

Annex 9

Annual college/faculty Summary Form per specialty or sub-specialty

This form is a **summary of the minor changes** made to the curriculum and/or assessment system for each specialty or sub-specialty during a given period.

The changes must be in accordance with the definition of a minor change and should comply with PMETB's *Standards for Curricula and Assessment Systems*, July 2008.

ALL SECTIONS OF THE FORM MUST BE COMPLETED AND ONE FORM SHOULD BE COMPLETED PER SPECIALTY OR SUB-SPECIALTY

Section 1. Details of the medical Royal College/Faculty/ Specialist Association

Details of the medical Royal College/Faculty/Specialist Association	
Name	Royal College of Paediatrics and Child Health
Specialty	Paediatrics
Sub-specialty	Paediatric Emergency Medicine
Contact details for the person responsible for submitting this form to PMETB	
Name	Lara Smith
Address	Royal College of Paediatrics and Child Health 5 – 11 Theobalds Road London WC1X 8SH
Job Title/Role	Training and Assessment Advisor
Telephone number	-
Mobile number	
Email	-

Section 2. Details of changes made for the period

Section 2(a) Please tick ONE box: 2008/9 2009/10 2010/11

Box reference	Minor changes made	Page reference in original document*	Proposed new wording	Rationale for changes made
	The list below details minor amendments to the curriculum. Once these changes are approved they will be announced and published on the college website, through the e-portfolio messaging system and by informing all the committees	CURRICULUM	Detailed below. The word document of the curricula is attached with tracked changes. The box reference highlights the areas, the number in brackets being the track change reference. Within the comments attached to the tracked changes are the box reference numbers	As the curricula has not yet been used, the relevant College Specialty Advisory Groups were asked if they felt there was any minor changes that were required this year. These committees include trainee representation. In addition amendments requested by the training committee for the Level 1, 2 and

				General Level 3 which impacted on this sub-specialty have been included. The majority of the changes are to exclude unnecessary repetition of competences and secondly to provide competences that clarify (highlighted by the RCPCH Training Committee and Trainees Committee). This has also been approved by the Emergency Medicine TSC Chair
1. (L1)	Add additional wording	Add to p.13.	Know the legal and ethical guidelines to support their work, management and challenges and where to find more information when required	To avoid repetition of competency, linked with no. 3
2. (L2)	Clarification of statement by separating into two	p.17	Have skills in managing perceptions of presenting complaints and illness for instance in response to perceived stigma Have developed skills in maintaining appropriate confidentiality in relation to the social situation of the child	The original competence was unclear and needed clarification. The amendments to this competence do not affect the assessment system or the training programme
3. (L3/L4)	Remove repetition of statements from no.1 Know the legal and ethical guidelines to support their work, management and challenges and where to find more information when required	p.18	n/a	Duplication of competence (see no.1)
4. (L5/L10)	Inclusion of a competence that was originally in a later stage of the document at Level 1, 2 and General 3	Insert page 21,	Use principles of evaluation, audit, research and development in standard-setting and in improving quality	This follows on from changes at Level 1 and 2 to make this a general skill rather than a specialty skill. This does not affect the assessment system or the training programme as it has always been addressed by the curriculum and assessment system

5. (L6)	Insert	Page 21, Leadership and Management Section	Demonstrate responsibility for ensuring reliability and accessibility of both themselves and others in their team	This competence ensures there are sufficient competences to cover Assessment Standard 35 (responsibility for ensuring their own reliability and accessibility and that of others in their team). This clarifies competences regarding Probity in addressing Good Medical Practice and does not impact on the assessment system or the training programme.
6. (L7)	Insert	Page 21, Leadership and Management Section	Have effective skills in ensuring the responsible approach of others in their team to health, stress and well-being	This competence ensures there are sufficient competences to cover Assessment Standard 36 (effective skills in ensuring their own responsible approach to personal health, stress and well-being and that of others). This clarifies competences regarding a specific area of Good Medical Practice and does not impact on the assessment system or the training programme.
7. (L8/L9)	Combine	page 23 and 25	Have developed skills to establish and clarify a child's or a young person's understanding of a situation from what has been said and written; build on this effectively in discussion about the condition and its management	There were two statements that were very similar, so they were combined to avoid repetition.
8. (L10)	Insert competence	p.32	Be able to organise a safe and well documented transfer to definitive care	An important aspect of emergency care
9. (L11)	Addition to competence	p.37	Including inborn errors of metabolism	Further clarification of competence
10. (L12)	Insert competence	p.44	Be able to manage bleeding disorders in trauma i.e. haemophilia and Von Willebrands	An important aspect of emergency care, further clarification of haematological disorders
11. (L13)	Insert competence	p.46	Be able to advise about risk to mother,	Develops the competence

			neonate and need for prophylaxis	"understand the indications for antimicrobial prophylaxis"
12 (L14)	Insert competence	p.46	Be able to provide immediate advice on allergen avoidance and future emergency management	Develops the competence "understand the pathophysiology and principles of treatment of allergic and autoimmune disorders"
13 (L15)	Addition to competence	p.67	Including rapid sequence induction	Adds further clarification to competence
14 (L16)	Insert competences	p.67	Warming procedures Skin decontamination	An important procedure for emergency care
15 (L17)	Addition to competence	p.68	And gastronomy	Further detail added to competence
16 (L18/L19)	Insert competence	p.68	Treatment of umbilical granuloma	An important procedure for emergency care
17 (L20)	Insert competences	p.69	Fishhook removal Hair tourniquet removal	important minor surgical procedures for emergency care
18. (L21)	Insert competences	p.69	Reduction of pulled elbow Helmet removal Control of exsanguinating external haemorrhage	important techniques for emergency care

[* please stipulate whether this refers to the curriculum or the assessment system]

Section 3. Details of proposed changes for the forthcoming period

Please use this section to inform PMETB of any changes proposed for the forthcoming reporting period as far as the college/faculty is aware.				
Box reference	Proposed changes	Page reference in original document*	Proposed new wording	Rationale for changes proposed

[* please stipulate whether this refers to the curriculum or the assessment system]

Section 4. Declaration	
I confirm that the information given on this annual college summary form is correct and I understand that failure to disclose relevant information may result in the curriculum and/or assessment system no longer being approved.	
Signature:	Date: 28 th October 2008
Position held: Training and Assessment Advisor	

This form must be submitted electronically to: curriculum.eval@pmetb.org.uk

And in hard copy (1 copy) to: Curriculum & Evaluation, Postgraduate Medical Education & Training Board
Hercules House, Hercules Road, London, SE1 7DU