



**FACULTY OF  
PAEDIATRICS**

ROYAL COLLEGE OF  
PHYSICIANS OF IRELAND

International Clinical Fellowship Programme in

# PAEDIATRIC ALLERGY AND PULMONOLOGY

OUTCOME-BASED EDUCATION – OBE CURRICULUM



This ICFP curriculum in Paediatric Allergy and Pulmonology was developed in 2025 by Dr Juan Trujillo (Consultant Paediatrician with a special interest in Allergy) and the RCPI Workplace Education Team. It is approved by the Specialist Training Committee in Paediatrics and the Faculty of Paediatrics.

Version	Date Published	Last Edited By	Version Comments
1.0	March 2025	Mariangela Esposito	New curriculum in OBE format

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## 1. INTRODUCTION

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*This section includes information on the structure and management of this Clinical Fellowship Programme (ICFP). For specific policies and procedures please contact your Programme Coordinator.*

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## 1.1. ICFP Overview

The International Clinical Fellowship Programme (ICFP) provides a route for overseas doctors wishing to undergo structured and advanced postgraduate medical training in Ireland. The ICFP enables suitably qualified overseas postgraduate medical Trainees to undertake a fixed period of active training in clinical services in Ireland.

The purpose of the ICFP is to enable overseas Trainees to gain access to structured training and active clinical environments, to enhance and improve the individual's medical training and learning and, in the medium to long term, the health services in their own countries.

This ICFP will allow participants to access a structured period of training and experience as developed by the Royal College of Physicians of Ireland (RCPI) to specifically meet the clinical needs of participants as defined by their home country's health service.

Core elements of all programmes include:

- Patient care that is appropriate, effective and compassionate in dealing with health problems and health promotion.
- Medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and application of such knowledge in patient care.
- Interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professionals, the scientific community and the public.
- Appraisal and utilisation of new scientific knowledge to update and continuously improve clinical practice.
- Capability to be a scholar, contributing to development and research in the field of the chosen specialty.
- Professionalism.
- Ability to understand health care and identify and carry out system-based improvement of care.

## 1.2. ICFP in Paediatric Allergy and Pulmonology

This ICFP aims to offer comprehensive training in Paediatric Allergy and Pulmonology, building on the general paediatrics training, it will also provide exposure to specialties aligned with allergy and pulmonology including Dermatology and Clinical and Laboratory Immunology.

The curriculum for this Fellowship aligns with the curricula of the European Academy of Allergy and Clinical Immunology (EAACI) and European Respiratory Society (ERS) training for Paediatric Pulmonology.

### 1.3. Training Programme Duration and Organisation of Training

The period of clinical training provided for this ICFP is 2 years.

Each post within the programme has a named trainer/educational supervisor and programmes are under the direction of the National Specialist Director(s) of the relevant medical speciality to be confirmed by the College.

Successful completion of this ICFP will result in the participant being issued with a formal Certificate of completion for the International Fellowship Programme by the Royal College of Physicians of Ireland. This Certificate will enable the participant's training body in their sponsoring home country to formally recognise and accredit their time spent training in Ireland.

Appointed International Fellows are:

- enrolled with RCPI and are under the supervision of a consultant doctor registered on the Specialist Division of the Register of Medical Practitioners maintained by the Irish Medical Council and who is an approved consultant trainer.
- registered on the Supervised Division of the Register of Medical Practitioners maintained by the Medical Council in Ireland.
- agreeing on a training plan with their trainers at the beginning of each training year.
- directly employed and directly paid by their sponsoring state at a rate appropriate to their training level in Ireland and benchmarked against the salary scales applicable to NCHD in Ireland.

### 1.4. Programme Management

- Coordination of the training programme lies with the Training Department at RCPI.
- The training year usually runs from July to July in line with National Higher Specialist Training programmes.
- Each International Fellow will be issued with a training agreement on appointment to the training programme and will be required to adhere to all policies and procedures relating to ICFP.
- Annual evaluations usually take place between April and June each year.
- International Fellows will be registered to the ePortfolio and will be expected to fulfil all requirements relating to the management of yearly training records.

### 1.5. ePortfolio

International Fellows will be required to keep their ePortfolio up to date and maintained throughout their Fellowship training. The ePortfolio will be countersigned as appropriate by the supervising Trainer to confirm the satisfactory fulfilment of the required training experience and the acquisition of the competencies set out in the Curriculum. This will remain the property of the International Fellow and must be produced at the End of Year Evaluation meeting. At the End of Year Evaluation, the ePortfolio will be examined. The results of any assessments and reports by the named trainer/educational supervisor, together with other material capable of confirming the International Fellow's achievements, will be reviewed.

## 2. CORE PROFESSIONAL SKILLS

*This section refers to the core professional skills that every International Fellow training in Ireland is expected to comply with. These are detailed by the Irish Medical Council as Guidelines for Good Professional Practice.*

*The Medical Council has defined **eight domains of good professional practice**.*

*These domains describe a framework of competencies applicable to all doctors across the continuum of professional development from formal medical education and training through to maintenance of professional competence. They describe the outcomes which doctors should strive to achieve and doctors should refer to these domains throughout the process of maintaining competence.*



Comhairle na nDochtúirí Leighis  
Medical Council

### **Eight Domains of Good Professional Practice as devised by Medical Council**



### 3. SPECIALTY SECTION - Training Goals in Paediatric Allergy and Pulmonology

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*This section includes the Specialty Training Goals that the International Fellow should achieve by the end of the ICFP.*

*Each Training Goal is broken down into specific and measurable training outcomes. Per each training outcome, International Fellows can record workplace-based assessments (DOPS, MiniCEX, CBD) and Feedback Opportunities on ePortfolio.*

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#### Specialty Training Goals

**Training Goal 1.**

Basic Knowledge of Immunology and Allergic Diseases

**Training Goal 2.**

Basic Knowledge of Pulmonology Physiology

**Training Goal 3.**

Diagnosis and Management of Allergic and Pulmonology Diseases

**Training Goal 4.**

Paediatric Allergy and Pulmonology Skills



## Training Goal 1 – Basic Knowledge of Immunology and Allergic Diseases

By the end of this Fellowship, the International Fellow is expected to gain comprehensive knowledge and skills in Paediatric Allergology in order to understand, diagnose, manage, and prevent allergic diseases in children.

### OUTCOME 1 – UNDERSTAND IMMUNE RESPONSE AND IMMUNOREGULATORY MECHANISMS

For the International Fellow to demonstrate an understanding of the immune response and immunoregulatory mechanisms.

### OUTCOME 2 – EXPLAIN THE PATHOGENESIS OF ALLERGIC DISEASES

For the International Fellow to explain the pathogenesis of hypersensitivity and allergic diseases, including asthma, allergic rhinitis, atopic dermatitis, and food allergies.

### OUTCOME 3 – ANALYSE THE EPIDEMIOLOGY OF ALLERGIC DISEASES

For the International Fellow to analyse the epidemiology of allergic diseases in paediatric patients, both on a national scale and worldwide.

### OUTCOME 4 – ASSESS THE INFLUENCE OF GENETIC AND ENVIRONMENTAL FACTORS

For the International Fellow to assess the influence of genetic and environmental factors on the development of allergic diseases in children.

### OUTCOME 5 – DESCRIBE THE CLINICAL COURSE OF ALLERGIC DISEASES

For the International Fellow to demonstrate competency in describing the clinical course of allergic diseases from infancy to adulthood.

### OUTCOME 6 – EVALUATE PREVENTION STRATEGIES

For the International Fellow to evaluate primary, secondary and tertiary prevention strategies for allergies in paediatric patients.

## Training Goal 2 – Basic Knowledge of Pulmonology Physiology

By the end of this Fellowship, the International Fellow is expected to develop a comprehensive understanding of paediatric respiratory physiology, encompassing the structural and functional development of the respiratory system, respiratory mechanics, and the physiological principles underlying pulmonary function tests.

### OUTCOME 1 – DEMONSTRATE KNOWLEDGE OF THE PAEDIATRIC RESPIRATORY SYSTEM

For the International Fellow to demonstrate knowledge of the developmental anatomy and physiology of the paediatric respiratory system, including ventilation-perfusion dynamics and gas exchange mechanisms.

### OUTCOME 2 – DEMONSTRATE UNDERSTANDING OF RESPIRATORY MECHANICS

For the International Fellow to demonstrate an understanding of respiratory mechanics, including lung compliance and airway resistance.

### OUTCOME 3 – DEMONSTRATE UNDERSTANDING OF PULMONOLOGY PHYSIOLOGY

For the International Fellow to demonstrate an understanding of the physiological basis of spirometry and lung volume measurements.

## Training Goal 3 – Diagnosis and Management of Allergic and Pulmonology Diseases

By the end of this Fellowship, the International Fellow is expected to cultivate expertise in allergy and pulmonology diagnosis and assessment in order to accurately identify and interpret conditions in paediatric patients through a comprehensive understanding of diagnostic methods and immune response mechanisms.

### OUTCOME 1 – DEFINE ALLERGY AND ATOPY

For the International Fellow to define allergy and atopy and differentiate between them, applying knowledge in routine and scientific allergy tests interpretation.

### OUTCOME 2 – DEMONSTRATE UNDERSTANDING OF THE BAT

For the International Fellow to demonstrate an understanding of the significance of the Basophil Activation Test (BAT) and interpret its results.

### OUTCOME 3 – DESCRIBE AND INTERPRET CHALLENGE TESTS

For the International Fellow to describe and interpret challenge tests for allergens and routes of exposure and explain methods for in vitro IgE and IgG testing including multiplex array tests like Alex and/or ISAC.

### OUTCOME 4 – EVALUATE METHODS FOR DETERMINING MEDIATORS

For the International Fellow to evaluate methods for determining mediators of allergic inflammation and assess indications for allergy testing.

### OUTCOME 5 – INTERPRET MORPHOLOGICAL AND FUNCTIONAL ASSESSMENTS

For the International Fellow to interpret morphological and functional assessments of immune response mechanisms and test validity.

### OUTCOME 6 – DEMONSTRATE UNDERSTANDING OF COMMON PAEDIATRIC RESPIRATORY DISEASE

For the International Fellow to demonstrate knowledge of the epidemiology, aetiology, pathophysiology, and clinical presentation of common paediatric respiratory diseases (e.g., asthma, cystic fibrosis, bronchopulmonary dysplasia, pneumonia).

### OUTCOME 7 – RECOGNISE, ASSESS AND DIAGNOSE RESPIRATORY CONDITIONS

For the International Fellow to identify and evaluate key respiratory symptoms (e.g., wheezing, chronic cough, stridor, dyspnoea), correlate them with underlying diseases and interpret relevant diagnostic tools, including chest X-rays, spirometry, blood gas analysis, and other pulmonary function tests, to aid in accurate diagnosis.

### OUTCOME 8 – FORMULATE AND IMPLEMENT TREATMENT PLANS

For the International Fellow to develop and implement evidence-based treatment strategies for paediatric respiratory diseases, incorporating pharmacological (e.g., bronchodilators, corticosteroids, antibiotics) and non-pharmacological (e.g., physiotherapy, oxygen therapy) approaches.

### OUTCOME 9 – RECOGNISE AND INITIATE MANAGEMENT OF EMERGENCIES

For the International Fellow to recognise and initiate appropriate interventions for acute and life-threatening respiratory conditions, such as asthma exacerbations, pneumonia with respiratory distress, and respiratory failure.

## Training Goal 4 – Paediatric Allergy and Pulmonology Skills

By the end of this Fellowship, the International Fellow will gain comprehensive knowledge and skills in paediatric allergology and respiratory medicine, enabling them to accurately assess, diagnose, and manage a wide range of allergy and respiratory disorders in children.

### OUTCOME 1 – PERFORM AN ALLERGY AND RESPIRATORY HISTORY-TAKING

For the International Fellow to take a detailed allergy and respiratory history, identifying relevant environmental and genetic risk factors.

### OUTCOME 2 – PERFORM A RESPIRATORY AND ALLERGY PHYSICAL EXAMINATION

The International Fellow should be able to perform a structured respiratory and allergy-focused physical examination, recognising key clinical signs.

### OUTCOME 3 – PERFORM AND INTERPRET PULMONARY FUNCTION TESTS

For the International Fellow to perform and interpret pulmonary function tests in paediatric patients, including spirometry, lung volumes, and bronchial provocation testing.

### OUTCOME 4 – EVALUATE AND INTERPRET IMAGING MODALITIES

For the International Fellow to evaluate and interpret imaging modalities, including chest radiography, computed tomography (CT), and bronchoscopy, in paediatric respiratory assessments.

### OUTCOME 5 – PERFORM AND INTERPRET ALLERGY AND IMMUNE RESPONSE TESTING

For the International Fellow to perform and interpret:

- skin prick tests and specific IgE tests for common allergens.
- allergy challenge tests (e.g., food, drug, and respiratory allergen challenges) in a safe and controlled environment.
- immune response tests, including IgE, IgG, and basophil activation tests (BAT), and apply results to clinical decision-making.

### OUTCOME 6 – DEMONSTRATE AN UNDERSTANDING OF SLEEP-DISORDERED BREATHING

For the International Fellow to demonstrate an understanding of the pathophysiology and physiological manifestations of sleep-disordered breathing, including obstructive sleep apnoea, upper airway resistance syndrome, and hypoventilation syndromes in children.

### OUTCOME 7 – COMMUNICATE EFFECTIVELY

For the International Fellow to effectively communicate allergy and respiratory physiology concepts to patients, caregivers, and healthcare teams.

### OUTCOME 8 – COLLABORATE IN THE CARE OF THE PATIENT

For the International Fellow to collaborate with dietitians, physiotherapists, sleep specialists, and immunologists in the evaluation and care of children with allergic and respiratory conditions.

## 4. COMPLEMENTARY TRAINING AND EDUCATIONAL ACTIVITIES

### 4.1. Training Activities

The International Fellow is expected to participate in different Training Activities in a variety of settings, such as Outpatient Clinics; Ward Rounds; Consultations; Emergencies/Complicated Cases; Grand Rounds; Multidisciplinary Team Meetings; Clinical Audits.

Specific requirements for this ICFP are outlined in the final section of this document ([Summary Table of Expected Experience](#)).

### 4.2. Educational Activities

The International Fellow will also be invited to attend all **Paediatrics Study Days** and could be eligible to complete the **HST Taught Programme in Paediatrics**.

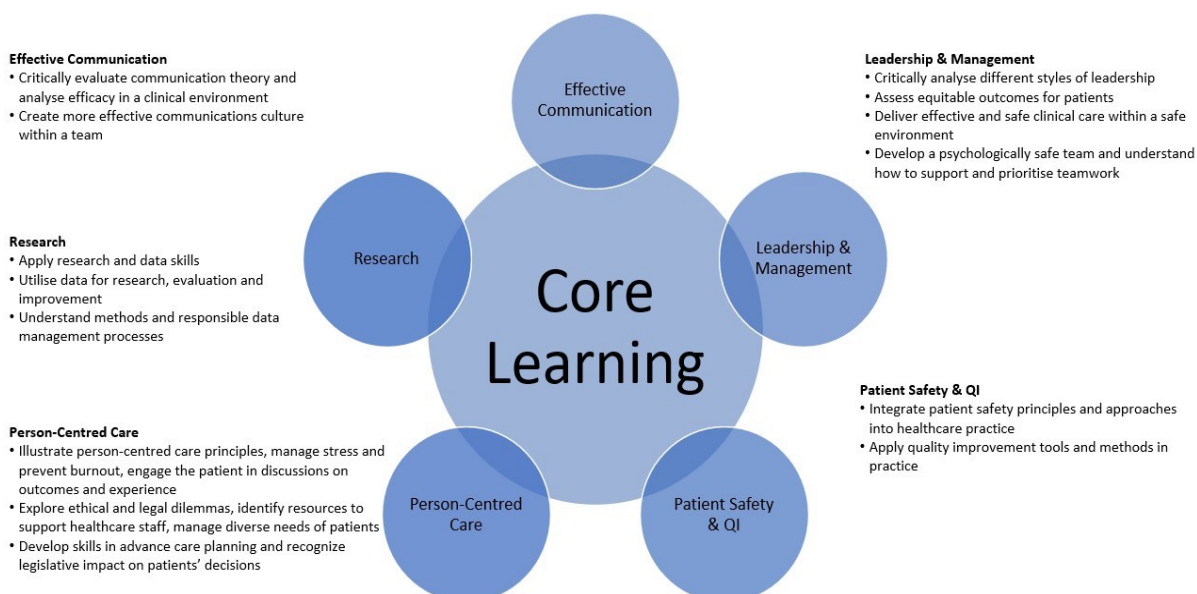
The RCPI Taught Programme consists of a series of modular elements. Content delivery is a combination of self-paced online material, live virtual tutorials, and in-person workshops, all accessible in one area on the RCPI's virtual learning environment (VLE), RCPI Brightspace.

The live virtual tutorials are delivered by Tutors related to Paediatrics and they will use specialty-specific examples throughout each tutorial.

International Fellows can be assigned to a tutorial group with the HST Trainees from the Faculty of Paediatrics starting in July.

The assigned supervisor/clinical lead determines whether it is appropriate for the International Fellow to attend the Taught Programme or portions of it.

The diagram below illustrates the content covered by the Taught Programme.



## 5. ASSESSMENT GUIDELINES

The progression of the International Fellow throughout the programme is monitored and evaluated making use of both formative and summative assessments.

### Formative Assessment

- Focuses on continuous feedback and developmental growth.
- Includes multiple opportunities for reflection, discussions, and skill evaluations throughout the training period.
- Helps identify areas for improvement and supports ongoing learning.

### Summative Assessment

- Provides a final judgment of competency at various stages of training.
- Involves formal evaluations and workplace-based assessments.
- Used to assess whether the trainee meets the necessary standards to progress in training or achieve certification (e.g. examination).

### WBAs in use at RCPI

Workplace-based assessments (WBAs) refer to those assessments used to evaluate Trainees' daily clinical practices employed in their work setting. These are primarily based on the observation of Trainees' performance by Trainers.

RCPI employs a variety of WBAs with different focuses:

- Observation of clinical practice: this can be evaluated using structured assessments such as via MiniCEX and DOPS.
- Discussion of clinical cases: this can be formally evaluated via Case Based Discussion (CBD) and it is mostly used to assess clinical judgment and decision-making.
- Informal Feedback: this can be gathered by different trainers, colleagues and recorded via Feedback Opportunity Form available on ePortfolio.
- Mandatory Evaluations: these are bound to specific events or times of the academic year. For these at RCPI we use the Quarterly Assessment/End of Post Assessment and End of Year Evaluation.

### Recording WBAs on ePortfolio

It is expected that WBAs are logged on an electronic portfolio. Every International Fellow has access to an individual ePortfolio where they must record all their assessments, including WBAs. By recording assessments on this platform, ePortfolio serves both the function to provide an individual record of the assessments and to track International Fellows' progression.

Below is a table of all the assessments available for this ICFP and a brief explanation of each.

WORKPLACE-BASED ASSESSMENTS	
<b>CBD   Case Based Discussion</b>	<p>This assessment is developed in three phases:</p> <ol style="list-style-type: none"> <li>1. Planning: The International Fellow selects two or more medical records to present to the Trainer who will choose one for the assessment. International Fellow and Trainer identify one or more training goals in the curriculum and specific outcomes related to the case. Then the Trainer prepares the questions for discussion.</li> <li>2. Discussion: Prevalently, based on the chosen case, the Trainer verifies the International Fellow's clinical reasoning and professional judgment, determining the International Fellow's diagnostic, decision-making and management skills.</li> <li>3. Feedback: The Trainer provides constructive feedback to the International Fellow. It is good practice to complete at least one CBD per quarter in each year of training.</li> </ol>
<b>DOPS   Direct Observation of Procedural Skills</b>	<p>This assessment is specifically targeted at the evaluation of procedural skills involving patients in a single encounter.</p> <p>In the context of a DOPS, the Trainer evaluates the International Fellow while they are performing a procedure as a part of their clinical routine. This evaluation is assessed by completing a form with pre-set criteria, then followed by direct feedback.</p>
<b>MiniCEX   Mini Clinical Examination Exercise</b>	<p>The Trainer is required to observe and assess the interaction between the International Fellow and a patient. This assessment is developed in three phases:</p> <ol style="list-style-type: none"> <li>1. The International Fellow is expected to conduct a history taking and/or a physical examination of the patient within a standard timeframe (15 minutes).</li> <li>2. The International Fellow is then expected to suggest a diagnosis and management plan for the patient based on the history/examination.</li> <li>3. The Trainer assesses the overall International Fellow's performance by using the structured ePortfolio form and provides constructive feedback.</li> </ol>
<b>Feedback Opportunity</b>	<p>Designed to record as much feedback as possible. It is based on observation of the International Fellows in any clinical and/or non-clinical task. Feedback can be provided by anyone observing the International Fellow (peer, other supervisors, healthcare staff, juniors). It is possible to turn the feedback into an assessment (CDB, DOPS or MiniCEX)</p>
MANDATORY EVALUATIONS	
<b>QA   Quarterly Assessment</b>	<p>As the name suggests, the Quarterly Assessment recurs four times in the academic year, once every academic quarter (every three months).</p> <p>It frequently happens that a Quarterly Assessment coincides with the end of a post, in which case the Quarterly Assessment will be substituted by completing an End of Post Assessment. In this sense the two Assessments are interchangeable, and they can be completed using the same form on ePortfolio.</p>
<b>EOPA   End of Post Assessment</b>	<p>However, if the International Fellow will remain in the same post at the end of the quarter, it will be necessary to complete a Quarterly Assessment. Similarly, if the end of a post does not coincide with the end of a quarter, it will be necessary to complete an End of Post Assessment to assess the end of a post.</p> <p>This means that for every specialty and level of training, a minimum of four Quarterly Assessment and/or End of Post Assessment will be completed in an academic year as a mandatory requirement.</p>
<b>EOYE   End of Year Evaluation</b>	<p>The End of Year Evaluation occurs once a year and involves the attendance of an evaluation panel composed of the National Specialty Directors (NSDs); the Specialty Coordinator attends too, to keep records of and facilitate the meeting. The assigned Trainer is not supposed to attend this meeting unless there is a valid reason to do so. These meetings are scheduled by the respective Specialty Coordinators and happen sometime before the end of the academic year (between April and June).</p>

## 6. SUMMARY TABLE OF EXPECTED EXPERIENCE

This table offers a blueprint of all the activities that are part of this ICFP and it summarises the type and frequency of the expected experience that should be completed and recorded on the ePortfolio.

Experience Type	Required/ Desirable	Expected Frequency
<b>Training Plan</b>		
<b>Personal Goals Plan</b> (Copy of agreed Training Plan for the module signed by both International Fellow & Trainer at the beginning of the Training year)	Required	1 per year
<b>Sample of Weekly Timetable</b> (per post)	Required	1 per post
<b>Training Activities</b>		
<b>Clinics</b>		
Allergy	Required	As available
Dermatology	Required	As available
Respiratory	Required	As available
<b>Ward Rounds/Consultations</b>		
Inpatient Clinical Immunology	Required	As available
Day Case Admissions	Required	As available
<b>Cases Experience</b>		
Immunodeficiency disorders in children	Required	As available
Immunotherapy for inhaled allergens	Required	As available
<b>Educational Activities</b>		
<b>In-house activities</b>		
Grand Rounds	Required	As available
Journal Club	Required	As available
MDT Meetings	Required	As available
<b>Teaching Attendance</b> (1 per month on average)		
Lecture	Required	
Teaching	Required	
RCPI Taught Programme	Required	1 Tutorial online every 3 months
<b>Research</b>	Required	1
<b>Clinical Audit activities and reporting</b>	Required	1
<b>Publications</b>		
Peer-reviewed publications per year (case series, case reports, reviews, others)	Required	1
Clinical protocols/pathways/guideline development projects	Required	1
<b>Presentations</b>		
Poster/oral presentations annually at international conferences on paediatric allergy and or pulmonology	Desirable	
<b>National/International meetings</b> Irish Association of Allergy and Immunology, Dublin Allergy and Immunology Group (DAIG) European Society of Respiratory Medicine (ERS) European academy of allergy and clinical immunology (EAACI)	Required	Attend at least 1 from the list



Experience Type	Required/ Desirable	Expected Frequency
International course Paediatric allergy and asthma meeting (PAAM) International Symposium on Molecular Allergology and the European Rhinallergy Meeting (ISMA-RHINA) Food Allergy Anaphylaxis Meeting (FAAM-EUROBAT) International Severe Asthma Forum (ISAF) Drug Hypersensitivity meeting (DHM) Skin Allergy Meeting (SAM) British Society of allergy and Clinical Immunology (BSACI) Academy of Paediatric Respiratory Medicine (ERS)		
<b>Additional Activities</b>		
Liaison with other sites	Desirable	
Promote allergy in Regional Centres	Desirable	
Committee Attendance	Desirable	
<b>Assessments and Evaluations</b>		
<b>Workplace-Based Assessments (WBAs)</b>		
Case Based Discussion	Required	1 per programme
Mini-CEX	Required	2 per programme
DOPS	Required	1 per programme
Feedback Opportunity (1 every 3 months)	Required	4 per year
<b>Examinations</b>		
EU allergy knowledge exam	Desirable	
<b>Mandatory Evaluations</b>		
Quarterly Assessment (1 every 3 months)	Required	4 per year
End of Year Evaluation	Required	1 per year