

HONG KONG COLLEGE OF PAEDIATRICIANS

Working Group of Curriculum Review (WGCR)

Curriculum Review Consultative Forum 1

Date: 22 March 2023 (Wednesday)

Time: 19:00 – 21:15 PM

Venue: MG Room 2, QEH

College President and WGCR Co-chairpersons:

Prof Simon Lam (President, HKCPaed)

Dr Wu Shun Ping (Vice-President, HKCPaed and Co-Chairperson of WGCR)

Dr Winnie WY Tse (Co-chairperson of WGCR)

Attendants:

WGCR members			COS / TS / Service Chief			
1	Prof Lam HS Simon	College President	13	Prof Chan GCF	25	Dr Luk Ho Ming
2	Dr Tse WY Winnie	WGCR Co-chairperson	14	Dr Chan Winnie	26	Dr Lun Kin Shing
3	Dr Wu Shun Ping	Vice President and WGCR Co-chairperson	15	Dr Chim Stella	27	Dr Mok Geoffrey
4	Dr Chan Stephen		16	Dr Hou Andy	28	Dr So King Woon Alan
5	Dr Cheng Frankie	College Hon Secretary	17	Dr Ko Chun Hung	29	Dr Wong Lap Ming
6	Dr Fong Nai Chung	College Hon Treasurer	18	Dr Ko Wai Tai	30	Dr Wong Rosanna
7	Dr Kwok Ka Li		19	Dr Lai Ka Yau	31	Dr Wong Shirley
8	Dr Shiu Yiu Keung		20	Dr Lai Wai Ming	32	Dr Wong Tak Wai
9	Dr Lee Eric		21	Dr Lam Yuen Yu		
10	Dr Lee Florence		22	Dr Lee Kwok Piu		
11	Dr Li Rever		23	Dr Lo Fai Man Ivan		
12	Dr Tsao Sabrina		24	Dr Liu KY Stephenie		

Welcome

Dr S P Wu welcomed all participants to the forum.

Background of curriculum review and Objectives of Consultation

The curriculum review began in 2019. The College President, Professor Simon Lam, introduced the WGCR members, acknowledged their efforts over the past years, and addressed the importance of the new curriculum for training in General paediatrics.

The progress of the first three stages of the Curriculum review consultation were summarized: (i) First stage on Curriculum statement consisting of eleven domains of key capabilities and learning outcomes. (ii) Second stage on Summative and Formative Assessments, particularly the four formative assessment tools, namely DOPS, MiniCEX, CbD and PaedMSF. (iii) Third stage to Paediatric Societies and experts on 22 syllabuses that constitute the General Paediatric training. The WGCR had met frequently and received many feedback during the three stages of consultation, particularly during the third stage where many opinions were received on the content to the different syllabuses.

During this meeting, the College was seeking the alignment of the heads of training institutions in renewing the Paediatric Specialty Training Curriculum.

Presentation

Professor Simon Lam made a short presentation on the process of the curriculum review.

He explained the Hong Kong Academy of Medicine is advocating a modernization of specialty training of all constituent colleges. He introduced the concept and the basic structure of the new curriculum, which was designed based on theories of adult learning. The curriculum statement defined the specific learning outcomes and key capabilities of eleven learning domains. The four formative assessment tools and the two summative assessments (intermediate examination and exit assessments) were mapped to the expected learning outcomes in the eleven domains. The subspecialty syllabuses defined the scope of knowledge a general paediatric trainee should acquire during the six years of training. The syllabuses altogether formed the basis of “General Paediatrics”.

The new curriculum will be competency-based, although the original requirement of six years of training for all specialties stipulated by the Academy will still be observed.

Under the new proposed curriculum, trainers will need to be trained in how to provide effective training to trainees. This will include key medical education concepts, improving feedback literacy and how to use formative assessment tools to enhance trainee learning.

Professor Lam also explained that together with the revamping of the training curriculum, the summative exit assessment before fellowship will also need to be adjusted to align with the curriculum in terms of assessing learning outcomes and improving assessment validity.

Open Forum Discussion

1. Members acknowledged the work of WPCR for the past years. All members agreed that the curriculum review should continue in the direction set out by the Working Group.
2. Opinions were expressed about the need to examine how the new curriculum would impact on paediatric service delivery in Hong Kong. There were suggestions that the curriculum revamp need to be linked with a necessary revamp of the current training framework.
3. There were concerns that the syllabuses were too advanced for paediatric trainees. The present proposal had incorporated the views expressed by the various subspecialty organizations. It was stated clearly in the proposal that the length and depth of each syllabuses as written was not directly proportional to its importance in paediatric training. The syllabuses were not intended to spell out the examination standard or the minimal or maximal requirement of a trainee’s knowledge. A trainee was free to learn the entries in the syllabuses as best as one could, and some of the topics could be learnt by studying and not necessarily by actual patient encounter. Therefore, the syllabuses should not have an effect on the pathway of a trainee’s training. The ultimate goal of paediatric specialty training is to equip trainees with the attitude, knowledge and skills to deal with common daily paediatric problems in different settings where new fellows may dedicate themselves to.

4. There was extensive discussion on the need to define “core knowledge”. Some members expressed concerns that fellows may miss important and life-threatening conditions if they did not have the essential “core knowledge”. However, it was pointed out that different people may have different viewpoints on what should be regarded as “core knowledge”. Moreover, if the syllabuses were stripped down to only the “core knowledge”, it might lead to the misunderstanding that a trainee need not explore beyond the most fundamental knowledge. At the end of the meeting, Dr S P Wu invited all the attendees and all the WGCR members to revisit the syllabuses to make sure that the “core knowledge” were given the appropriate emphasis and whether entries considered outside of “core knowledge” could be trimmed.
5. Dr S P Wu proposed to the members that the competencies listed in the curriculum statement should be regarded as the “core” of training. The competencies were the only learning outcomes that are universal to all future paediatricians.
6. There were formative assessment tools already employed at the Child Assessment Service. It was likely that the assessment areas in the tool can be mapped to the eleven domains in the proposal.
7. The current intermediate examination, i.e. MRCPCH examination, was also based on competencies and can be mapped to the new domains. Within the proposal there was an assessment grid that showed the domains assessed by different formative and summative assessment tools.
8. Some members pointed out the practical issues about the formative assessments. The frequency and the time needed for these assessments were a concern for both the trainees and the trainers. Protected time designated for the formative assessment was advocated. Dr S P Wu responded that the aim of the Working Group was to define a finite amount of formative assessments. All formative assessment tools were designed to be clear, brief and succinct. The frequency of such assessments had not yet been fixed. Also, it was necessary to consider whether these formative assessments should have an effect on whether a trainee could continue training if one’s performance failed to meet expectations.
9. Some members urged the Working Group to look into the road map of implementing the new curriculum. Professor Simon Lam pointed out that faculty development with a view to train the trainers would be the next logical step. Champions at each training institution should be identified to advocate for the change.
10. Dr S P Wu invited all attendees who were interested to join the Working Group. Nominations from all training institutions of potential champions to join the Working Group were also welcome.
11. All attendees were invited to join the next consultation forum on 18 April 2023 at Queen Elizabeth Hospital.

Dr WY TSE, Co-chairperson

Dr SP WU, Co-chairperson

Dr Joanna TUNG, Honorary Secretary