

Clinical Radiology

Curriculum 2021



Clinical
Radiology

The Royal College of Radiologists

Terminology Guide

The 2021 curriculum uses some terminology not present in the 2016 curriculum, reflecting the change from a competency based curriculum to an outcomes based curriculum and to assessment based on the concept of entrustable professional activities.

This guide explains some of the terminology used in the 2021 curriculum.

Assessment blueprint

An assessment blueprint defines the content of an exam or workplace-based assessment and shows which forms of assessment may be used to measure progress against each of the capabilities in practice (outcomes) given in the clinical radiology and interventional radiology curricula.

Capability in practice (CiP)

Capabilities in practice (CiPs) are the high level learning outcomes that describe what a trainee is expected to know and be able to reliably demonstrate by the time of CCT. The CiPs are underpinned by descriptors, which provide guidance on the range of clinical contexts that may support achievement of the CiPs. The descriptors are not intended to be prescriptive and do not represent an exhaustive list.

The clinical radiology curriculum contains generic CiPs, which are common across all specialties, and specialty-specific CiPs, which apply only to radiology.

Critical progression point

A critical progression point is a point in training where a trainee transitions to higher levels of professional responsibility or enters a new specialist area of practice, such as special interest or interventional radiology sub-specialty training. These transitions are often associated with an increase in potential risk to patients or those in training.

Completion of training and award of CCT is also a critical progression point as there is an increase in professional responsibility.

Entrustable professional activity (EPA)

An entrustable professional activity (EPA) is a key clinical or professional responsibility or task that can only be performed by an appropriately trained person, once sufficient competence has been demonstrated.

The competence of a trainee to perform an EPA is assessed based on the supervisor's professional judgement of whether they trust the trainee to act with direct, minimal or no supervision for each. The concept of entrustment allows trainers to make competency-based decisions on the level of supervision required by trainee.

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Generic professional capabilities (GPCs)

The *Generic professional capabilities framework* describes the minimum GMC requirements underpinning professional practice in the UK. Along with *Good medical practice*, they must be included in all postgraduate curricula approved by the GMC.

Good medical practice (GMP)

Good medical practice is the core GMC ethical guidance for doctors, which sets out the values and principles of good practice. It is the foundation on which all other GMC guidance is built and is used to inform the education, training and practice of all doctors in the UK

High level learning outcome

High level learning outcomes describe what a trainee is expected to know and be able to reliably demonstrate by the time of CCT. They provide an overview rather than exhaustive detail and can be generic (common across all specialties), shared (common across groups or families of specialties) or specialty-specific. In the clinical radiology and interventional radiology curricula the outcomes have been called capabilities in practice, or CiPs.

Kaizen

Kaizen is the RCR's online learning tool and e-portfolio. It allows trainees and supervisors to record and track progress through training. The evidence recorded within Kaizen will be used by ARCP panels to make decisions about trainee progression.

Kaizen is a Japanese word meaning "change for better" and is a business philosophy of continuous improvement of working practices through personal efficiency.

Outcomes-based curriculum

The curriculum sets out the intended aims, outcomes, content, teaching, learning, and assessment of training in clinical and interventional radiology. The 2021 curricula are outcomes-based, whereas the 2016 curricula are competency based.

Outcomes based education is a learner-centred approach that focuses on what a trainee is able to do on completion of training. An outcomes-based curriculum reflects the achievement of high level learning and mastery rather than demonstration of detailed lists of knowledge, skills and behaviours as found in a competency based curriculum.