoglycaemia in their patients
Be able to treat hypoglycaemia safely and effectively with intravenous glucose or glucagon where appropriate
Know about counter-regulatory hormone response to hypoglycaemia

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
✓		
✓		
	✓	
✓		
✓		
✓		
	✓	
		✓

Neonatal thyrotoxicosis

Know the cause of this condition and its natural history
Recognise this presentation and the need for urgent treatment

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
✓		

Ambiguous genitalia

Be aware of the causes of this presentation
Understand the features of congenital adrenal hyperplasia and its early management
Recognise the extreme sensitivity of this presentation and of the need to seek urgent help from senior colleagues with regards to management and counselling parents
Be able to give appropriate information to parents whilst awaiting help from senior colleagues
Be familiar with the endocrine and radiological diagnostic tests used
Be familiar with the role of antenatal diagnosis and treatment of CYP21 deficiency
Be able to counsel parents about the differential diagnosis of ambiguous genitalia and the management plan
Be able to recognise which cases require referral

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
✓		
✓		
	✓	
		✓
		✓
		✓
		✓

Adolescent Gynaecomastia

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)

Know the causes of gynaecomastia
Know how and when to investigate

		✓
		✓

Adrenal Disorders

Be able to recognise Cushings syndrome, initiate diagnostic tests and outline management and referral criteria
Be able to recognise, initiate diagnostic tests and outline management and referral criteria where required for hypo- and hyper-adrenalism
Be able to adjust steroid therapy in children with hypoadrenalism during acute illness or peri-operatively and explain this to families

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
		✓
		✓
		✓

Delayed and early puberty

Know the causes of early and late puberty
Know the causes and possible investigation of early and late puberty
Recognise when the cause may be pathological rather than physiological
Know the central and peripheral causes and the investigation of premature sexual maturation
Know the causes and investigation of delayed or absent pubertal development
Be able to recognise te condition, initiate appropriate diagnostic tests and outline management and referral criteria
Be able to monitor and treat delayed puberty to full maturity

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
	✓	
✓		
		✓
		✓
		✓
		✓

Goitre and thyroid disorders

Know the causes of congenital and acquired hypothyroidism
Know about the national screening programme for hypothyroidism
Understand the need for precise treatment and monitoring during infancy and early childhood
Know the associations of auto-immune diseases and of trisomy 21
Be able to access thyroid status
Be able to recognise thyrotoxicosis
Be able to interpret thyroid function tests on and off treatment
Be able to diagnose and manage thyrotoxicosis
Know how to investigate thyroid nodules

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
✓		
✓		
✓		
	✓	
✓		
✓		
	✓	
		✓
		✓

Hirsutism, Polycystic ovarian disease and Adrenarche

Know the differential diagnosis of hirsutism in adolescent girls and how to investigate it
Be able to recognise premature adrenarche, initiate diagnostic tests and outline management
Be familiar with the relationship between adrenarche and polycystic ovarian disease (PCOS)
Be able to diagnose and manage PCOS

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
		✓
		✓
		✓
		✓

Metabolic Bone Disease and Calcium disorders

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
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Recognise, initiate diagnostic tests and outline management and referral criteria

		✓
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Obesity

Understand the causes of obesity
Understand the long term complications
Understand interventional strategies that are involved in weight reduction
Be aware of the presentation of type 2 diabetes during childhood
Be aware that body mass index charts may be a helpful therapeutic tool
Know about the presentation of type 2 diabetes during childhood
Recognise features in the presentation which suggest serious pathology
Be able to explain the long term complications to parents
Be able to use body mass index charts to diagnose obesity

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
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	✓	

Polyuria and polydipsia

Know the causes of this presentation including diabetes mellitus and insipidus
Know the dangers of water deprivation
Be able to select patients who may require investigation
Be able to advise parents about habit drinking
Be able to select patients who may require investigation and initiate this
Be able to manage diabetes insipidus

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
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Post-operative neuro-surgical patients

Know about the occurrence of diabetes insipidus and cerebral salt wasting in patients
Know how to manage pituitary disease pre- and post-operatively
Be able to recognise and initiate management of fluid imbalance

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
		✓
		✓
		✓

Short & tall stature

Know the causes of short stature or slow growth and the characteristics of these conditions
Know when short stature needs to be investigated
Understand and know the rationale behind the baseline and subsequent investigations
Be aware of treatments that are suitable for pathological short stature
Know about the causes of tall stature
Be able to explain to parents and patients the non serious causes of short stature e.g. genetic short stature, constitutional delay and hypothyroidism
Recognise the need to rule out Turner's syndrome as a cause of short stature in girls
Be familiar with the common syndromic causes of short stature

Level 1 (ST1-3)	Level 2 (ST4-5)	Level 3 (ST6-8)
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Know the guidelines on the use of growth hormone, including the reinvestigation of those who have reached final height, and the use of growth hormone in the adult
Be able to diagnose, screen and manage the care of girls with Turner's syndrome
Be able to score a bone age

		✓
		✓
		✓

SECTION 4 - MAINTENANCE

Cardiology**GENERAL COMPETENCES**

Have the knowledge and skills to be able to assess and initiate management of babies and children presenting with cardiological disorders
Know the genetic and environmental factors in the aetiology of congenital heart disease
Be able to formulate a differential diagnosis
Be able to respond appropriately to cardiac arrest
Be able to select and interpret appropriate cardiological investigations and know the indications for echocardiography
Understand the life threatening nature of some of these conditions and when to call for help
Know the possible cardiac complications of other system disorders
Know when referral for specialist paediatric cardiology assessment for further management is appropriate
Be able to provide advanced life support and lead the team at a cardiac arrest
Be able to identify common ECG abnormalities

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

ACUTE PRESENTATIONS**Cyanosis**

Know the normal fetal circulation and transitional changes after birth
Know the anatomy of the common causes of cyanotic heart disease
Be able to differentiate between cardiac and non-cardiac causes of cyanosis
Recognise when treatment is urgent
Be able to initiate emergency management
Be able to describe clinical signs and investigations accurately and effectively with a cardiologist

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
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	✓
	✓

Heart Failure, including cardiac conditions which present with shock

Understand the causes of heart failure
Be able to initiate appropriate investigations and treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Arrhythmia

Know the causes of arrhythmias
Be able to recognise common dysrhythmias on ECG
Be able to initiate emergency treatment in arrhythmias such as tachycardia

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Infective Endocarditis

Know when prophylaxis against endocarditis is indicated
Know the causes of endocarditis

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Be able to advise parents about prophylaxis against endocarditis
Be able to initiate appropriate investigations and treatment
Be able to recognise the possibility of endocarditis

✓	
✓	
	✓

OUTPATIENT PRESENTATIONS

Heart murmur

Know the causes of common heart murmurs and the haemodynamic reasons for them
Know about the effects of heart disease at school
Be able to interpret correctly heart sounds and added sounds
Be able to identify an innocent cardiac murmur
Be able to advise families appropriately about the effects of heart disease at school

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
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	✓

Hypertension

Know and understand the causes of hypertension
Be able to measure and interpret correctly blood pressure measurements at different ages
Recognise the importance of examining femoral pulses in all children

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Palpitations

Know the cardiac and non cardiac causes of palpitations
Be able to initiate appropriate investigations

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Syncope

Know the cardiac causes of syncope
Be able to initiate appropriate investigations including appropriate ECG analysis
Be able to differentiate syncope from seizures

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓

Dermatology**GENERAL COMPETENCES**

Be able to describe accurately any rash
Recognise and known when to refer common birth marks and haemangiomas
Have the knowledge and skills to be able to recognise, investigate and manage common skin complaints
Know about the cutaneous and mucosal manifestations of systemic disease
Recognise the serious nature of some skin disorders or their associated conditions and know when to ask for help
Understand the principles of therapy for skin complaints
Be aware of the different potencies of topical steroids and of their side effects
Understand the impact of severe dermatological problems on children
Be aware of the common causes of hair loss and hypertrichosis
Know when consultation with other specialties is appropriate
Know the indications for and the procedure involved in skin biopsy
Know when to consult dermatology, ophthalmology and ENT specialists
Understand the different potencies of topical steroids and of their side effects
Know the common causes of hair loss and hypertrichosis

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓
	✓

ACUTE PRESENTATIONS**Skin Failure e. g toxic epidermal necrolysis, staphylococcal scalded skin syndrome and epidermolysis bullosa**

Know the features and management of staphylococcal scalded skin syndrome
Be aware of the rarer causes of skin failure
Be aware of careful handling in blistered neonates in case of inherited skin fragility
Be able to assess and to start initial treatment promptly
Recognise when to consult dermatology and ophthalmology specialists

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
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	✓

Skin Infections

Know the causal bacteria, features, complications and management of cellulitis including periorbital cellulitis
Know the features and management of infected eczema and eczema herpeticum
Recognise and be able to treat scabies, pediculoses, and common viral and fungal skin infections
Recognise the features of and manage infected eczema and eczema herpeticum
Recognise when to consult ophthalmology and ENT specialists

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓
	✓

Cutaneous drug reactions

Be aware of the different patterns of drug reaction and of the common precipitants
Be able to assess mucosal involvement
Recognise serious drug reactions e.g. Stevens-Johnson syndrome

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Erythematous rash and fever

Know the causes of fever and an erythematous rash
Be aware of rare but serious causes e.g. toxic shock syndrome
Be able to recognise Kawasaki syndrome and to institute appropriate treatment
Be aware of complications and know when to refer, for example, to a cardiologist
Recognise and initiate management of rare but serious causes, e.g. toxic shock syndrome

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

OUTPATIENT PRESENTATIONS

Eczema and seborrheic dermatitis

Know the principles of treating eczema
Be able to manage mild eczema and seborrheic dermatitis
Be able to advise parents about common problems such as cradle cap and nappy rash

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Gastroenterology and Hepatology

GENERAL COMPETENCES

Have the knowledge and skills to be able to assess and initiate management of patients presenting with gastroenterological problems in acute and outpatient settings
Understand the role of interventional procedures e.g. endoscopy or colonoscopy in the investigation of gastroenterological disorders
Recognise when a surgical opinion is required

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

ACUTE PRESENTATIONS

Acute abdominal pain

Know the causes of acute abdominal pain
recognise conditions which require urgent intervention e.g. intussusception
Recognise the need to consider acute appendicitis in very young children
Recognise signs of pain in an infant or small child

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Acute diarrhoea and/or vomiting

Know the causes the symptoms of acute diarrhoea and/or vomiting
Be familiar with local isolation policies
Know about oral and intravenous fluid therapy
Understand the scientific principles for oral and intravenous fluid therapy
Recognise features in the presentation which suggest serious pathology e.g. haemolytic uraemic syndrome, appendicitis, intestinal obstruction
Implement local isolation policies

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Jaundice

Know the causes of neonatal and childhood jaundice
investigate appropriately and know when to refer to specialist services

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓

Upper and lower gastrointestinal bleeding

Know the causes of upper and lower gastrointestinal bleeding
Understand the potentially life threatening nature of this condition

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Assess the severity of the condition
Institute appropriate emergency treatment
Recognise features in the presentation which suggest serious pathology

✓	
✓	
	✓

Abdominal distension

Know the causes of abdominal distension
Initiate investigation and seek surgical opinion when required

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓

Acute liver failure

Be familiar with the causes of acute liver failure
Be familiar with the complications of acute liver failure
Know the management of paracetamol poisoning
Know the causes of acute liver failure
Recognise the need to discuss the case with the liver unit early
Be able to assess the severity and complications of this condition
Be able to initiate appropriate resuscitation and liaise early with the paediatric liver unit

Level 1 (ST1-3)	Level 2 (ST4-5)
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Congenital abnormalities

Know the presenting features of congenital abnormalities including tracheo-oesophageal fistula, malrotation, bowel atresias, Hirschsprungs disease, abdominal wall defects, diaphragmatic hernia
Be familiar with potential associated abnormalities
Know when antenatal transfer to a Neonatal Surgical Centre should be considered
Institute appropriate emergency treatment
Recognise the need to liaise with surgeons
Institute appropriate emergency treatment and be able to assess the fitness of the baby and the need to transfer to a specialist centre
Recognise when the bowel might be compromised
Recognise the need to liaise with surgeons and when this is urgent

Level 1 (ST1-3)	Level 2 (ST4-5)
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Gastro-oesophageal reflux and oesophagitis

Know the range of presentations of gastro-oesophageal reflux and oesophagitis in otherwise well infants and children and also in disabled children
Recognise the range of signs and symptoms associated with gastro-oesophageal reflux and oesophagitis
Manage mild and moderate gastro-oesophageal reflux and recognise when to refer

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

OUTPATIENT PRESENTATIONS

Chronic or recurrent abdominal pain

Know the possible biological, psychological and social contributing factors in chronic or recurrent abdominal pain
Know which features suggest that reassurance rather than investigation is needed
Recognise features in the presentation that suggest the importance of different aetiologies
Be able to refer appropriately to Psychology when required
Consider when there might be child protection issues

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Chronic diarrhoea and/or vomiting

Know the causes of Chronic diarrhoea and/or vomiting
Be aware of the characteristics of bulimia
Be able to instigate investigations

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓

Constipation with or without soiling

Be familiar with local and national guidelines for management
Know about predisposing conditions e.g. hypothyroidism, neurodisability, psychosocial problems
Understand the relevance of predisposing conditions e.g. hypothyroidism, neurodisability, psychosocial problems
Manage simple constipation with and without soiling
Recognise when to liaise with more senior paediatricians or with specialist nurses, psychologists or psychiatrists
Be able to follow local and national guidelines for management

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Dysphagia

Know the causes of dysphagia
Be able to distinguish between organic and functional dysphagia

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Malabsorption

Know the causes of malabsorption including celiac disease and cystic fibrosis and its consequences
Understand the principles of treatment of the different types of malabsorption
Recognise the role of the dietician and to liaise appropriately
Be able to explain and initiate investigations, nutritional assessment, dietary principles and liaise appropriately with the dietician

Level 1 (ST1-3)	Level 2 (ST4-5)
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	✓

Malnutrition

Know the causes of malnutrition including organic and non-organic causes
Be familiar with the consequences of malnutrition
Know the principles of enteral and parenteral nutrition support
Be able to assess nutritional status
Be able to initiate investigations to establish the diagnosis and to detect nutritional deficiencies

Level 1 (ST1-3)	Level 2 (ST4-5)
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Iron deficiency anaemia

Know the causes of iron deficiency anaemia including poor diet, bleeding and malabsorption
Understand factors which predispose to dietary iron deficiency anaemia
Be aware of the consequences of this condition
Be able to manage iron deficiency anaemia
Be able to counsel parents about preventing dietary iron deficiency

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Genetics and Dysmorphology**GENERAL COMPETENCES**

Understand the scientific basis of chromosomal disorders and inheritance
Be able to construct a family tree and interpret patterns of inheritance
Understand the basis of molecular genetics
Know about the features of some common chromosome disorders
Know the basis of prenatal screening and diagnosis, the conditions for which they are used and the ethical dilemmas they pose.
Be able to describe the features of a baby or child associated with common malformation or deformation syndromes
Have an awareness of the use and non directive nature of genetic counselling
Understand the risks of and cultural issues posed by consanguinity
Have an understanding of the ethical dilemmas and the implications of pre-symptomatic or carrier testing in children
Have experience of how geneticists work with fetal medicine specialists, neonatologists and paediatric surgeons
Be able to recognise features suggesting dysmorphic or genetic syndromes and to identify associated anomalies
Know the processes involved in establishing and presenting the diagnosis to parents
Have experience of interviews where diagnoses of serious conditions are communicated to parents
Know what to do when the diagnosis of Down's syndrome is suspected at delivery or on the postnatal wards
Be aware of environmental factors which may affect pre-natal development, e.g. alcohol and drugs
Recognise the features of common chromosome disorders
Be able to recognise and investigate common malformation or deformation syndromes and to identify associated anomalies
Begin to participate in establishing and presenting the diagnosis to parents
Be able to give appropriate information to parents while awaiting help from senior colleagues

Level 1 (ST1-3)	Level 2 (ST4-5)
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Be able to respond appropriately when the diagnosis of Down's syndrome is suspected at delivery or on the post-natal wards
Be able to follow local and national protocols for the management of genetic disorders

	✓
	✓

Haematology and Oncology

GENERAL COMPETENCES

Have the knowledge and skills to be able to assess patients presenting with haematological or oncological presentations in inpatient and outpatient settings
Be able to initiate management in common presentations of non-malignant disorders
Be aware of the role of specialist nurses and other members of palliative care teams
Know the principles of cancer treatment
Be aware of the short and long term side effects of chemotherapy and radiotherapy
Be familiar with the indications and complications of bone marrow transplantation
Know about national and local blood transfusion policies and procedures
Have the knowledge and skills to be able to assess and initiate investigation of patients presenting with haematological or oncological presentations in inpatient and outpatient settings
Work effectively with specialist nurses and members of palliative care teams
Know the short and long term side effects of chemotherapy and radiotherapy and be able to explain the common ones
Know about local policies for intrathecal cytotoxic therapy

Level 1 (ST1-3)	Level 2 (ST4-5)
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ACUTE AND OUTPATIENT PRESENTATIONS

Anaemia

Know and understand the causes of anaemia

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	

Understand the investigations which may clarify the diagnosis
Know how to counsel parents about hereditary anaemias
Understand the predisposing factors and consequences of iron deficiency anaemia
Understand the hereditary basis and clinical features of sickle cell anaemia and the thalassaemias
Understand the long term implications for families
Know about the potential consequences of haemolytic anaemia
Be able to manage iron deficiency anaemia
Be able to explain screening for the thalassaemia or sickle cell trait
Be able to recognise and initiate management of sickle cell crisis
Be able to investigate anaemia and recognise serious underlying pathology
Be able to manage sickle cell crisis, including safe administration of fluid and analgesia

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	✓

Polycythaemia

Know the causes and treatment of polycythaemia in the newborn period
Understand why children with cyanotic congenital heart disease are vulnerable to polycythaemia
Be able to describe the process of partial plasma exchange transfusion in a new born infant
Be able to undertake partial plasma exchange transfusion in a new born infant

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Neutropaenia

Understand the significance of fever in a neutropaenic patient
Understand the differing risks of neutropaenia in different conditions and treatment regimens
Be able to manage febrile neutropaenia with guidance
Be able to manage febrile neutropaenia, following local network guidelines and recognising when to liaise with specialist services

Level 1 (ST1-3)	Level 2 (ST4-5)
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	✓

Purpura and bruising

Know the causes of purpura and bruising
Recognise features in the presentation which suggest serious pathology or child abuse
Understand immune mechanisms in vasculitis and in allo- and auto- immune thrombocytopenia
Be able to explain Henoch-Schonlein purpura to parents
Know how to explain idiopathic thrombocytopenic purpura to parents
Be able to explain idiopathic thrombocytopenia (ITP) to parents including when precautions and treatment are necessary
Be able to manage acute bleeding in haemophilia and Von Willibrands disease
Use genetic counselling services appropriately

Level 1 (ST1-3)	Level 2 (ST4-5)
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	✓

Other haemorrhage due to coagulopathy

Level 1 (ST1-3)	Level 2 (ST4-5)
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Know the causes and presentations of haemorrhagic disease of the newborn
Understand the hereditary basis of haemophilia and other coagulation disorders
Be able to discuss the need for prophylactic vitamin K with parents
Be able to recognise and treat haemarthrosis in a patient with haemophilia
Be able to recognise and treat haemarthrosis in a patient with haemophilia and be aware of the need to treat urgently, with appropriate advice

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	✓

Leukaemia

Be aware of the different types of leukaemia and of their prognoses
Recognise and understand the clinical manifestations of leukaemia
Know the different types of leukaemia and of their prognoses
Be able to recognise the immediate dangers of leukaemia to the newly presenting child
Be aware of national trials and protocols
Be able to recognise and initiate investigations to diagnose leukaemia
Be able to follow local and national protocols in treating leukaemia and associate infections

Level 1 (ST1-3)	Level 2 (ST4-5)
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Lymphomas

Know the clinical features of Hodgkin’s disease and non-Hodgkin’s lymphoma
Know the features which suggest lymphadenopathy may be malignant and how it may be investigated
Be aware of staging and protocols for treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
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✓	

Other solid tumours

Know about the clinical presentation, treatment and prognosis of neuroblastoma and nephroblastoma
Be aware of the clinical features and investigation findings of other solid tumours
Be aware of staging and protocols for treatment
Be able to recognise the presenting features of these tumours

Level 1 (ST1-3)	Level 2 (ST4-5)
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✓	

Transfusion

Understand the risks of administering blood products
Know the indications for irradiated blood products
Recognise the concerns of some groups in society in relation to blood products
Follow transfusion procedures correctly
Explain the risks and benefits
Order blood products
Appropriately manage transfusion reaction

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
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	✓

Infection, Immunology and Allergy**GENERAL COMPETENCES**

Have the knowledge and skills to be able to assess and initiate management of patients
Know and understand host defence mechanisms and their pattern of development
Know the causes of vulnerability to infection
Know and understand the classification of infectious agents
Know the mechanisms of maternal to fetal transmission of infection and the clinical manifestations of these infections
Know the epidemiology, pathology and natural history of common infections of the foetus, newborn, and children in Britain and important worldwide infections, e.g. TB, HIV, hepatitis, B, malaria, Polio
Be able to follow agreed local and national guidelines on notification of infectious diseases
Understand the rationale for prescribing common antimicrobials
Know the indications for antimicrobial prophylaxis
Understand the mechanisms of drug resistance

Level 1 (ST1-3)	Level 2 (ST4-5)
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Understand nosocomial infections and the basic principles of infection control
Be aware of the policies for notifying communicable diseases
Understand the pathophysiology and the principles of treatment of allergic and autoimmune disorders
Understand the classification of immunodeficiencies
Know the clinical manifestations of the different types of immunodeficiencies
Know the conditions and treatments which results in secondary immunodeficiencies
Recognise indications for and be able to prescribe appropriate first line common anti-microbials
Be able to prescribe antimicrobial prophylaxis appropriately
Apply principles of infection control
Take responsibility for notifying communicable diseases
Be able to use the antibiotic policies and understand the development of resistant organisms
Be able to assess and institute appropriate management of infection in an immuno-compromised child

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ACUTE PRESENTATIONS

Septic shock

Understand the pathophysiology of septic shock and its complications
Know local and nationally agreed guidelines for the management of septic shock including meningococcal disease
Be aware of the differential diagnosis of septic shock
Be able to recognise the early features of septic shock
Be able to lead the team when initiating resuscitation and treatment
Be able to liaise with anaesthetic and PICU staff
Be able to initiate and lead immediate management of early and advanced features of septic shock
Be able to liaise effectively with anaesthetic and PICU staff and manage patient until transfer team takes over

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Fever of unknown origin

Know the possible causes of fever of unknown origin
Understand aspects of social history that are relevant to explore
Recognise features in the presentation which suggest serious or unusual pathology
be able to initiate investigations to establish cause

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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✓	
	✓

Anaphylaxis

Know the management of anaphylaxis guidelines
Be able to lead the team when initiating resuscitation and treatment
Be able to liaise with anaesthetic and PICU staff
Be able to lead the team to provide advanced life support
Be able to advise on the future risk of anaphylaxis and facilitate an appropriate anaphylaxis management plan by liaising with

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓
	✓

community teams

OUTPATIENT PRESENTATIONS**Recurrent infections**

Understand why children suffer recurrent infections
Be aware of conditions which predispose to infection
Understand why children suffer recurrent infections and know which conditions predispose to infection
Recognise features in the presentation which suggest serious underlying pathology
Recognise and investigate appropriately features in the presentation which suggest underlying pathology

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Food intolerance and other allergies

Know the common offending foods
Be aware of the investigations that are available and of their limitations
Know the features of cows' milk protein intolerance and its management
Know the foods that can trigger IgE – mediated reactions
Understand the investigations that are available and of their limitations
Know the features of cows' milk protein intolerance and its management
Understand the mechanisms of IgE and non IgE food allergy, food intolerance due to pharmacological effects of food and food intolerance due to enzyme deficiencies
Recognise the potential serious nature of food allergy
Advise on the appropriate use of adrenalin
Be able to distinguish allergy from intolerance and be able to explain to parents

Level 1 (ST1-3)	Level 2 (ST4-5)
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Immunisation

Understand passive and active immunisation
Understand the principles and the rationale behind the national immunisation policy for children in Britain
Know the indications, contraindications and complications of routine childhood immunisations
Be able to advise parents about immunisations

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Metabolic Medicine**GENERAL COMPETENCES**

Recognise the clinical and biochemical features of electrolyte and acid base disturbances
Know the common clinical presentations of metabolic disease including encephalopathy, neurodevelopmental regression, muscle weakness, visceromegaly and failure to thrive
Know when it is appropriate to perform metabolic investigations in neonates and children
Know the appropriate screening investigations that should be performed when a metabolic disorder is suspected
Know further investigations that should be performed in order to establish a diagnosis of a metabolic disorder

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Be able to interpret commonly used investigations and understand how these differentiate between metabolic disorders including those that result in cot death
Know about the common biochemical findings in an acutely ill newborn or child presenting with metabolic disease including hypoglycaemia, hyperammonaemia or metabolic acidosis
Understand when it is appropriate to investigate, and which investigations to perform, in a neonate or child with visceromegaly
Know the causes of metabolic bone disease and investigations to differentiate between the causes
Know when it is appropriate to consider porphyria in a child presenting with abdominal pain
Understand the principles of dietary, vitamin and pharmacological treatment of metabolic disorders
Be aware of those metabolic disorders which are vitamin responsive or responsive to pharmacological treatment
Know about the metabolic disorders which may respond to enzyme therapy or bone marrow transplantation
Know the routine screening tests for metabolic disease and be able to explain them to parents
Know the inheritance patterns of common genetically determined metabolic disorders
Know about the educational and social implications of metabolic disorders and the importance of organising support in the community for special diets and other risks
Recognise and be able to manage the clinical and biochemical features of electrolyte and acid base disturbances
Know the common clinical presentations and principles of management of metabolic disease including encephalopathy, neurodevelopmental regression, muscle weakness, visceromegaly and faltering growth
Be able to initiate metabolic investigations in neonates and children and in urgent situations
Know what samples must be taken in metabolic investigations at the time of presentation and the importance of liaison with laboratories to ensure use of the appropriate container, handling and storage
Know which metabolic disorders are associated with learning difficulties and manage timely referral for those at risk

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Musculo-Skeletal medicine

GENERAL COMPETENCES

know the differential diagnosis of musculoskeletal presentations including inflammatory, non-inflammatory and idiopathic causes
Take an appropriate history, musculoskeletal examination and assessment
Recognise when to request the opinion of paediatric rheumatologists or orthopaedic surgeons
Recognise features in the clinical presentation or investigation findings which suggest serious pathology, e.g. inflammation, malignancy, infection and vasculitis

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	

Recognise features in the clinical presentation or investigation findings which suggest physical abuse, emotional abuse and neglect
Understand the role of the multi-disciplinary team and other professionals involved in the care of children with musculoskeletal conditions
Be aware of the complications of immunosuppressive treatment
Understand the disease associations of rheumatological conditions, in particular juvenile arthritis and eye disease
Understand the association of musculoskeletal presentations and common chronic diseases (such as psoriasis, inflammatory bowel disease)
Understand the initial investigations to establish a diagnosis
Understand the indication for and complications of immunosuppressive treatment
Be aware of congenital bone, inherited or metabolic conditions and their musculoskeletal presentations
Interpret investigations that are helpful in establishing a differential diagnosis

✓	
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	✓

ACUTE PRESENTATIONS

Joint swelling

Know the causes of joint swelling at single and multiple sites
Know when to refer for a specialist opinion
Be able to identify joint swelling and abnormal range of joint movement on clinical examination
Be able to perform a musculoskeletal assessment including a screening examination and an approach to more detailed examination

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓

Musculoskeletal pain

Know the varied causes of musculoskeletal pain
Be aware of referred pain
Know when to refer for a specialist opinion
Know the varied causes of musculoskeletal pain including referred pain and features that suggest different causes
Perform a musculoskeletal examination
Perform a musculoskeletal examination including a screening and appropriate regional examination

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Limp

Know the differential diagnosis of a limp at different ages and clinical presentations
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Level 1 (ST1-3)	Level 2 (ST4-5)
✓	

Limb pain

Know the differential diagnosis of limb pains
Be aware of the clinical features of benign hypermobility and non-benign hypermobility (e.g. Marfans syndrome)
Be able to distinguish between inflammatory and non-inflammatory conditions
Be able to assess joint laxity

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓

Be able to distinguish between inflammatory and non-inflammatory conditions and recognise features that suggest serious pathology

	✓
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Back pain and neck pain

- Know the varied causes of musculoskeletal pain
- Be aware of referred pain
- Know when to refer for a specialist opinion
- Know the causes of back/neck pain
- Know the common causes of Torticollis
- Be able to recognise scoliosis

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Leg alignment (normal variants)

- Be aware of normal patterns of leg alignment and foot posture (bow legs, knock knees, in-toeing and flat feet) at different ages
- Be aware of indications for investigation and when specialist opinion is required
- Know the predisposing factors and presentation of rickets
- Know normal patterns of leg alignment and foot posture (bow legs, knock knees, in-toeing and flat feet) at different ages
- Be able to recognise the clinical presentation and radiological features of rickets

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Multi-system disease

- Be able to distinguish between inflammatory and non-inflammatory conditions

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	

Neonatology

GENERAL COMPETENCES

- Be able to examine the newborn baby appropriately and with sensitivity

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	

Be able to perform an accurate assessment of the baby at birth	✓	
Have the knowledge and skills to be able to assess and initiate management of babies presenting in the neonatal period with problems (in acute, postnatal ward and outpatient settings)	✓	
Be able to initiate appropriate resuscitation when required	✓	
Know and understand the effects of antenatal and perinatal events on outcome	✓	
Know and understand the pathophysiology of the effects of prematurity	✓	
Be able to recognise and outline the management of some common disorders	✓	
Be able to initiate diagnostic tests for common disorders	✓	
Understand the principles of mechanical ventilation and resuscitation	✓	
Be able to perform a reliable assessment of fluid status and initiate appropriate fluid management	✓	
Understand the principles of parenteral nutrition	✓	
Understand the principles and important of nutrition in the neonatal period	✓	
Have experience of basic practical procedures and tests and be able to understand the results	✓	
Understand the principles of prescribing for newborn babies and breastfeeding mothers	✓	
Understand the life-threatening nature of some of these situations and when to call for help or look for personal support	✓	
Know when and how babies are transferred for specialist levels of intensive care	✓	
Understand the implications for families of babies with neonatal problems	✓	
Begin to develop strategies to communicate sympathetically with parents	✓	
Understand the long-term sequelae of prematurity and begin to recognise those at risk	✓	
Know about the retinopathy of prematurity and its prevention and treatment	✓	
Be able to recognise and manage common disorders		✓
Have the knowledge and skills to be able to assess and manage babies presenting in the neonatal period with problems (in acute, postnatal ward and outpatient settings)		✓
Know and be able to describe the effects of antenatal and perinatal events on outcome		✓
Know and be able to describe the pathophysiology of the effects of prematurity		✓
Be able to initiate diagnostic tests for common disorders and to interpret and explain results to parents		✓
Understand the principles of and initiate mechanical ventilation and resuscitation		✓
Be able to perform a reliable assessment of fluid status and adjust fluid management		✓
Understand the principles of parenteral nutrition and be able to prescribe safely		✓
Be skilled in practising and be able to teach basic practical procedures		✓
Be able to prescribe safely for newborn babies and breastfeeding mothers		✓
Recognise the life-threatening nature of some of these situations and the need to call for help or look for personal support		✓
Understand the implications for families of babies with neonatal problems and begin to support them		✓
Be able to develop strategies to communicate sympathetically with parents and have experience of strategies for dealing with their distress or anger		✓
Be able to describe the long-term sequelae of prematurity and recognise those at risk		✓

Be able to initiate and lead advanced resuscitation when required
Have successfully completed a neonatal life support course
Usually be able to obtain appropriate arterial and venous access
Understand the principles and importance of nutrition in the neonatal period including assessment of nutritional status, the steps needed to establish breast feeding, and nutritional supplementation
Be able to apply clinical reasoning when selecting tests and be able to understand the results sufficiently well to be able to explain them to parents and members of the multi-disciplinary team
Be able to decide on appropriate referrals for transfer to other units, communicate effectively with all involved and maintain care as safely as possible until transfer team takes over
Know how to interpret radiological investigations including the basic features of cranial ultrasound and discuss basic findings with parents
Know how to refer appropriately to community services before discharge and begin to participate in the follow up of those at risk
Know about follow-up programmes for those at risk
Be able to describe the ethical issues relating to neonatal intensive care

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Birth depression

Know the causes and possible outcomes
Understand the principles of resuscitation
Know the criteria necessary before perinatal asphyxia can be diagnosed
Understand the physiological effects of a hypoxic-ischaemic insult
Know the statistics of the outcomes of birth depression
Understand the physiology of resuscitation and the responses to it
Understand the long term implications of hypoxic-ischaemic damage
Be able to initiate resuscitation using bag and mask ventilation and cardiac compressions
Can intubate term babies and have had supervised experience of intubating preterm babies
Recognise features which suggest significant consequences
Be able to provide and lead basic and advanced resuscitation, including intubation
Be able to intubate pre-term babies without direct supervision
Be able to recognise and initiate management to prevent secondary damage

Level 1 (ST1-3)	Level 2 (ST4-5)
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Respiratory Distress (acute and chronic)

Understand the common causes of respiratory distress
Know the relevant investigations, understand the principles and complications of ventilation
Know the guidelines for surfactant therapy
Understand the pathophysiology and management of chronic lung disease
Understand the contribution of patent ductus arteriosus to respiratory compromise
Understand the principles and complications of differing ventilation techniques
Be aware of the indications for ECMO and nitric oxide therapies
Know the images needed and safe positions for arterial and venous lines
Have seen echocardiography where patent ductus arteriosus is diagnosed
Be able to interpret chest radiographs
Be able to administer surfactant
Be able to initiate respiratory support
Be able to suspect and diagnose pneumothorax
Recognise when to request help from a medical or nursing colleague
Obtain, interpret and act appropriately on blood gas results
Be able to insert umbilical arterial and venous lines
Be able to identify signs suggestive of patency of the duct and describe management options
Be able to interpret chest radiographs and act on results
Be able to identify signs of patent ductus arteriosus and initiate management
Be able to initiate and continue to manage respiratory support on a ventilator
Be able to diagnose pneumothorax and know when chest drainage is indicated
Recognise when response to management is not optimal and request help from senior colleagues or other services
Know the steps that need to be taken to discharge a baby on long term oxygen into the community
Be able to teach and supervise the insertion of umbilical, arterial and venous lines

Level 1 (ST1-3)	Level 2 (ST4-5)
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Cyanosis not of respiratory origin

Understand the anatomy and implications of cyanotic congenital heart disease
Understand the pathophysiology of persistent pulmonary hypertension and know about treatment
Be able to suspect the diagnosis and initiate appropriate investigations
Be able to make a likely diagnosis and initiate appropriate investigations and treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
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Hypotension

Understand the causes and effects
Understand the rationale for different treatment options
Be able to interpret and act on blood pressure measurements

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Intra-uterine growth restriction and other nutrition problems

Understand the importance of breastfeeding
Know the causes of intra-uterine and postnatal growth failure
Understand the principles of parenteral nutrition
Know about risk factors for necrotising enterocolitis
Understand the importance of nutrition in sick babies
Know about the signs, symptoms and complications of necrotising enterocolitis
Be able to keep and interpret accurate growth records
Be able to prescribe appropriate nutrition supplements
Be able to insert a percutaneous long line
Be able to recognise early signs of necrotising enterocolitis and initiate treatment
Be able to assess appropriate position of percutaneous long line from imaging
Be able to recognise and begin to address poor growth

Level 1 (ST1-3)	Level 2 (ST4-5)
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Fluid and blood product therapy

Know the fluid requirements of preterm and sick babies
Know the causes of abnormal coagulation
Know the indications for therapy with blood products
Know the fluid requirements of pre-term, sick and growth-restricted babies
Know when irradiated blood products are indicated
Be able to assess fluid balance
Recognise the need for blood product transfusions
Be able to test for and recognise bleeding disorders
Be able to act to correct fluid balance abnormalities
Be able to prescribe blood product transfusions
Be able to initiate treatment for bleeding disorders

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Neonatal seizures or abnormal neurological status including the floppy baby

Understand the aetiology and prognosis of abnormal neurological status
Know about periventricular haemorrhage and leucomalacia
Know about the management of post-haemorrhagic hydrocephalus
Know the possible causes and effects of seizures
Know the possible causes of abnormal tone
Be able to perform a neurological assessment
Be able to recognise the basic features of cranial ultrasound scans
Be able to recognise and initiate management of seizures

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Have had some experience of performing cranial ultra-sound
Be able to make a likely diagnosis and initiate management of seizures
Have experience of how bad news is communicated to parents

	✓
	✓
	✓

Serious congenital abnormalities

Understand the underlying pathology
Understand the use of antenatal diagnosis and the role of fetal medicine
Be aware of surgical interventions
Understand the impact on parents of the birth of a baby with serious congenital abnormalities or potential disabilities and the ensuing grief due to loss of the expected normal child
Understand the role of fetal medicine and interventions that are available
Be able to recognise serious abnormalities
Be able to initiate appropriate tests
Be able to respond to parents' immediate questions
Be able to diagnose common syndromes
Be able to refer appropriately to parent support groups and to community services before discharge

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Sepsis

Know the likely pathogens
Understand the important of timely treatment
Know about nosocomial infection
Understand the importance of timely treatment, know the range of treatments and the likely pathogens
Recognise early signs of sepsis and initiate therapy appropriately
Practise effective infection control
Anticipate early signs of sepsis and initiate appropriate anti-microbial therapy and supportive management

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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The dying baby

Understand the ethical principles involved
Know about terminal care and bereavement counselling
Understand the ethical principles in withdrawing or withholding care from an infant
Be able to communicate sympathetically with parents
Begin to develop strategies to deal with personal stress and know when to look for support
Be able to communicate sympathetically with staff
Be able to deal with personal stress and know when to look for support

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

POSTNATAL WARD AND OUTPATIENT PRESENTATIONS**Jaundice**

Understand the investigations that will differentiate between the causes of conjugated and unconjugated hyperbilirubinaemia
Know the appropriate management
Know how an exchange transfusion is performed
Know the investigations that will diagnose the causes of conjugated and unconjugated hyperbilirubinaemia
Know how and when to undertake an exchange transfusion
Be able to diagnose haemolytic jaundice
Be able to prescribe phototherapy appropriately
Recognise features which suggest serious pathology
Be able to manage haemolytic jaundice
Anticipate the need for an exchange transfusion appropriately
Be able to undertake a full exchange transfusion without supervision
Be able to investigate and manage prolonged neonatal jaundice appropriately

Level 1 (ST1-3)	Level 2 (ST4-5)
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Feeding

Understand the importance of breastfeeding
know the causes of feeding problems
Know the local policies on feeding
Be able to support and advise breastfeeding mothers
Be able to identify underlying pathology or failure to thrive
Be able to make appropriate recommendations to address feeding problems and faltering growth (failure to thrive)

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Infants of diabetic mothers

Understand the physiology
Know the likely complications
Know when admission to a neonatal unit is indicated
Be able to interpret blood glucose estimations
Be able to initiate appropriate management
Be able to anticipate problems early and manage appropriately

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Minor congenital abnormalities

Know the common diagnoses and the likely prognosis of minor congenital abnormalities
Know about common presentations of congenital cardiac disease
Know about common presentations of congenital cardiac disease and which need urgent action
Be able to advise parents appropriately
Recognise when referral to an appropriate specialist is needed
Be able to ensure that referral to an appropriate specialist or service occurs

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Disordered development

Know the causes and natural history of conditions causing disordered development
Understand current theories about the pathophysiology of cerebral palsy
Understand the common complications of cerebral palsy and disordered development and how to access expert assessment and management
Understand current theories about retinopathy of prematurity and sensori-neural hearing loss and how these conditions may be prevented
Be able to perform a developmental assessment
Be aware of the need for involvement of the multidisciplinary team
Understand the impact of developmental delay on families
Be able to perform a neurological assessment
Be able to make a timely and appropriate referral to the multidisciplinary team
Have seen examples of the effect of developmental difficulties on families

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Screening

Know the range of screening tests used
Know about the universal Newborn Hearing Screening Programme
Understand the difference between a screening and a diagnostic test
Understand the investigations that will follow
Know about developmental dysplasia of the hip
Know about retinopathy and cataract screening
Know the management of developmental dysplasia of the hip
Be able to explain the implications of a screening test to parents
Order such tests appropriately
Be able to examine newborn hips effectively
Be able to perform clinical screening tests
Be able to explain the difference between a screening test and a diagnostic test to parents

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Nephro-urology

GENERAL COMPETENCES

Have the knowledge and skills to be able to assess and initiate management of patients presenting with nephro-urology problems in acute and outpatient settings
Be able to perform a reliable and accurate assessment of fluid status and initiate appropriate fluid management
Have the knowledge and understanding of fluid and electrolyte imbalance and blood pressure in children with kidney problems
Understand the principles of prescribing in children with renal disease
Recognise features in the presentation which suggest serious or significant pathology
Understand the role of different renal imaging techniques including ultrasound, static and dynamic isotope scans in the investigation of urinary tract disorders
Understand the role of different renal imaging techniques including ultrasound, static and dynamic isotope scans in the investigation of urinary tract disorders and recognise common abnormalities

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

ACUTE PRESENTATIONS

Nephrotic syndrome

Understand the complications of the nephrotic state
Understand the principles of the pharmacological, dietary and fluid management
Understand the investigations including the indication for renal biopsy
Be able to advise parents on the complications of steroid therapy
Assess features in the presentation which suggest serious or significant pathology
Be able to advise parents on long term management and complications of treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Acute nephritis

Know the aetiology, pathophysiology and immunological basis of glomerulonephritides and vasculitides
Understand the investigations that will differentiate between the causes
Be aware of the range of immunosuppressive therapies that may be used in these conditions

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Know the features that are prognostically significant
Know the range of immunosuppressive therapies that may be used in these conditions

	✓
	✓

Acute renal failure

Know the causes of acute renal failure
Understand the investigations that may differentiate between these causes
Know the features of haemolytic uraemic syndrome
Understand the methods to correct fluid and biochemical abnormalities seen in renal failure
Know the indications for dialysis
Be able to assess and initiate management of life-threatening events e.g. hyperkalaemia

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓

Hypertension

Know the techniques of blood pressure measurement
Know the causes of hypertension and the principles of treatment
Be able to interpret blood pressure measurements
Be able to identify complications
Be able to initiate management under supervision
Be able to liaise with specialists effectively

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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Acute scrotal pain

Know the differential diagnosis of this symptom
Be able to recognise the important causes of acute scrotal pain
Be able to identify children who require urgent surgical referral

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
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Neonate with history of abnormal antenatal ultrasound of the renal tract

Understand the causes and management of antenatal hydronephrosis
Know about the causes of echogenic or cystic kidneys
Know about the inheritance patterns of renal abnormalities detected in fetal life
Be able to recognise when to refer to a nephrologist or urologist
Be able to give basic explanation of the problem, management and prognosis to parents ante- or post-natally

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
	✓

Stones

Know the causes of stone formation
Be able to recognise presenting features
Be able to initiate management under supervision

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
	✓

OUTPATIENT PRESENTATIONS

Voiding disorders including enuresis, dysuria, frequency and polyuria

Know both the physical and psychological causes of voiding disorders
Understand the principles of investigation of urinary tract infection and management of vesico-ureteric reflux
Understand the principles of managing enuresis
Be aware of the association of genito-urinary symptoms with child sexual abuse
Be able to take a detailed voiding history
Be able to interpret common urine microscopic and culture findings
Be able to identify relevant neurological problems
Be able to investigate and manage within guidelines

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
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	✓

Haematuria and proteinuria

Know the causes of these signs
Understand the investigations that will differentiate between the causes
Know the indications for renal biopsy
Recognise features in the presentation which suggest serious or unusual pathology

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Urogenital abnormalities

Know when surgical referral is required for circumcision, impalpable testes, hypospadias or suspected urinary tract obstruction
Be able to examine the genitalia appropriately and with sensitivity
Recognise inflammatory or traumatic lesions

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓

Chronic renal failure

Know the causes and natural history of conditions causing chronic renal failure
Understand the pathophysiology of bone disease, anaemia and growth failure
Know about dialysis and transplantation
Appreciate the impact of chronic renal failure in childhood and later adult life
Identify growth and nutritional problems and use dietetic support effectively

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
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	✓

Tubular disorders

Know the range of presentations suggestive of an underlying renal tubular disorder
Know about the inheritance patterns of different tubular disorders

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Neurology and Neurodisability**GENERAL COMPETENCES**

Have knowledge and understanding of the pathophysiology of common disorders affecting the nervous system
Know and understand the common causes of disability
Understand concepts of disability and what this means for the child and family
Be able to take an accurate neurological and neuro-developmental history
Be able to examine the nervous system of a newborn baby, child and young person
Know and understand the pathophysiology of the effects of prematurity
Be able to perform a reliable assessment of neuro-developmental status at key stages, including the newborn period, the first year of life, nursery age, school entry and late primary education
Be able to recognise a disabled child
Have the knowledge and skills to be able to initiate management of children with neurological and neurodisabling conditions in acute settings and know when and whom to call for help
Understand the life-threatening nature of acute neurological deterioration and when to call for help
Be able to recognise, initiate diagnostic tests and outline the management of common disorders
Understand the principles and use of neuro-radiological imaging
Have a basic understanding and experience of neuro-physiological tests
Understand the principles of prescribing and monitoring therapy
Have experience of working with multi-disciplinary teams

Level 1 (ST1-3)	Level 2 (ST4-5)
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Understand the implications for families of children with neurological and neurodisabling conditions	✓	
Understand the impact of developmental disorders on the life of child and family at different developmental stages	✓	
Understand the need for a range of communication skills with disabled children, their families and other professionals	✓	
Be able to work with families and professionals in the care of disabled children	✓	
Be aware of local services	✓	
Understand the need to work with other services outside neurology and neurodisability such as child protection, education, services for looked after children and adult services	✓	
Develop a commitment to advocacy on behalf of disabled children and their families	✓	
Be aware of how agencies work together to address how children with health and medical needs are managed at school	✓	
Have worked on specific cases with multidisciplinary teams		✓
Have experience of a range of communication skills with disabled children, their families and other professionals		✓
Be aware of local services and how to access them		✓
Have experience of working with other services outside neurology and neurodisability such as child protection, education, services for looked after children and adult services		✓
Have experience of how agencies work together to address how children with health and medical needs are managed at school		✓
Have had experience of working in special schools		✓
Be aware of the role of the Designated Medical Officer to the Local Education Authority		✓
Be aware of the statutory requirement to notify children who may have special educational needs to the LEA and know how to do so		✓
Be able to write SEN medical reports on simple cases		✓
Have experience of the local Special Educational Needs (SEN) panel		✓
Have experience of SEN annual reviews and transition planning		✓
Be able to distinguish simple developmental delay from developmental disorders and to manage simple cases		✓
Be able to recognise and come to a likely diagnosis of common developmental disorders such as cerebral palsy, dyspraxia, ADHD, specific learning difficulties and arrange timely and appropriate specialist assessment		✓
Know how equipment can be used to lessen the effects of disability and how to refer		✓
Know about and be prepared to find out about self-help and support groups for children and their families with conditions in their specialist area and be aware of the requirement to tell parents about these groups		✓
Be able to write reports on medical or developmental conditions for parents and non-clinical staff in education and elsewhere that are easily understood by the lay person, and that explain the implications of the condition and how it may impact on the child and his or her carers in non clinical settings		✓
Know about what benefits may be payable to the disabled child and/or carers and how they may be accessed		✓
Know about local respite facilities and how they may be accessed		✓
Seizures		
Know the common causes of seizures in newborn babies and children		
Be aware of common epileptic syndromes		
Understand the principles of initial and continuing anticonvulsant therapy in babies and children		
	Level 1 (ST1-3)	Level 2 (ST4-5)
	✓	
	✓	
	✓	

Begin to understand the links between epilepsy and behaviour problems
Understand the place and principles of the EEG and neuro-imaging in investigation
Know about the long term implications of epilepsy
Know about common epileptic syndromes
Understand the links between epilepsy and behaviour problems
Know about the long term implications of epilepsy, including different epilepsy syndromes and the risk of learning difficulties, accident or sudden death
Be able to initiate treatment for acute continuing seizures
Be able to form a differential diagnosis
Work effectively with the multidisciplinary team
Be able to refer to intensive care teams appropriately and maintain patient safety until that team takes over
Be able to decide initial and continuing anticonvulsant therapy in babies and children
Be able to advise parents about education and safety

✓	
✓	
✓	
	✓
	✓
	✓
✓	
✓	
✓	
	✓
	✓
	✓

Faints and ‘funny turns’

Be able to form a differential diagnosis for faints and ‘funny turns’
Understand the investigations that may differentiate between these causes
Be able to initiate the investigations that may differentiate between these causes
Be able to make a likely diagnosis
Be able to explain likely diagnoses to parents

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
✓	
✓	

Acute focal neurological signs

Understand the implications of acute focal neurological signs
Understand the principles of investigation
Be able to demonstrate the signs
Begin to gain experience of interpretation of CT and MRI scans
Have experience of how diagnoses are given to parents
Be able to interpret the signs
Have experience of interpretation of CT and MRI scans
Be able to initiate consultation to give diagnoses to parents

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
✓	
	✓
	✓
	✓

Ataxia, clumsiness and abnormal movement patterns

Know the common possible causes of ataxia, clumsiness and abnormal movement patterns
Know the indications for investigations
Be able to recognise the signs
Recognise which urgent investigations are needed

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	

Hypotonia, neuropathies and myopathies

Level 1 (ST1-3)	Level 2 (ST4-5)
-----------------	-----------------

Know the common possible causes of hypotonia, neuropathies and myopathies
Know about the relevant neurophysiological and metabolic investigations
Be able to demonstrate the signs
Be able to form a likely differential diagnosis
Be able to elicit and interpret the signs
Be able to initiate appropriate tests

✓	
✓	
✓	
✓	
	✓
	✓

Meningism and altered consciousness

Know the likely causes or pathogens of meningism and altered consciousness
Understand the principles of treatment
Know about prophylactic therapy for contacts of meningitis
Know when it is safe to perform a lumbar puncture
Know the principles of brain stem death
Recognise early signs of meningitis and encephalitis
Use a validated coma score
Recognise signs and implications of raised intra-cranial pressure
Initiate therapy appropriately
Call for help promptly
Recognise the need for urgent referral to audiology specialists after bacterial meningitis
Assess and manage early presentations of meningitis and encephalitis
Use a validated coma score
Assess and initiate management of raised intra-cranial pressure

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
✓	
	✓
	✓
	✓

Neural tube defects and other congenital abnormalities

Know about antenatal diagnosis of neural tube defects and other congenital abnormalities
Know about the ethical principles involved in management decisions
Know about antenatal diagnosis of neural tube defects, other congenital abnormalities and their prevention
Be able to recognise syndromes
Be able to communicate sympathetically with parents
Be able to recognise the signs and symptoms of blocked shunts

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
✓	
✓	
	✓

Trauma to central and peripheral nervous systems

Be aware of the implications of severe head injury and the possibilities for rehabilitation
Know about other neurological trauma such as brachial plexus injury
Be aware of acute management and need to transfer appropriately
Recognise the place of occupational and physiotherapy
Be able to lead initial acute management and transfer appropriately
Work effectively with the multidisciplinary team to manage the medium and longer term applications and rehabilitation

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
	✓
	✓

Fever or illness in a child with complex disabilities

Be aware of range of diagnostic possibilities, including chest infection, aspiration, gastro-oesophageal reflux, oesophagitis, constipation, hip and joint problems, dental problems etc
Know when and where to get help
Be able to assess child with complex disabilities who is unwell
Be able to recognise important indicators of specific conditions

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
✓	
✓	

COMMUNITY AND OUTPATIENT PRESENTATIONS

Neuro-developmental regression

Be familiar with the main investigations that will differentiate between the causes of neuro-developmental regression and how to access further expert help
Understand the implications
Be able to assess development
Be able to recognise regression of developmental skills and refer appropriately for investigation

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓

Conductive hearing loss

Know the common causes
Be aware of the principles of hearing tests at various ages
Know the principles of hearing testing at various ages and of management of hearing impairment
Begin to have experience of hearing tests at various ages
Be able to recognise when further assessment is required and how to assess it

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
✓	
	✓

Disordered development

Understand the common causes of disability, disordered development, and learning difficulties
Know about the current theories on the pathophysiology of cerebral palsy
Know about common secondary disabilities
Understand the complications of cerebral palsy and disordered development
Know about common secondary disabilities and co-morbidities
Be aware of the work of the child development team or centre
Have experience of working with the child development team or centre
Recognise common causes of disordered development, manage simple problems and refer complex difficulties appropriately for specialist investigation and treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
	✓
✓	
	✓
	✓

Speech and language delay including hearing loss

Know the common causes

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	

Be aware of the support available for hearing impaired children	✓	
Be aware of the importance of hearing assessment in children	✓	
Know about multi disciplinary investigation and therapy for those with more complex disorders		✓
Know the risk factors for sensorineural hearing impairment		✓
Know the principles of hearing testing at all ages		✓
Know the support available for hearing impaired children		✓
Know how to communicate with a hearing impaired child or language disordered child including the child with autism		✓
Understand the importance of hearing assessment in children with speech and language problems and autistic spectrum disorders		✓
Recognise when referral to a specialist is needed	✓	
Recognise the need for referral to audiology specialists or to an ENT surgeon	✓	
Be able to distinguish simple phonological delay from more significant disorders		✓
Be able to recognise abnormal speech and language patterns		✓
Recognise the need for referral to audiology specialists or to an ENT surgeon		✓
Recognise autistic features in disordered developmental assessments and know how to refer appropriately		✓

Sensorineural hearing loss

	Level 1 (ST1-3)	Level 2 (ST4-5)
Know about the common causes	✓	
Be able to recognise when further assessment is required and how to access it, including investigations that may be appropriate		✓
Be aware of the principles of management, including cochlear implantation and educational approaches to sensorineural hearing loss		✓
Experience how to communicate with a child with sensorineural hearing loss	✓	
Be able to recognise syndromes and situations where sensorineural hearing loss is likely to occur		✓
Be aware of the assessment of sensorineural hearing loss		✓
Be able to communicate with the child with sensorineural hearing loss		✓

Weakness

	Level 1 (ST1-3)	Level 2 (ST4-5)
Know the possible causes	✓	
Know the possible causes of weakness and patterns of presentation		✓
Be able to take a relevant history		✓
Be able to elicit and interpret appropriate signs		✓

Abnormal head size and shape

	Level 1 (ST1-3)	Level 2 (ST4-5)
Be aware of the common causes of hydrocephalus, macrocephaly and microcephaly	✓	
Know how to recognise abnormal head shapes and to differentiate between serious and non serious causes		✓
Know the common causes of hydrocephalus, macrocephaly and microcephaly		✓
Be able to plot and interpret a head growth chart		✓

Be able to reach a likely diagnosis and initiate investigations for abnormal head growth
Know about the insertion and ongoing management of ventricular-peritoneal shunts

	✓
	✓

Headache

Be aware of the possible biological, psychological and social factors that can contribute to headache
Know the possible biological, psychological and social factors that can contribute to headache
Be able to recognise when headache may indicate serious illness
Be able to recognise when headache may indicate serious illness and arrange prompt investigations
Be able to initiate appropriate investigations and treatment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
✓	
	✓
	✓

Problems of language, vision and hearing

Be aware of the principles of testing
Know about the principles of testing
Understand the common causes of sensory impairment, the various tests available and when they are appropriate
Recognise when to refer for further assessment
Be able to identify infants and children at risk of language, hearing or visual impairment
Be able to recognise when sensory impairment may contribute to developmental difficulties and to refer appropriately for further assessment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
	✓
✓	
	✓
	✓

Specific learning difficulties

Be aware how specific learning difficulties present at school
Understand how specific learning difficulties present at school
Recognise when to refer for further assessment
Be able to identify when specific learning difficulties might be present and how to refer appropriately for self-assessment

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓
✓	
	✓

Ophthalmology**GENERAL COMPETENCES**

Be able to examine the eye and recognise those abnormalities which require urgent referral or treatment
Be able to take a relevant history for a child with suspected visual impairment
Be able to use an ophthalmoscope to recognise an abnormal fundus and lens opacity
Know the principles of visual acuity testing at various ages
Be able to test for colour vision
Understand the microbiology and treatments for common eye infections including orbital cellulitis

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
✓	
✓	

Know about the eye manifestations of common genetic and systemic diseases	✓	
Recognise and interpret abnormal eye movements	✓	
Know about support at school and other resources for children with visual impairments	✓	
Be able to undertake visual acuity testing at various ages		✓
Patient presenting with a red eye		
Know the common causes of red eye	Level 1 (ST1-3)	Level 2 (ST4-5)
Be able to identify children who need referral	✓	
Be able to initiate investigations and manage appropriately	✓	
Patient presenting with a possible squint		
Know the causes of acute onset and the congenital causes of a squint	Level 1 (ST1-3)	Level 2 (ST4-5)
Be able to recognise abnormal alignment of the eyes and examine corneal reflexes	✓	
Know how to refer appropriately		✓
Ptosis		
Know about the congenital and acquired causes of ptosis	Level 1 (ST1-3)	Level 2 (ST4-5)
Know about the Tensilon test	✓	
Know how to undertake the Tensilon test	✓	✓
Proptosis		
Know the common causes of proptosis	Level 1 (ST1-3)	Level 2 (ST4-5)
Be able to initiate appropriate investigations	✓	
Be able to examine for signs of relevant systemic disease	✓	
Abnormal movement		
Know the ocular and neurological causes of benign abnormal eye movements	Level 1 (ST1-3)	Level 2 (ST4-5)
Know about the implications of nystagmus and refer appropriately for further visual assessment	✓	
Be able to interpret clinical findings correctly		
Be able to undertake a full neurological examination where appropriate	✓	
Abnormal fundus		
Know the normal appearance of the retina	Level 1 (ST1-3)	Level 2 (ST4-5)
Know the value of fundal examination in suspected child abuse cases and certain developmental syndromes	✓	
Be able to identify papilloedema, abnormal vessels and pigmentation		✓
Be able to identify haemorrhage	✓	
Visual impairment		
	Level 1 (ST1-3)	Level 2 (ST4-5)

Know the common and preventable causes of visual impairment
Know about the investigations that might be used to find a cause
Know about the specific developmental patterns that occur in the child with visual impairment
Know about educational approaches to the child with visual impairment
Be able to recognise congenital cataract and refer urgently for further management
Have experience of assessment of the child with suspected visual impairment

	✓
	✓
	✓
	✓
	✓
	✓

Palliative Care

GENERAL COMPETENCES

Be familiar with local and national guidelines on withdrawing and withholding treatment
Be familiar with guidelines on the management of sudden infant death
Be aware of legal and ethical issues relating to withdrawing life support

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	

Recognise factors which determine when care of a patient becomes palliative	✓	
Know when the importance of seeking advice when treatment may not be in the best interests of a child	✓	
Know about appropriate therapeutic intervention in symptom control	✓	
Be aware of the ethical issues in therapeutic intervention in children with life-limiting conditions	✓	
Know about local opportunities for respite care, including hospice availability	✓	
Know the tests for brain stem death	✓	
Recognise loss and grief and their effects on the health and well-being of children, families and professionals	✓	
Be aware of local bereavement support services	✓	
Recognise the skills and experience of other professionals, acknowledge personal needs for support and the needs of other professionals involved in the care of the dying child for support networks	✓	
Understand the need for respect of the wishes of the child or your person particularly when these are different from those of the family and health professionals	✓	
Know about guidelines on the management of sudden infant death, including the RCPCH Kennedy report		✓
Know about the broad definition of palliative care in childhood		✓
Recognise factors which determine when care of a patient becomes palliative		✓

Respiratory Medicine with Ear, Nose and Throat

GENERAL COMPETENCES

Level 1 (ST1-3)	Level 2 (ST4-5)
-----------------	-----------------

Have the knowledge and skills to be able to assess and initiate management of patients presenting with respiratory problems in acute and outpatient settings
Have the knowledge and understanding of factors relating to long term management of chronic respiratory problems
Understand the life threatening nature of some of these conditions and when to call for help
Recognise factors which suggest underlying or serious pathology

	✓
	✓
	✓
	✓

ACUTE PRESENTATIONS

Sore throat and/or mouth

Know the causes of these complaints
Know appropriate therapies
Be able to manage these conditions
Recognise features in the presentation which suggest serious pathology

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
	✓

Nose bleeds

Know the common causes of nose bleeds
Recognise those with underlying pathology

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
	✓

Snoring and obstructive sleep apnoea

Know the causes of snoring
Be aware of complications of this presentation
Understand the indications for sleep studies
Recognise when referral to an ENT surgeon is appropriate
Be able to refer appropriately to an ENT surgeon

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
	✓

Earache

Know the common causes and complications
Know the risk factors for otitis media with effusion
Understand the vulnerability of children with cleft palate
Recognise an abnormal ear drum
Recognise when to treat with antibiotics
Recognise when to refer to audiology specialists or an ENT surgeon
Be able to manage this condition
Be able to treat with antibiotics where appropriate

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
✓	
✓	
	✓
	✓

Acute stridor

Level 1 (ST1-3)	Level 2 (ST4-5)

Understand the potentially life-threatening nature of this condition
Know about allergic and infective causes e.g. epiglottitis, laryngotracheitis, retropharyngeal abscess, and foreign body
Recognise when to request help from a senior colleague
Recognise children with existing chronic upper airway problems
Be able to manage this condition

✓	
✓	
✓	
✓	
	✓

Acute severe asthma

Be familiar with the British Thoracic Society guidelines for management
Be able to assess the severity of an asthma attack
Be able to institute appropriate emergency treatment
Recognise when more senior help is needed
Be able to lead treatment of severe asthma and review ongoing treatment before discharge

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
	✓

Lower respiratory tract infection (including pneumonia and bronchiolitis)

Be familiar with the causes of respiratory tract infections
Know appropriate therapies
Be familiar with indicators of severity
Know the causes of respiratory tract infections
Know indicators of severity
Be able to initiate appropriate therapies
Be able to recognise patients requiring intensive care
Be able to recognise complications e.g. empyema
Be able to manage these infections
Be able to recognise complications e.g. empyema and manage appropriately

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
	✓
	✓
✓	
✓	
✓	
	✓
	✓

Respiratory failure

Know the indications for ventilation
Be aware of the agreed resuscitation plans for individual patients
Initiate urgent assessment and treatment including assisted ventilation
Liaise with more senior paediatricians, anaesthetists and intensivists when appropriate

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓

OUTPATIENT PRESENTATIONS

Cervical lymphadenopathy

Know the causes of cervical lymphadenopathy
Recognise when investigation and surgical intervention is needed

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Chronic stridor

Know the causes of chronic stridor
Recognise when and how to investigate

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	

Asthma

Be familiar with the British Thoracic Society guidelines for management of asthma
Know about the patterns of asthma and contributing factors
Know about the complications of long-term use of medications for asthma
Institute age-appropriate individualised management plan for asthma
Teach children how to use a peak flow meter and diary
Teach and assess inhaler technique
Be able to modify an asthma management plan appropriately
Be aware of what needs to be done to ensure the child has access to emergency treatment at school and other settings

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
✓	
✓	
✓	
✓	
	✓
	✓

Recurrent or chronic chestiness

Know the respiratory and non-respiratory causes, including chronic aspiration, of recurrent or chronic chestiness
Know about predisposing conditions such as neuromuscular and skeletal disorders
Know about predisposing conditions such as neuromuscular and skeletal disorders and immunodeficiency
Be aware of the role of bronchoscopy, pH studies and video-fluoroscopy
Know about the role of bronchoscopy, pH studies and video-fluoroscopy
Recognise features in the presentation which suggest serious or unusual pathology e.g. atypical presentations of cystic fibrosis
Know how to perform and interpret basic lung function tests

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
✓	
	✓
	✓
	✓

Cystic fibrosis

Know and understand the pathophysiology and natural history of cystic fibrosis
Understand the principles of treatment
Understand the diagnostic tests available
Work with a multi-disciplinary team, particularly physiotherapy and dieticians

Level 1 (ST1-3)	Level 2 (ST4-5)
✓	
✓	
	✓
✓	

Safeguarding**ACUTE PRESENTATIONS****Physical Injury**

Know how to assess in relation to history, developmental stage and ability
Know appropriate investigations when child abuse is a possibility e.g. skeletal survey when appropriate
Be aware of the impossibility of dating bruising
Be able to initiate appropriate investigations
Be able to recognise new and old fractures on an X-ray
Be able to initiate a multi-disciplinary investigation with a more experienced colleague

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓
	✓
	✓

Head Injury

Know about acute and chronic presentations of subdural haemorrhage
Know that this may cause symptoms mistaken as having a metabolic or infective cause in an infant
Know the appropriate investigations and involvement of other disciplines e.g. ophthalmology, radiology
Know that retinal haemorrhages may be difficult to detect
Know that, when there is suspicion of non-accidental head injury, an ophthalmologist should be involved
Be able to perform fundoscopy and recognise retinal haemorrhage
Be able to initiate emergency management and urgent investigations
Be able to co-operate in multi-disciplinary and multi-agency working

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓
	✓
	✓
	✓
	✓

Vaginal or Rectal Bleeding

Know that sexual abuse forms part of the differential diagnosis
Know when an expert genital examination is needed and the role of colposcopy as part of that
Know about the risk of acquired sexually transmitted infections
Be able to refer to a colleague experienced in examination for sexual abuse

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓

Self-harm

Recognise this as an expression of distress, acute or long-term
Recognise repeated self-harm as indicating serious emotional distress
Be able to refer to the CAMHS team

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓

Apnoeic episodes as an infant

Be aware of this as a possible presentation of imposed airway obstruction and know the indicators that this maybe the case
Understand the life-threatening nature of imposed airway obstruction
Refer promptly to an experienced colleague for help

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓

OUTPATIENT PRESENTATIONS**Faltering growth**

Be aware of the high incidence of a non-organic cause
Be able to instigate appropriate investigations
Be able to institute multi-agency involvement with the help of an experienced colleague

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓

Soiling/Wetting

Know that this can be a presentation of emotional abuse or neglect sometimes in association with other forms of abuse, including sexual abuse
Know the other physical, psychological or maturational problems leading to soiling and wetting
Be able, with appropriate history and observations, to elucidate factors within the child's life that may be causing these problems

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓

Vaginal Discharge

Know that this may be a presentation of sexual abuse
Know when an expert genital examination is needed and the role of colposcopy as part of that
Know about the many other causes of vaginal discharge
Know when to consult with a senior colleague experienced in sexual abuse when there is any question of this

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓

Behavioural Change

Know the association of this with abuse, including emotional abuse, neglect and sexual abuse
Be able to take a history to elucidate social and emotional factors that maybe involved
Be able to seek the help of a senior colleague

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓

Repeated or bizarre physical symptoms

Know the possible signs of factitious and induced illness
Know how to recognise the over-anxious parent
Know the pathways to gather medical, educational and social information on the child
Be able to refer to a senior experienced colleague

Level 1 (ST1-3)	Level 2 (ST4-5)
	✓
	✓
	✓
	✓

Patient Safety

Patient safety is embedded throughout the competency framework and included within assessments. Patient safety is an inherent part of the role of the paediatrician in ensuring the health and well-being of children, their parents, families and carers, to themselves and the healthcare team around them. Patient safety can be found more explicitly under the sections on; safeguarding, procedures, prescribing, carrying out audits and standard setting as well as probity.

Medical Leadership Framework

The Medical Leadership Framework is embedded throughout the competency framework and its associated assessment system. The assessment strategy allows for the elements of Medical Leadership Framework to be assessed by using the existing tools. Whilst many of the competences can be found under the assessment standards 29-33, competences can be found within other assessment standard. The mapping document is available on the college website. The Medical Leadership Framework can be addressed within many learning opportunities e.g. involvement in rota management, involvement in departmental inductions, guideline development, audits that lead to implementation and the evaluation of change, supervision and supporting of colleagues, attending and contributing to meetings.

SECTION 5 - ASSESSMENTS

About Assessments

Reassuring the individual, the profession and the public, as well as employers and regulatory bodies that a trainee is fit to practise.

The educational purposes for the assessment system are:

- To support learning and progression across the curriculum and
- To assess the level of competence achieved at different stages in that progression

The content of the assessment system grew from the curriculum and the learning objectives it set out. These can be generic, specialty-specific and/or specific to sub-specialties. For example all trainees will be expected to engage their patients effectively in consultations, whilst paediatric trainees have a particular responsibility to be able to work effectively in triadic consultations. The assessment system therefore consists of a range of instruments designed to support learning and assessment in these different areas of work in paediatrics, which, in turn were mapped to Good Medical Practice and then the GMC domains.

The table of categories of assessments developed by the AoMRC, PMETB and MMC (developing and maintaining an assessment system – A PMETB guide to good practice January 2007 Appendix 3 p.42) proved useful in informing the thinking about the initial development of a range of standards and instruments derived from and reflecting the different areas of content in the curriculum.

The introduction of workplace based assessments in 2007 following the selection of assessment methods to meet the blueprint devised in 2005 provided a structured support system for paediatric trainees. Although well established in training, workplace based assessments (WPBAs) are often perceived as lacking real value by trainees and trainers alike. Their role is often characterised as time-intensive tick box exercises. Evaluation of over 14000 WBAs undertaken in paediatric training in 2010 confirmed that WPBAs are non-discriminatory in terms of performance. The minimum numbers possible were undertaken by most trainees and they tended to cluster in the month or so before ARCP documentation was due. The RCPCH Assessment Methodology Working Group (AMWG) was set up in April 2011 to review and report on practice and function of WPBAs offered by the College and make recommendations for development where applicable. The working group took into account the GMC advisory document “Learning and Assessing in the Clinical Environment” (http://www.gmc-uk.org/Learning_and_assessment_in_the_clinical_environment.pdf 45877621.pdf).

The outcome of the review proposed that the majority of WPBA’s should be undertaken as Supervised Learning Events (SLE). These are largely formative in nature, where judgements about performance will lead to constructive feedback. Trainees and educational supervisors will be expected to actively address learning outcomes identified and actions taken as a result should be recorded in the ePortfolio.

Of the current tools, only DOPS would be used as a summative Assessment of Performance (AoP). Trainees are expected to have a single DOPS for each of a list of obligatory procedures. In order that trainees are able to demonstrate on-going competence in these procedures, the ePortfolio skills log is to be used to allow for logging of procedures carried out.

The assessment system should be used to reassure the trainee and provide the trainee with feedback about their own knowledge, skills and attitudes and the opportunity to show progression and development through their training programme. In order to achieve this, all areas of the training curriculum need to be

sampled and assessed in the most appropriate ways, according to the nature of the knowledge or skill being assessed. The purpose of the individual assessment instruments within the system will therefore vary.

Table of Assessments August 2015

	LEVEL 1			LEVEL 2		LEVEL 3		
	ST1	ST2	(ST3)	ST4	(ST5)	ST6	ST7	(ST8)
Supervised Learning Events (SLE) – Aim for 20 SLEs per training year (FTE); MINIMUM MANDATORY requirements are as follows:								
Mini CEX & CbD Including:	Minimum 12 /year Ratio of mini CEX to CbD 2:1			Minimum 12/year Ratio of mini CEX to CbD 1:1		Minimum 12 /year Ratio of mini CEX to CbD 1:2		
ACAT (CEX/CbD)	Optional			1*		Optional		
HAT (CEX)	1			1*	1*	Optional		
LEADER (CbD)	Optional			1*	1*	1*	1*	1*
Safeguarding CbD	1	1	1	1	1	1	1	1
DOC	Optional			5*		5*		
Assessment of Performance (AoP)								
DOPS	A minimum of 1 satisfactory AoP for the compulsory procedures**			1 satisfactory AoP for the compulsory procedures outstanding**		A minimum of 1 satisfactory AoP for the compulsory procedures within the relevant sub-specialty curriculum**		
Paed CCF				1***		1***		
ePaed MSF	1	1	(1)	1	(1)	1	1	(1)
Other assessments that contribute to ARCP								
START						1		
MRCPCH Examinations								
MRCPCH CBT exams	1-2 CBT exams (desirable)	2 out of 3 CBT exams (essential)	All CBT exams (essential)					
MRCPCH Clinical Exam			Essential					
Trainers Report (inc. ePortfolio)	1	1	(1)	1	(1)	1	1	(1)

See notes below for asterisked items

SUPERVISED LEARNING EVENTS (SLE)

- 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:
<http://www.rcpch.ac.uk/training-examinations-professional-development/quality-training/work-based-assessments-asset/assess-0>
- The ePortfolio skills log** should be used to demonstrate development and continued competence.

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 assessment system consists of

i) MRCPCH examination

- The MRCPCH consists of 3 computer based testing (CBT) examinations and a clinical examination. Completion of all parts will be essential for the award of MRCPCH and profession in training beyond Level 1
- The MRCPCH CBT examination has 3 parts
 - Foundation of Practice
 - Theory and Science
 - Applied Knowledge and Practice
- Foundation of practice focuses on the knowledge, understanding and clinical decision making ability of trainee with 6 months paediatric experience. The format of the exam has extended matching questions, best of five and multiple true/false questions.
- Theory and Science has an emphasis on the basic scientific physiological and pharmacological principles upon which clinical practice is based. The format of the exam has extended matching questions, best of five and multiple true/false questions.
- Applied and Knowledge and Practice consists of 2 exams that assess the knowledge, understanding, clinical decision making and principles of evidence based practice in all areas of paediatrics and child health. Both exams consist of extended matching questions, best of five and n from many.
- MRCPCH Clinical Examination is a 10 stations circuit that includes a history taking station, 2 communication stations, 6 clinical examination stations and 1 video station. This clinical examination aims to assess the trainee's skills and ability in:
 - History taking and management planning
 - Clinical examination and detection of the presence of physical signs
 - Diagnosis and prioritisation of problems
 - Emergency management
 - Child development
 - Communication with child and parent in consultations
 - Clinical practice in an ethical framework

ii) Supervised Learning Events

a. MiniCex (Mini Clinical Evaluation Exercise)

The instrument initially developed for use in Foundation was modified to map to paediatric assessment standards. This instrument enables us to assess trainees in real patient encounters

b. CbD (Case Based Discussion)

The instrument initially developed for use in Foundation was modified to map to paediatric assessment standards. This instrument is particularly valuable for the assessment it offers to a trainee's clinical reasoning skills and the ability to bring an analytical approach to diagnosis and management of paediatric conditions.

- c. ACAT (Acute Care Assessment Tool)
This tool has been used in adult medical care settings, and the tool has been adapted for paediatric use. Professional competence depends on the integration of multiple skills in a complex and challenging environment. These complexities of practice are currently assessed only as part of the overall subjective global judgements made about trainees by clinical and educational supervisors. These judgements contribute to the annual trainers report but rarely contribute to decisions about training progression and are rarely the subject of formal feedback, although MSF may provide some feedback. The ACAT is designed to assess and facilitate feedback on a doctor's performance during their practice on acute admissions, and should be conducted as a SLE and will count towards your Mini-CEX and CbD target numbers.
- d. HAT (Handover Assessment Tool)
Handover is a core skill that has been identified as not easily assessed by current tools. This tool has been developed specifically for this purpose. The trainee will be assessed on the presentation of up to 3 patients, giving the working diagnosis and headlining the current problem/issues, the relevant background in relation to current illness and outlines other major or significant co-morbidities, a succinct assessment of the problem and clearly outlining what needs to be done and the time frame in which it should be done. HAT should be considered a SLE and will count towards your Mini-CEX and CbD target numbers
- e. LEADER
The leader case based discussion (CBD) is based on the competencies described in this Medical Leadership Framework and provides a structure for the discussion. It encourages trainees to demonstrate a practical, work-based understanding of the principles and practice of medical leadership
- f. DOC (Discussion of Correspondence)
DOC replaced SAIL (Sheffield Assessment Instrument for Letters). This instrument assesses a trainee's competence in written communication in everyday practice over time.
- g. ePaed MSF (multisource feedback)
The Sheffield Peer Review Assessment Tool, originally validated for use in paediatrics (Archer 2005), has been adapted to each level of training and is now available electronically (ePaed MSF). This instrument is invaluable for assessing a trainee's performance over time, in everyday practice.
- h. Paed CCF
(Originally SHEFFPAT) has been developed and validated for paediatrics and seeks the views of parents and guardians about the care of their child.

iii) Assessment of Performance

- a. DOPs
Specific instruments had not been developed for paediatrics but those developed for Foundation were considered appropriate to assess most practical procedures and a range of practical procedures have been identified for assessment

iv) START

START (previously ST7A) is an innovation in assessment for the trainee approaching transition to consultant. Approved by the GMC, START is an assessment of clinical decision making on the basis of knowledge and the ability to communicate with teams and family members. The multi-station circuit assessment assesses competencies acquired in level 3 training (ST6 - ST8). START is designed for trainees in general paediatrics, community paediatrics and our specialties. Trainees have feedback that START has allowed them to focus on learning objectives for consultant status.

v) Portfolio Review

Trainees are expected to maintain evidence of their progression in a portfolio. This will be reviewed by their educational supervisor prior to the completion of a structured report and will contribute to the overall assessment. The portfolio, although not an assessment instrument itself will underpin learning from the curriculum and act as a platform for trainers and trainees to manage various elements of professional development, demonstrate curriculum coverage and assessments required. The portfolio will contain

- Educational supervision documentation
- Professional development plan
- Reflective entries
- Skills log
- Record of training events
- Assessment reports
- Examination outcomes
- Trainer reports
- Teaching resources
- Audits
- Clinical governance
- Presentations

Trainer's Report

The trainer's report is a compulsory requirement for the trainee's submission to the Annual Review of Competencies Panel (ARCP) to inform the annual appraisal. All supervisors will be required to complete a trainer's report annually and/or at the end of a training placement. This is viewed as a component of supreme importance that should triangulate observations of the trainee in practice, workplace-based assessments, portfolio review, feedback from the START Assessment and progress with examinations. It will facilitate feedback on progress and assist with defining further development goals. Where a training year is split between placements, and there are 2 trainer reports, then evidence from workplace assessments should be spread across the 2 placements.

Annual Review of Competency Progression (ARCP)

Purpose

The ARCP is a formal process that looks at the evidence gathered by the trainee that relates to their achievement of the competencies laid out in the curriculum and their progression. It will allow all stakeholders to be assured that the curriculum is being covered and its assessment strategy is being achieved at a suitable rate of progression and that the experiences of the trainee have allowed for the acquisition of the competences. It also allows for a formal summary of the trainee's progression to be recorded leading to the final ARCP that confirms the attainment of the complete curriculum and assessments, supporting the PG Dean in recommending to the RCPCH the award of CCT.

Role of Trainee

The trainee must ensure that all relevant paperwork is provided on time and that their e-portfolio is kept up to date with relevant records of training, reflective notes, workplace-based assessments, exam results and their own teaching and training resources.

Role of Educational Supervisor

The educational supervisor must supply a trainer's report that details how the trainee has progressed over the year and areas of the curriculum and assessment that has been achieved, relating it to the development plan of the trainee and the college guidance of suitable evidence of progression by triangulating all the evidence provided by the trainee e.g. completion of MRCPCH, workplace based assessments, e-portfolio contributions (teaching, reflection, audits, quality improvement) and the START Assessment feedback.

Role of the ARCP panel

The ARCP panel reviews all the evidence provided to ensure the trainee is ready to progress. If the trainee is successful i.e. Outcome 1 then the Panel must complete the relevant documents to ensure records of training are held to support the trainees' final CCT application.

The panel will discuss any additional training needs of an individual trainee with the Postgraduate Dean to allow for successful progression, feedback to the educational supervisor on the quality of the trainer's report and gain feedback on the training that is being delivered.

Role of External Advisor

To sample a number of ARCP decisions to ensure consistency in approach and decision-making and provide a report to the Head of School and the College. To highlight to the panel and discrepancies and be a source of advice if there are concerns or clarification needed.

Appeals

Appeals against assessments and ARCPs must follow local procedures within the School and the Deanery.

For further advice see the current edition of the Gold Guide <http://www.copmed.org.uk/publications/the-gold-guide.html>

Detail of assessments at each level of training

Assessing Level 1 competences

Throughout Level 1 training, trainees will need to acquire the basic scientific knowledge associated with paediatrics and child health. Application of this knowledge will be tested in many of the workplace assessments but the full breadth of this knowledge will be tested in the MRCPCH examination, particularly in the written examinations.

Although trainees leaving Foundation training will have a wide range of generic skills related to the care of adults, few will have skills related to the care of children. This means that trainees entering paediatric training may have had little or no experience of caring for children or of the specialty. Basic skills, which are well developed in adult specialties at the same stage, are absent. For example, trainees would not be able to undertake a clinical examination and interpret the findings, taking into consideration what would be appropriate for the child's age and development. Assessment of these competences will begin in the workplace with MiniCeX. These competences will also be tested in the clinical MRCPCH examination.

The ability to undertake even basic practical procedures in children will be extremely limited, even where trainees are competent to undertake technical procedures in adults. These will be assessed in the workplace using DOPS.

They will need to learn how to undertake three-way consultations, which are fundamental to paediatric practice. This will be assessed in the workplace using Paed MiniCeX. These competences will also be tested in the clinical MRCPCH examination.

They will have rudimentary or no knowledge of normal laboratory values and drug dosages for children. These are competences that are taken for granted in adult practice at this stage of training, but will need to be developed for paediatric practice. These will be tested in MRCPCH, particularly in the written part of MRCPCH Part 2.

Although trainees will be competent at acute resuscitation in adults, they will need to acquire these skills for paediatric practice. These skills will be tested in the formal assessment processes associated with a recognised life support or approved simulation course, such as the Acute Paediatric Life Support and Neonatal Life Support courses.

For safeguarding completed a level 2 (ICD) safeguarding training and completed a safeguarding specific CbD that satisfies achievement of the General Paediatric curriculum competences and the level 1 and 2 intercollegiate safeguarding competences.

Satisfactory completion of level 1 training requires

- MRCPCH. Trainees cannot progress from beyond Level 1 (ST3) without passing all MRCPCH CBT examinations and the MRCPCH clinical. Trainees cannot progress from ST2 – ST3 without passing 2 of the 3 CBT examinations
- 12-20 SLEs covering:
 - A minimum of the 6 “core acute conditions” to be covered using miniCEX and CbD assessments (respiratory, gastroenteritis, convulsions, fever, rash, abdominal pain)
 - A minimum of one safeguarding CbD per training year
- 1 x satisfactory DOPS assessment to cover each compulsory procedure (bag, valve and mask ventilation, capillary blood sampling, venesection, peripheral venous cannulation, lumbar puncture, non-invasive blood pressure measurement, tracheal intubation of the newborn and preterm (28-34 weeks) babies and umbilical venous cannulation) and skills log completed for the remaining practical procedures in the level 1 framework
- Accredited paediatric and neonatal life support training
- Minimum of 1 satisfactory ePaed MSF per year to cover neonatal and general paediatric practice within level 1
- A portfolio which is kept up to date
- An annual trainers report supporting the evidence presented to the ARCP that satisfactory progress has been made for the trainee to progress

Failure to meet any one of these criteria will raise serious concerns about the trainee’s ability to proceed to the next level of training. Where additional training is required, the content of such training and overall duration of the extension to training will be decided at the ARCP and will be at the discretion of the Postgraduate Dean (see Gold Guide).

Assessing Level 2 competences

At this stage, trainees are expected to apply the knowledge they have acquired and will need to have opportunities to take on responsibility. They will be expected to develop clinical reasoning and decision-making. Case-based Discussion is particularly suitable for assessing these skills hence the emphasis on this form of assessment at this stage of training. Trainees will learn further skills by taking on a more senior clinical role and by being involved in wider professional roles, including teaching, clinical governance and multi-professional working. DOC (and Paed CCF, if used) will guide feedback and reflection as the trainee develops their communication skills with a range of stakeholders and their longer term management of conditions in outpatient clinics. Trainees at this stage should be learning through feedback and reflection, learning through teaching others and learning through assessment itself. The use of the portfolio will become particularly important for recording reflection on clinical governance activities, critical incident reporting, report-writing and teaching activities.

Completion of level 2 training requires

- 12-20 SLEs covering:
 - MiniCEX and CbD assessments to cover work in general, neonatal and community paediatrics, on wards and in clinic settings (6-10 of each) that include
 - A minimum of one Safeguarding CbD per training year
 - A minimum of one HAT per training year
 - A minimum of one ACAT across Level 2 training
 - A minimum of one LEADER per training year
- Minimum of 5 satisfactory DOC assessments across Level 2 training
- Minimum of 1 satisfactory ePaed MSF per year to cover feedback from neonatal, community and general paediatric posts
- Achievement of the General Paediatric curriculum safeguarding competences and the majority of the Level 3 Intercollegiate safeguarding competences
- A portfolio which is kept up to date
- An annual trainers report supporting the evidence presented to the ARCP that satisfactory progress has been made for the trainee to progress
- Where it is felt necessary, a satisfactory Paed CCF

Failure to meet any one of these criteria will raise serious concerns about the trainee's ability to proceed to the next level of training. Where additional training is required, the content of such training and overall duration of the extension to training will be decided at the ARCP and will be at the discretion of the Postgraduate Dean (see Gold Guide).

Assessing Level 3 competences

At this stage, the trainee is learning to work independently within a team and developing further many of the non-clinical competences which will, as at level 2, be assessed through use of the portfolio and LEADER. They will also be developing expert clinical reasoning, which again makes CbD particularly valuable as an assessment method at this stage. Throughout training, communication skills are emphasised and, at this stage, these can be assessed, from the perspective of parents, through the use of Paed CCF, if thought necessary. The START assessment, approved in 2012 is an assessment of clinical decision making on the basis of knowledge and the ability to communicate with team and family. The multi-station circuit assessment assesses competencies acquired in level 3 training (ST6 - ST8) and focuses on learning objectives for consultant status.

Completion of level 3 training requires

- 12-20 SLEs covering:
- 4 – 6 MiniCEX and 8 – 12 CbD assessments to include core conditions required by specialty/subspecialty and
 - A minimum of one Safeguarding CbD per training year
 - A minimum of one LEADER CbD per training year
- Minimum of 5 satisfactory DOC assessments across Level 3 training
- Minimum of 1 satisfactory ePaed MSF per year to cover feedback from a range of posts
- Satisfactory DOPS to cover each practical procedure in the level 3 framework **if relevant** for subspecialty
- Achievement of the Intercollegiate Level 3 safeguarding competences and the additional competences for paediatricians
- Completion of START Assessment and where necessary evidence of implementing targeted feedback
- A portfolio which is kept up to date
- Where it is felt necessary, a satisfactory Paed CCF
- An annual trainers report supporting the evidence presented to the ARCP that satisfactory progress has been made for the trainee to progress

Failure to meet any one of these criteria will raise serious concerns about the award of a CCT. Where additional training is required, the content of such training and overall duration of the extension to training will be decided at the ARCP and will be at the discretion of the Postgraduate Dean (see Gold Guide).

Assessment Standards for Levels 1, 2 and 3

The trainee will demonstrate:

GMC Framework	Standard	Level 1	Level 2	Level 3
Knowledge, skill and performance	1	an understanding of the roles and responsibilities of paediatricians	a commitment in their practice to the roles and responsibilities of paediatricians	a commitment to advocate for the individual child in her/his particular context
Knowledge, skill and performance	2	effective responses to challenge, complexity and stress in paediatrics	increasing credibility and independence in response to challenge and stress in paediatrics	responsibility for an effective response to complex challenges and stress in paediatrics
Knowledge, skill and performance	3	advanced neonatal and paediatric life support skills	leadership skills in advanced neonatal and paediatric life support	effective responses to life-threatening situations and to unpredictability in paediatric clinical situations
Knowledge, skill and performance	4	effective skills in three-way consultation and examination	responsibility for an effective three-way consultation and examination	responsibility for an analytic and focused three-way consultation and examination
Knowledge, skill and performance	5	effective skills in paediatric assessment	responsibility for conducting effective paediatric assessments and interpreting findings appropriately	commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics
Knowledge, skill and performance	6	skills in formulating an appropriate differential diagnosis in paediatrics	improving skills in formulating an appropriate differential diagnosis in paediatrics	effective skills in making a safe decision about the 'most likely' diagnosis in paediatrics
Knowledge, skill and performance	7	effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 1 in Paediatrics)</i>	responsibility for the effective management of common acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 2 in Paediatrics)</i>	leadership skills in the management of common and complex conditions in general paediatrics and paediatric sub-specialities seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 3 in General Paediatrics and the Paediatric sub-specialities)</i>
Knowledge, skill and performance	8	knowledge, understanding and recognition of common behavioural, emotional and psychosocial aspects of illness in children and families	effective skills in recognising and responding to behavioural, emotional and psychosocial aspects of illness in children and families	effective skills in ensuring the management of behavioural, emotional and psychosocial aspects of illness in children and families
Knowledge, skill and performance	9	Safe practical skills in paediatrics	effective skills in performing and supervising common practical procedures in paediatrics, ensuring patient safety	expertise in a range of practical procedures in paediatrics specific to general and sub-specialist training
Knowledge, skill and performance	10	clear record-keeping and report-writing	improving skills in written communications for a range of audiences	effective skills in written communications for a range of audiences, for children and their

				families, colleagues and other organisations
Knowledge, skill and performance	11	reliable responses to investigations in paediatrics	effective leadership skills in undertaking initial investigations in children, based on an understanding of the risks and benefits in each case	effective collaboration with other specialists in using and interpreting complex investigations undertaken in children
Knowledge, skill and performance	12	knowledge and skills in safe prescribing of common drugs in paediatrics	improving skills in safe prescribing in paediatrics and in advising others appropriately	responsibility for safe prescribing in paediatrics in common and complex situations and for the supervision of others
Knowledge, skill and performance Safety and Quality	13	an understanding of safeguarding and vulnerability in paediatrics	effective skills in the assessment of cases of suspected safeguarding issues and in contributing to their management	effective skills in advising other agencies in safeguarding cases
Knowledge, skill and performance	14	knowledge of the science- base for paediatrics (as outlined in the Framework of Competences for Level 1 in Paediatrics)	sound knowledge of the science- base for paediatrics (as outlined in the Framework of Competences for Level 2 in Paediatrics)	detailed, up-to-date knowledge of the science-base for general paediatrics or a paediatric sub-specialty (as outlined in the Framework of Competences for Level 3 in General Paediatrics and the sub-specialties)
Knowledge, skill and performance	15	knowledge of common and serious paediatric conditions and their management	extended knowledge of common and serious paediatric conditions and their management	detailed knowledge of common and serious paediatric conditions and their management in General Paediatrics or in a Paediatric sub-specialty
Knowledge, skill and performance	16	an understanding of growth, development, health and well-being in paediatrics	effective skills in the assessment and management of children and young people with normal and abnormal growth and development	effective skills in recognising and responding effectively to disordered growth and development of any kind in paediatrics
Knowledge, skill and performance Safety and Quality	17	an understanding of health promotion and public health issues in paediatrics	a commitment to health promotion activities for children and their families	involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty
Knowledge, skill and performance Safety and Quality	18	an understanding of an evidence-based approach to paediatric practice	development and refinement of evidence-based clinical guidelines in paediatrics	independent thinking to enable them to challenge guidelines and procedures in paediatrics where appropriate
Knowledge, skill and performance Safety and Quality	19	an understanding of clinical governance activities and audit in paediatric practice	participation in clinical governance activities and audit in paediatric practice	an application of risk assessment strategies through involvement in the development, evaluation and implementation of policy and clinical governance activities in paediatric practice
Knowledge, skill and performance	20	a reflective approach to improvement of professional practice as a paediatrician	a commitment to reflective practice and continuing improvement of practice as a	effective skills to maintain and develop knowledge and clinical skills required of a

Safety and Quality			paediatrician	specialist in paediatrics
Knowledge, skill and performance Communication, partnership and teamwork Maintaining trust	21	an understanding of equality and diversity in paediatric practice	a commitment to an open-minded approach to equality and diversity in their role as a paediatrician	responsibility for ensuring an open-minded approach to equality and diversity in the paediatric team
Knowledge, skill and performance	22	knowledge of the law regarding paediatric practice	knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics	detailed knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics
Knowledge, skill and performance Safety and Quality	23	an understanding of effective teaching in paediatrics	skills in effective teaching in paediatrics	a commitment to effective teaching and training of colleagues working in different contexts in the care of children and young people
Knowledge, skill and performance Communication, partnership and teamwork Safety and Quality	24	a positive approach to receiving mentoring and educational supervision	a commitment to providing positive experiences of mentoring and educational supervision	effective skills in the training, supervision and assessment of a wide range of colleagues working in the care of children and young people
Knowledge, skill and performance	25	an understanding of the need for an ethical and rigorous approach to research in paediatrics	an understanding of research methods and methodology and an involvement in research activities and publications	understanding and application of complex methodological approaches in research in paediatrics
Communication, partnership and teamwork Maintaining trust	26	an understanding of effective communication and interpersonal skills with children of all ages	a commitment to effective communication and interpersonal skills with children of all ages	effective strategies to engage children in consultations and in the management of their care
Communication, partnership and teamwork Maintaining trust	27	empathy and sensitivity and skills in engaging the trust of and consent from children and their families	improving skills in building relationships of trust with children and their families	effective skills in conveying and discussing difficult information, including death and bereavement, with young people and their families
Communication, partnership and teamwork Maintaining trust	28	understanding of listening skills and basic skills in giving information and advice to young people and their families	increasing confidence in giving advice to young people and their families	effective skills in giving information and advice to young people and their families in common and complex cases
Communication, partnership and teamwork	29	effective communication and interpersonal skills with colleagues	skills in ensuring effective relationships with and between colleagues	positive and constructive relationships within teams of colleagues from a wide range of professional contexts
Communication, partnership and teamwork	30	professional respect for the contribution of colleagues in a range of roles in	increasing confidence in team-work and the ability to collaborate with a range of external agencies about the needs of	a commitment to effective multi-agency and multi-disciplinary team-working for the care

		paediatric practice	children	of children
Communication, partnership and teamwork	31	effective time-management skills	effective leadership and management skills in clinical and non-clinical settings	effective managerial skills in taking on a positive managerial role to support effective service provision
Knowledge, skill and performance Safety and Quality Communication, partnership and teamwork	32	effective handover, referral and discharge procedures in paediatrics	effective skills in ensuring handover, referral and discharge procedures in paediatrics	effective leadership skills in the organisation of paediatric team-working and effective handover
Communication, partnership and teamwork Safety and Quality	33	an understanding of the effects of local, national and international policies on their work and on the health of children	experience and understanding of working within international, national and local legal and health structures and organisations involved in the care of children	effective skills in promoting clinical practice through engagement with local, national and international organisations involved in the care of children
Maintaining trust Safety and Quality	34	ethical personal and professional practice	sound ethical personal and professional practice	exemplary professional and personal conduct so as to act as a role model to others
Maintaining trust	35	reliability and responsibility in ensuring their accessibility to colleagues and patients and their families	continued responsibility for their reliability and accessibility to colleagues, patients and their families	responsibility for ensuring their own reliability and accessibility and that of others in the team
Maintaining trust, Safety and Quality	36	an understanding of the importance of self-awareness and a responsible approach to personal health, stress and well-being	a consistently responsible approach to personal health, stress and well-being	effective skills in ensuring their own responsible approach to personal health, stress and well-being and that of others

Assessment Blueprint**Assessment Standards: Blueprint Level 1**

Standards	By the end of Level 1 Training, trainees will demonstrate:	FoP	TAS	AKP	Clinical	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	Comment	
THE DUTIES OF A DOCTOR																<i>Knowledge, Skills and Performance</i>	
1	An understanding of the roles and responsibilities of paediatricians				✓		✓		✓	✓				✓			
GOOD CLINICAL CARE																	
2	Effective responses to challenge, complexity and stress in paediatrics				✓	✓	✓		✓	✓	✓			✓			
3	Advanced neonatal and paediatric life support skills												✓		✓	APLS/NLS or equivalent	
4	Effective skills in three way examination				✓	✓				✓	✓						
5	Effective skills in paediatric assessment				✓	✓				✓	✓						
6	Skills in formulating an appropriate differential diagnosis in paediatrics			✓	✓	✓			✓	✓	✓						
7	Effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate			✓	✓	✓	✓		✓	✓	✓						
8	Knowledge, understanding and recognition of common, behavioural, emotional and psychosocial aspects of illness in children and families	✓	✓	✓	✓				✓	✓							
9	Safe practical skills in paediatrics								✓				✓	✓	✓		
10	Clear record keeping and report writing						✓		✓	✓		✓			✓		
11	Reliable responses to investigations in paediatrics	✓	✓	✓	✓		✓		✓	✓							
12	Knowledge and skills in safe prescribing of common drugs in paediatrics	✓	✓	✓						✓							

13	An understanding of safeguarding and vulnerability in paediatrics	✓	✓	✓						✓				✓	✓	Complete ICD Level 2 training
Standards	By the end of Level 1 Training, trainees will demonstrate:	FoP	TAS	AKP	Clinical	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	
		MAINTAINING GOOD MEDICAL PRACTICE														
14	Knowledge of the science base for paediatrics	✓	✓	✓	✓											
15	Knowledge of common and serious paediatric conditions and their management	✓	✓	✓	✓											
16	An understanding of growth, development, health and well-being in paediatrics	✓	✓	✓	✓											
<i>Knowledge, Skills and Performance. Safety and Quality</i>																
17	An understanding of health promotion and public health issues in paediatrics	✓	✓	✓						✓						
18	An understanding of an evidence-based approach to paediatric practice	✓	✓	✓					✓	✓				✓		
19	An understanding of the clinical governance activities and audit in paediatric practice	✓	✓	✓	✓		✓		✓	✓				✓		
20	A reflective approach to improvement in professional practice as a paediatrician						✓		✓	✓				✓		
21	An understanding of equality and diversity in paediatric practice			✓	✓		✓							✓		
22	Knowledge of the law regarding paediatric practice	✓	✓	✓	✓		✓		✓							
TEACHING, TRAINING, APPRAISING AND ASSESSING															<i>Knowledge, Skills and Performance. Safety and Quality</i>	
23	An understanding of effective teaching in paediatrics				✓		✓		✓					✓		
24	A positive approach to receiving mentoring and educational supervision								✓					✓		

25	An understanding of the need for an ethical and rigorous approach to research in paediatrics	✓	✓	✓														
Standards	By the end of Level 1 Training, trainees will demonstrate:	FoP	TAS	AKP	Clinical	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPS	Portfolio	Logbook	Comment		
		RELATIONSHIPS WITH PATIENTS																<i>Communication, Partnership and Teamwork. Maintaining Trust</i>
26	An understanding of effective communication and interpersonal skills with children of all ages				✓		✓		✓	✓	✓	✓	✓	✓				
27	Empathy and sensitivity and skills in engaging the trust of and consent from children and their families				✓		✓		✓		✓							
28	Understanding of listening skills and basic skills in giving advice to young people and their families				✓		✓		✓	✓	✓							
WORKING WITH COLLEAGUES																<i>Communication, Partnership and Teamwork</i>		
29	Effective communication and interpersonal skills with colleagues					✓	✓		✓		✓	✓						
30	Professional respect for the contribution of colleagues in a range of roles in paediatric practice					✓	✓		✓	✓	✓							
31	Effective time-management skills					✓			✓	✓	✓							
<i>Communication, Partnership and Teamwork. Safety and Quality. Knowledge, Skills and Performance</i>																		
32	Effective handover, referral and discharge procedures in paediatrics					✓						✓		✓				
33	An understanding of the local, national and international policies on their work and on the health of children	✓	✓	✓	✓		✓		✓									
PROBITY																<i>Maintaining Trust. Safety and Quality</i>		
34	Sound ethical personal and professional practice				✓		✓		✓	✓	✓							
35	Reliability and responsibility in ensuring their accessibility to colleagues and patients and their families								✓									
HEALTH																		

36	An understanding of the importance of self-awareness and a responsible approach to personal health, stress and well-being									✓						✓		
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Assessment Standards: Blueprint Level 2

Standards	By the end of Level 2 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	Comment	
THE DUTIES OF A DOCTOR												<i>Knowledge, Skills and Performance</i>	
1	A commitment in their practice to the roles and responsibilities of paediatricians		✓		✓					✓			
GOOD CLINICAL CARE													
2	Increasing confidence, credibility and independence in response to challenge, complexity and stress in paediatrics	✓	✓	✓	✓	✓	✓			✓			
3	Leadership skills in advanced neonatal and paediatric life support skills				✓				✓		✓	Up to date APLS or equivalent	
4	Responsibility for effective three way consultation and examination	✓		✓		✓	✓						
5	Responsibility for conducting effective paediatric assessments and interpreting their findings			✓		✓	✓						
6	Improving skills in formulating an appropriate differential diagnosis in paediatrics			✓	✓	✓	✓						
7	Responsibility for the effective management of acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate			✓	✓	✓	✓						
8	Effective skills in recognizing and responding to behavioural, emotional and psychosocial aspects of illness in children and families				✓	✓							
9	Effective skills in performing and supervising common			✓	✓				✓	✓	✓		

	practical procedures in paediatrics, ensuring patient safety											
10	Improving skills in written communication for a range of audiences	✓			✓	✓		✓			✓	
11	Effective leadership skills in undertaking initial investigations in children, based on an understanding of the risks and benefits in each case				✓	✓						
Standards	By the end of Level 2 Training, trainees will demonstrate:											Comment
		HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	
12	Improving skills in safe prescribing in paediatrics and in advising others appropriately					✓				✓		
13	Effective skills in the assessment of cases of suspected safeguarding issues and in contributing to their management		✓			✓				✓	✓	
MAINTAINING GOOD MEDICAL PRACTICE											<i>Knowledge, Skills and Performance</i>	
14	Sound knowledge of the science base for paediatrics					✓						
15	Extended knowledge of common and serious paediatric conditions and their management				✓	✓						
16	Effective skills in the assessment and management of children and young people with normal and abnormal growth and development					✓	✓					
											<i>Knowledge, Skills and Performance. Safety and Quality</i>	
17	A commitment to health promotion activities for children and their families				✓	✓				✓		
18	Development and refinement of evidence-based clinical guidelines in paediatrics				✓	✓				✓		
19	Participation in clinical governance activities and audit in paediatric practice		✓		✓	✓				✓		
20	A commitment to reflective practice and continuing		✓		✓					✓		

	improvement of practice as a paediatrician											
21	A commitment to an open-minded approach to equality and diversity in their role as a paediatrician		✓			✓				✓		
22	Knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics		✓		✓					✓		

Standards	By the end of Level 2 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	Comment
TEACHING, TRAINING, APPRAISING AND ASSESSING												<i>Knowledge, Skills and Performance. Safety and Quality</i>
23	Skills in effective teaching in paediatrics		✓		✓					✓		Presentations with comments from supervisor
24	A commitment to provide positive experiences of mentoring and educational supervision				✓					✓		
25	An understanding of research methods and methodology and an involvement in research activities and publications									✓		
RELATIONSHIPS WITH PATIENTS												<i>Communication, Partnership and Teamwork. Maintaining Trust</i>
26	A commitment to effective communication and interpersonal skills with children of all ages		✓	✓	✓	✓	✓					
27	Improving skills in building relationships of trust of with children and their families		✓	✓	✓		✓					
28	Increasing confidence in giving advice to young people and their families			✓	✓	✓	✓					
WORKING WITH COLLEAGUES												<i>Communication, Partnership and Teamwork</i>
29	Skills in ensuring relationships with and between colleagues	✓	✓	✓	✓		✓					
30	Increasing confidence in team work and the ability to collaborate with a range of external agencies about the needs of children	✓	✓	✓	✓		✓					
31	Effective leadership and management skills in clinical and	✓	✓	✓	✓		✓					

	non-clinical settings											
<i>Communication, Partnership and Teamwork. Safety and Quality. Knowledge, Skills and Performance</i>												
32	Effective skills in ensuring handover, referral and discharge procedures in paediatrics	✓		✓				✓		✓		
33	Experience and understanding of working within international, national and local legal and health structures and organizations involved in the care of children		✓		✓					✓		

Standards	By the end of Level 2 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	Comment
PROBITY												<i>Maintaining Trust. Safety and Quality</i>
34	Sound ethical and professional practice		✓		✓	✓	✓			✓		
35	Continued responsibility for their reliability and accessibility to colleagues, patients and families				✓					✓		
HEALTH												
36	A consistently responsible approach to personal health, stress and well-being				✓					✓		

Standards	By the end of Level 3 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	START	Paed CCF	Comment
THE DUTIES OF A DOCTOR														<i>Knowledge, Skills and Performance</i>
1	A commitment to advocate for the individual child in her/his particular context		✓		✓	✓				✓				
GOOD CLINICAL CARE														
2	Responsibility for an effective response to complex challenges and stress in paediatrics	✓	✓	✓	✓	✓	✓			✓		✓		
3	Effective responses to life-threatening situations and to unpredictability in paediatric clinical situations				✓	✓			✓		✓			
4	Responsibility for an analytical and focused three way consultation and examination	✓		✓		✓	✓							
5	Commitment to focused and analytical assessments of common and complex clinical problems in paediatrics	✓		✓		✓	✓			✓		✓		
6	Effective skills in making a safe decision about the 'most likely' diagnosis in paediatrics			✓	✓	✓	✓					✓		
7	Leadership skills in the management of common and complex conditions in general paediatrics and paediatric sub-specialties seeking additional advice and opinion as appropriate		✓	✓	✓	✓	✓			✓		✓		
8	Effective skills in ensuring the management of behavioural, emotional and psychosocial aspects of illness in children and families				✓	✓						✓		
9	Expertise in a range of practical procedures in paediatrics specific to general and sub-specialist training			✓	✓				✓	✓	✓			
10	Effective skills in written communication for a range of audiences, for children and their families, colleagues and other organisations			✓	✓	✓		✓		✓				

Standards	By the end of Level 3 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSE	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	START	Paed CCF	Comment
11	Effective collaboration with other specialists in using and interpreting complex investigations undertaken in children				✓	✓								
12	Reliability for safe prescribing in paediatrics in common and complex situations and for the supervision of others					✓						✓		
13	Effective skills in advising other agencies in safeguarding cases					✓		✓		✓		✓		
MAINTAINING GOOD MEDICAL PRACTICE										<i>Knowledge, Skills and Performance</i>				
14	Detailed, up to date knowledge of the science base for general paediatrics or a paediatrics sub-specialty					✓				✓		✓		
15	Detailed knowledge of common and serious paediatric conditions and their management in General Paediatrics or in a paediatric sub-specialty					✓				✓		✓		
16	Effective skills in recognising and responding effectively to disordered growth and development of any kind in paediatrics					✓						✓		
										<i>Knowledge, Skills and Performance. Safety and Quality</i>				
17	Involvement in health promotion activities specific to general paediatrics or a paediatric sub-specialty					✓				✓				
18	Independent thinking to enable them to challenge guidelines and procedures in paediatrics where appropriate		✓		✓	✓				✓				
19	An application of risk assessment strategies through active involvement in the development, evaluation and implementation of policy and clinical governance activities in paediatric practice		✓		✓	✓				✓		✓		
20	Effective skills to maintain and develop knowledge and clinical skills required of a specialist in paediatrics		✓		✓					✓				
21	Responsibility for ensuring an open-minded approach to equality and diversity in the paediatric team		✓			✓				✓		✓		
22	Detailed knowledge of the law regarding death, data protection, confidentiality and consent in paediatrics		✓		✓					✓		✓		

Standards	By the end of Level 3 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSE	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	START	Paed CCF	Comment
TEACHING, TRAINING, APPRAISING AND ASSESSING		<i>Knowledge, Skills and Performance. Safety and Quality</i>												
23	A commitment to effective teaching and training of colleagues working in different contexts in the care of children and young people		✓		✓					✓		✓		
24	Effective skills in the training, supervision and assessment of a wide range of colleagues working in the care of children and young people				✓					✓		✓		
25	An understanding and application of complex methodological approaches in research in paediatrics									✓		✓		
RELATIONSHIPS WITH PATIENTS		<i>Communication, Partnership and Teamwork. Maintaining Trust</i>												
26	Effective strategies to engage children in consultations and the management of their care		✓	✓	✓	✓							✓	
27	Effective skills in conveying and discussing death and bereavement with young people and their families		✓	✓	✓	✓							✓	
28	Effective skills in giving information and advice to young people and their families in common and complex cases		✓	✓	✓	✓							✓	
WORKING WITH COLLEAGUES		<i>Communication, Partnership and Teamwork</i>												
29	Positive and constructive relationships within teams of colleagues from a wide range of professional contexts	✓	✓	✓	✓	✓						✓		
30	A commitment to effective multi-agency and multi-disciplinary team working for the care of children	✓	✓	✓	✓	✓						✓		
31	Effective managerial skills in taking on a positive role to support effective service provision		✓		✓	✓						✓		
		<i>Communication, Partnership and Teamwork. Safety and Quality. Knowledge, Skills and Performance</i>												
32	Effective leadership skills in the organisation of paediatric team working and effective handover	✓		✓				✓		✓		✓		
33	Effective skills in promoting clinical practice through engagement with local, national and international organisations involved in the care of children		✓		✓					✓		✓		

Standards	By the end of Level 3 Training, trainees will demonstrate:	HAT	LEADER	ACAT	Epaed MSF	CbD	MiniCeX	DOC	DOPs	Portfolio	Logbook	START	Paed CCF	Comment
PROBITY														<i>Maintaining Trust. Safety and Quality</i>
34	Exemplary professional and personal conduct so as to act as a role model to others		✓		✓		✓			✓				
35	responsibility for ensuring their own reliability and accessibility and that of others in their team				✓					✓				
HEALTH														
36	Effective skills in ensuring their own responsibility to personal health, stress and well-being and that of others				✓					✓				