

RCPCH Progress+ Curriculum (Implementation August 2023)

Core Training

| Curriculum Training Domains | Key capabilities | NLS provider | NLS instructor ¹ | ARNI provider ² | ARNI instructor ² |
|--|---|--------------|-----------------------------|----------------------------|------------------------------|
| 1. Professional values and behaviours | 1. Demonstrates the professional values, behaviours and attitudes required of doctors (outlined in Good Medical Practice) within the scope of their knowledge, skills and performance. | ✓ | ✓ | ✓ | ✓ |
| | 2. Demonstrates compassion, empathy and respect for children, young people and their families. | (✓) | (✓) | (✓) | (✓) |
| | 3. Demonstrates self-awareness and insight, recognising their limits of capability and demonstrating commitment to continuing professional development (CPD). | ✓ | ✓ | ✓ | ✓ |
| 2. Professional skills and knowledge: Communication | 1. Understands the principles of participation in decision making for children, young people and their parents in the process of improving their health. | | | (✓) | (✓) |
| | 2. Demonstrates excellent communication skills, both spoken and written (including electronic notes) with children, young people, families and colleagues. | (✓) | (✓) | (✓) | (✓) |
| | 3. Demonstrates excellent communication and interpersonal skills to enable effective collaboration with children, young people and their families, including colleagues in multi-disciplinary teams (MDTs). | | | (✓) | (✓) |
| | 4. Demonstrates courtesy and respect for different cultures and those with protected characteristics. | | | (✓) | (✓) |
| | 5. Responds appropriately and empathises with children, young people and their families in dealing with conflict and/or those who are experiencing difficulty, anxiety or distress. | | | (✓) | (✓) |
| | 6. Manages the communication of a range of differential diagnoses and where the management plan will be uncertain. | | | (✓) | (✓) |

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|--|---|----------------|----------------|-----|-----|
| 3. Professional skills and knowledge: Clinical procedures | 1. Performs appropriate clinical examinations of a baby, child and young person. | (✓) | (✓) | (✓) | (✓) |
| | 2. Demonstrates achievement of both basic and advanced life support skills. | ✓ | ✓ | ✓ | ✓ |
| | 3. Undertakes key procedures, including the following: <ul style="list-style-type: none"> • Peripheral venous cannula • Neonatal umbilical arterial catheterisation • Lumbar puncture • Emergency vascular access | ✓ ³ | ✓ ³ | | |
| | 5. Performs advanced airway support, including airway opening manoeuvres and the use of airway adjuncts to the point of intubation. | ✓ ⁴ | ✓ ⁴ | ✓ | ✓ |
| 4. Professional skills and knowledge: Patient management | 2. Recognises the potential life-threatening events in babies, children and young people and leads resuscitation and emergency situations. | ✓ | ✓ | ✓ | ✓ |
| | 3. Recognises and manages a range of common childhood presentations. | | | (✓) | (✓) |
| | 4. Engages in multi-professional management of a range of common general paediatric physical and mental health presentations, both short and long term. | | | (✓) | (✓) |
| | 6. Seeks appropriate advice and support from other teams in a timely and collaborative manner, including working effectively with colleagues in primary care. | | | (✓) | (✓) |
| 6. Leadership and teamworking | 1. Participates effectively and constructively in the multi-disciplinary (MDT) and inter-professional teams, engaging with children, young people and families, facilitating shared decision making. | | | (✓) | (✓) |
| | 2. Develops leadership and team-working skills and relevant problem-solving strategies in clinical management contexts, such as where there is limitation of resources. | ✓ | (✓) | ✓ | (✓) |
| | 3. Supports appropriate decisions made within a team and communicates these effectively. | ✓ | (✓) | ✓ | (✓) |

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|-------------------------------------|---|-----|-----|-----|-----|
| 10. Education and training | 1. Demonstrates the ability to plan and deliver teaching in a range of clinical and non-clinical contexts. | | ✓ | | ✓ |
| | 2. Shows the ability to adapt their teaching methods to the different learning needs of individual team members. | | (✓) | | (✓) |
| | 3. Provides evidence of obtaining feedback on teaching delivered by them; reflects on and learns from this feedback. | | ✓ | | ✓ |
| | 4. Provides appropriate feedback to others. | (✓) | ✓ | (✓) | ✓ |
| 11. Research and scholarship | 1. Carries out a systematic literature review, evaluating evidence and identifies strengths and weaknesses in all evidence sources. | | | | |
| | 2. Interprets research results and explains the findings to children, young people, families and the multi-disciplinary team (MDT). | | | (✓) | (✓) |
| | 3. Participates in research-related activity (e.g. national projects, journal clubs, publications and presentations). | | | | |
| | 4. Implements an evidence-based approach to practice to inform decision making and enhance patient care and patient outcomes. | | (✓) | | (✓) |
| | 5. Constructively analyses patient management and formulates questions for the literature. | | | | |
| | 6. Maintains Good Clinical Practice (GCP) throughout training. | ✓ | ✓ | ✓ | ✓ |

¹ Core Paediatric trainees on the Tier 2 rota can become an NLS instructor.

² The ARNI course is suitable for Specialty Paediatric trainees as well as Core Paediatric trainees on Tier 2 rota with relevant experiences.

³ NLS teaches emergency umbilical venous cannulation.

⁴ NLS teaches advanced airway manoeuvres without a focus on endotracheal intubation. All candidates have to successfully demonstrate non-intubation airway management skills in the airway test, therefore demonstrating their acquisition of these skills. This supports the recent RCPCH change in emphasis to evidencing safe airway management in core training.