



C M S A

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JOHANNESBURG OFFICE

EXAMINATIONS & CREDENTIALS

June 2020

THE COLLEGE OF PAEDIATRICIANS OF SOUTH AFRICA

SPECIAL REGULATIONS

FOR THE FS 2020 MODIFIED CLINICAL/PRACTICAL/ORAL EXAMINATION
FOR THE

POST-SPECIALISATION

SUB-SPECIALTY CERTIFICATE

IN

DEVELOPMENTAL PAEDIATRICS

Cert Dev Paed(SA)

1.0 ELIGIBILITY TO TAKE THE EXAMINATION

In order to be eligible to enter for this examination, the candidate:-

- 1.1 must comply with the requirements for registration as a medical practitioner, as prescribed by the Medical, Dental and Supplementary Health Services Act.
- 1.2 must be registered as a specialist Paediatrician

2.0 ADMISSION TO THE EXAMINATION

(to be read in conjunction with the Instructions)

The following are the requirements for admission to the examination:

- 2.1 registration as a specialist Paediatrician
- 2.2 certification of having completed at least 18 months as a subspecialty trainee in an accredited subspecialty unit in a teaching hospital, registered and approved by the Health Professions Council of South Africa
- 2.3 submission of a written report from the head of the institution/programme in which he or she trained indicating satisfactory completion of all training requirements
- 2.4 submission of a satisfactorily completed portfolio
- 2.5 presentation or acceptance for presentation of an original first author research poster or paper at a local or international congress OR submission or acceptance for publication of an original first or co-authored manuscript in a peer reviewed journal.
- 2.6 Training is valid for a period of three years from the date of completion in a numbered subspecialty training post. Candidates who do not successfully complete the subspecialty examination within the period must motivate with support from their HOD to the College of Paediatricians for a once off extension.

3.0 SYLLABUS AND TRAINING

See Appendix A

4.0 FORMAT AND CONDUCT OF THE EXAMINATION

See Appendix B

5.0 LOGBOOK

See Appendix C

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APPENDIX A

1.0 SYLLABUS FOR TRAINING PROGRAMME IN DEVELOPMENTAL PAEDIATRICS IN SOUTH AFRICA

This document details the curricula set as the standard of training required for persons wishing to register as developmental paediatricians.

1.1 The overall aims of the training programme

The training programme aims to equip candidates to practise in the subspecialty of Developmental Paediatrics. This encompasses the study, assessment and management of variations in normative development and behaviour from the newborn period to adolescence. General consensus accepts that it should include expertise in physical growth, maturation and development, psychosocial development, psychometric testing, screening and early intervention, common behavioural disorders, cognitive developmental disabilities, educational issues, rehabilitation and the management of social problems such as child abuse. The paediatric heritage therefore has to be superimposed on psychiatry, psychology, neurology, education, social work, the communication sciences, occupational and physical therapy and many more.

Because of the nature of this subspecialty, professionals who work in the field have to develop some unique characteristics. They need to be intellectually eclectic, dealing with gradation rather than absolutes. Their view has to be longitudinal and developmental. They have to deal with nature versus nurture interactions and often have to bridge gaps between science and clinical practice. They have to be committed to multidisciplinary collaboration in problem solving.

1.1.1 *Specific outcomes*

On completion of training the candidate must be able to manage children with special needs, whether at risk for, or with established neuro-developmental disabilities. They should have the skills to act as a resource for other professionals. They must be able to assist in training, research and the development of programmes, whether the focus is prevention, intervention or therapeutic.

1.2 Training

1.2.1 *Objectives*

At the end of the training the candidate must be able to pass an examination set by the CMSA.

1.2.1.1 **Knowledge**

The candidate must have a comprehensive knowledge of:

- Neuro-scientific basis underlying child development and specific health conditions affecting development, including neuro-psychology and neuro-pharmacology, also clinical genetics.
- Normal and abnormal development of the child including physical, psychological, cognitive, social and educational development.
- Identification, assessment and management of children with developmental disability and behaviour problems.
- Related areas including health therapies, rehabilitation, neurology, surgical disabilities, psychiatry and community paediatrics
- The impact of culture, social issues and socio-pathology (eg child abuse) on developmental issues.

1.2.1.2 **Skills**

The candidate must be able to:

- Assess, diagnose, treat and manage children with disability and behavioural difficulties.
- Manage a wide variety of clinical problems and conditions commonly encountered in Developmental Paediatrics, after adequate clinical exposure
- Do psychometric assessments (be registered to do at least one), and interpret tools for screening, surveillance, perception and special senses
- Interpret special investigations such as neuro-imaging, hearing tests, perception, etc
- Communicate and have counselling skills

2.1.3 Research proficiency

The candidate must be able to:

- Demonstrate proficiency in principles of research and application to clinical practice and epidemiology.
- Demonstrate adequate knowledge of clinical research methods, biostatistics, epidemiology and ethics, essential in patient-based research projects.

The candidate must participate in research during the training period that must lead to at least one presentation at a national Paediatric conference, but the submission of one manuscript to a peer reviewed journal would be preferable.

1.2.1.4 Organisation and Management

The candidate must be able to:

- Manage a multidisciplinary team and co-ordinate service programmes.

1.2.1.5 Ethical issues

The candidate must be able to:

- Implement ethical standards
- Discuss and comprehend relevant ethical issues in developmental medicine

1.3 The training institution

- a) An institution/hospital offering a training programme in Developmental Paediatrics must be registered with The Medical and Dental Professional Board of the Health Professions Council of South Africa.
- b) The training programme must have a programme director.
- c) The training should extend over a 24-month period, which may be divided into sections of not less than 3 months in length.
- d) It is possible to complete the programme at different institutions, provided that various institutions comply with the above conditions.
- e) Specific criteria have been drawn up as a guide for institutions for training in Developmental Paediatrics.

1.3.1 *Methods for achieving the goals*

- a) Exposure to fulltime experience in Developmental Paediatrics with significant responsibility for patient management under close supervision by the training staff.
- b) Active participation in patient discussions, journal clubs etc.
- c) Participation in theoretical courses provided by the institution.
- d) Participation in clinical research. (see 1.2.1.3)
- e) Active participation in local, national and international seminars, postgraduate courses, symposia and congresses.
- f) Teaching (Registrars, Interns, Nursing Staff and allied professions).

APPENDIX B

1.0 FORMAT AND CONDUCT OF THE EXAMINATION

1.1 Evaluation of Competence

- 1.1.1 Evaluation of overall competence of the trainee will be based on:
- an appraisal by the Head of Unit/Division/Department of the institution where training was undertaken
 - an examination under the auspices of the Colleges of Medicine of South Africa (CMSA).

2.0 PORTFOLIO

- 2.1 A portfolio/logbook is a mandatory requirement for entry to the examination.
- 2.2 The portfolio for the sub-specialty can be found on the CMSA website.
- 2.3 The portfolio includes six-monthly formative assessments (as a minimum) made by the supervisor/divisional head, which is signed by both candidate and trainer. These assessments should, however, be kept confidential and should not be submitted to the CMSA.
- 2.4 Each candidate will be expected to submit their portfolio/logbook to the CMSA by 15 January or 15 June of each year (for the relevant March or August examination).
- 2.5 Portfolios are viewed by the HOD and satisfactory performance must be indicated in their letter to the CMSA

3.0 EXAMINATION CONVENORS

- 3.1 A list of potential convenors will be provided by the College of Paediatricians (hereafter referred to as the "College").
- 3.2 The College will select convenors for each examination.
- 3.3 In the case of a convenor from each examining centre not being represented on the convenors' list, the College Council may at its discretion appoint a convenor from another centre for a particular examination.

4.0 CONVENOR RESPONSIBILITIES

The Convenor will:

- 4.1 Recommend an examiner's panel from the approved list of examiners supplied by the College.
- 4.2 Be sensitive to the following issues in selecting examiners:
- Rotation of examiners (representation from different centres)
 - Exposure of junior sub-specialists (new examiners)
 - Representation from different centres in South Africa (must have representation from three different centres, except in exceptional circumstances)
 - The CMSA's transformation goals.
- 4.3 Forward the recommended examiners' panel to the College for approval
- 4.4 Recommend a moderator for the examination to the College.
- 4.5 Forward a copy of the draft written paper to the College for review by the moderator.
- 4.6 Submit a written report to the College Council after each examination outlining the conduct of the examination, marks achieved, success rates, problems identified and recommendations for future examinations. This report will also be sent to the Head of each training centre and the CMSA Examinations office.

5.0 EXAMINER SELECTION

- 5.1 Examiners will be appointed by the College following recommendation by the convenor.
- 5.2 A Certificate examiner must be registered with the Health Professional Council of South Africa (HPCSA) as a sub-specialist, and should be at least two years post his or her certification examination or registration as a sub-specialist.
- 5.3 Use of a non-specialist examiner or one from an allied subspecialty must be motivated for in writing to the College.
- 5.4 The examination panel will consist of three examiners, including the convenor. This number of examiners is considered fair to the needs of the candidate and the CMSA.
- 5.5 Any request to alter the examiner numbers for an individual examination must be motivated in writing to the College.
- 5.6 The written and oral/OSCE examinations will be conducted by the same set of examiners.
- 5.7 An examiner will not necessarily be excluded if he/she is the trainer/supervisor of the candidate.

- 5.8 Ideally, no more than one examiner will be chosen from any single centre in South Africa for each examination.
- 5.9 The selection of Certificate examiners will be independent of the FC Paed(SA) Part II examiner selection process.
- 5.10 Whenever possible the same examiner should not be involved in a Certificate examination and a FC Paed(SA) Part II examination simultaneously.
- 5.11 The CMSA Academic Office will be responsible for notifying examiners about their selection for an individual examination.

6.0 MODERATORS

- 6.1 In order to adhere to CMSA standards and for quality assurance, a process of 'moderation' of each examination is considered necessary.
- 6.2 A moderator shall be appointed by the College for the Certificate examination. This individual will ideally be a senior member of the sub-specialty.
- 6.3 Prior to the conduct of the written examination, the moderator will check that the examination questions and marking memorandum reflect a fair spread of the curriculum (reliability), match the curriculum (validity), and that the mark allocation of the questions is fair and appropriate.
- 6.4 The moderator will complete a report and return this to the College and the CMSA at the end of each examination. The College will formally review the report.

7.0 STRUCTURE OF THE EXAMINATION

- 7.1 The Certificate examination has two components:
- a) A written component
 - b) A oral/OSCE/OSPE/clinical component.
- 7.2 Each of the two components contributes 50% to the overall mark
- 7.3 The pass mark for the overall exam is 50%.
- 7.4 A sub-minimum pass mark of 50% is expected for each of the two (written and the oral/OSCE/clinical) components of the examination.
- 7.5 There are no sub-minima for individual papers, questions or sub-sections of the OSCE/oral/clinical examination.

8.0 EXAMINATION CENTRE

- 8.1 Ideally the centre/region hosting the FC Paed(SA) Part II examination will be the host centre for each Certificate examination.
- 8.2 The Convenor of the examination will preferably, but not necessarily, originate from that centre/region.
- 8.3 Exceptions may be granted where there is no suitable Convenor based at that centre/region or the sole candidate in an examination is from the host centre.

9.0 WRITTEN EXAMINATION

- 9.1 Certificate examinations will comprise of two three-hour written papers.
Paper I will consist of 4 long questions or scenarios (may contain sub-parts), worth 25 marks each (each examiner shall submit 2 such questions to the Convenor).
Paper II will consist of 10-12 short questions, worth 10 marks each (each examiner to submit 5 such questions to the Convenor).
- 9.2 A marking memorandum – a basic outline to the expected answer - will be provided, by each examiner at the time of question acceptance, including an indication of the allocation of marks for each section/part answer.
- 9.3 The language of written papers will follow College recommendations.

10.0 CLINICAL / ORAL / OSCE EXAMINATIONS

- 10.1 There will be a Structured Oral Examination (SOE) conducted as follows:
The examination will comprise of :
5 stations of 20 minutes duration each
- The examination material may include case histories and test results, still images, photos, diagrams, short clinical video clips and radiology imaging.
 - The examination material may be presented as a PowerPoint presentation
 - The examination will be conducted remotely using Zoom-based IT link(s) with examiner(s).

11.0 MARKING OF THE EXAMINATION:

- 11.1 A Score of 50% or more will be deemed an overall pass score for each component of the examination.
- 11.2 A memorandum with mark allocation per question will be used for each component of the examination.
- 11.3 The marks for the Structured Oral Examination will be combined to obtain an average score
- 11.4 The final mark
 - Written paper 50%
 - Structured Oral Examination 50%

12.0 RESPONSIBILITY OF THE COLLEGE IN THE EXAMINATION PROCESS

- 12.1 Selection of Convenors, examiners, and moderators.
- 12.2 Monitoring of the conduct of each Certificate examination.
- 12.3 Reviewing all aspects of each examination on completion.
- 12.4 Tracking performance and success rates in individual examinations.

13.0 APPEALS PROCESS

- 13.1 The CMSA has an appeals process that will be followed.

APPENDIX C

1.0 RECOMMENDED READING

This list will only be compiled as the programmes are developed.

1.1 Books

1.2 Journals

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