

Royal College of Emergency Medicine 2021 Curriculum

Intermediate Training
Higher Training

Curriculum Domain	Key EM Capabilities (Refer to RCEM Curriculum 2021 for Key ACCS Capabilities and descriptors)	EPALS provider	EPALS instructor
3. Identify sick adult patients, be able to resuscitate and stabilise and know when it is appropriate to stop	Provide airway management & ventilatory support to critically ill patients (PAEDIATRIC PATIENTS ONLY).	(✓)*	(✓)*
	Manage all life-threatening conditions including peri-arrest & arrest situations in the ED.	(✓)*	(✓)*
4. Care for acutely injured patients across the full range of complexity	Assess, investigate and manage patients attending with all injuries, regardless of complexity.	(✓)**	(✓)**
	Provide leadership of the Trauma Team.	(✓)**	(✓)**
5. Care for children of all ages in the ED, at all stages of development and children with complex needs	Be able to gather appropriate information, perform a relevant clinical examination and be able to formulate and communicate a management plan that prioritises the child and where relevant the family's choices that is in their best interests.	(✓)	(✓)
	Be able to identify the sick child and initiate appropriate management steps.	✓	✓
	Acquire the special skills needed to resuscitate children of all ages, and know that this may differ dependent on developmental age and know how this differs from adult resuscitation.	✓	✓
	Assess children and young people with concerning presentations and know that some of the presenting symptoms could be manifestations of abuse.	(✓)*	(✓)*
	Be able to lead a multidisciplinary paediatric resuscitation including trauma.	✓	✓
	The clinical knowledge to identify when key EM procedural skills are indicated.	(✓)*	(✓)*

* in the context of paediatric resuscitation

** for critically injured children only

6. Deliver key procedural skills	The knowledge and psychomotor skills to perform the ACCS procedural skills safely and in a timely fashion.	(✓)*	(✓)*
	The clinical knowledge to identify when key EM practical emergency skills are indicated.	(✓)*	(✓)*
	The knowledge and psychomotor skills to perform EM procedural skills safely and in a timely fashion.	(✓)*	(✓)*
	Will be able to supervise and guide colleagues in delivering procedural skills.		✓
	Deliver effective feedback to a junior colleague or allied health professional.	✓	✓
9. Support, supervise and educate	Be able to prepare and deliver teaching sessions outside of the clinical environment; including simulation, small-group work and didactic teaching.	✓	✓
	Be able to provide effective constructive feedback to colleagues, including debrief.	✓	✓

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