

2024 Core Curriculum Capabilities in Practice (CiPs) as a result of the Advanced Training Review

The changes to some key skills and descriptors resulting from the Advanced Training Review are denoted in blue print. These changes were necessary to strengthen the descriptors as these are all general skills a consultant obstetrician or gynaecologist must have. The doctor will build on these skills by developing a special or subspecialty interest.

CAPABILITIES IN PRACTICE

Professional Identity 1: Healthcare professional	
CiP 1: The doctor is able to apply medical knowledge, clinical skills and professional values for provide high-quality and safe patient-centred care.	
Key skills	Descriptors
Able to take history and perform clinical examination and use appropriate investigations to establish diagnosis	<ul style="list-style-type: none"> ● Can take a detailed, focused history, including details of current medication. ● Conducts appropriate clinical examinations. ● Documents clinical encounters in an accurate, complete, timely and accessible manner, in line with legal requirements. ● Can select appropriate investigations and interpret results. ● Lists possible diagnoses and applies clinical judgement to arrive at a working diagnosis.
Facilitates discussions	<ul style="list-style-type: none"> ● Uses empathy, respect and compassion when communicating with a patient to build trust and independence. ● Modifies their approach to the patient when cultural background or personal values may have an impact on engagement and care.
Ability to facilitate women's decision making	<ul style="list-style-type: none"> ● Considers the views, preferences and expectations of patients and their families to put together a patient-centred management plan. ● Shares information with patients and their families clearly, in a timely, non-judgmental fashion and facilitates communication. This includes using a translator, advocate or supporter, when needed. ● Recognises limitations and escalates care, where appropriate.

	<ul style="list-style-type: none"> ● Creates the conditions for informed consent to be given, explaining the risks and benefits of, or the rationale for, a proposed procedure or treatment.
Provides treatment	<ul style="list-style-type: none"> ● Demonstrates a commitment to high-quality care, which is safe and effective and delivers a good patient experience. ● Prescribes medicines, blood products and fluids correctly, accurately and unambiguously in accordance with GMC and other guidance. ● Demonstrates understanding of infection control and hospital-acquired infection when treating infection in women. ● Demonstrates an ability to deal with complex situations, including drug contraindications and side effects ● Determines responsibility for follow up, including appropriate intervals for monitoring, location of care, instructions on accessing emergency help and changing or cancelling appointments. ● Provides the patient with a comprehensive postoperative explanation of the operative findings and procedure undertaken. ● Works effectively within a multiprofessional team to meet the needs of the individual ● Can make referrals for complex cases.
Evidence to inform decision	
<ul style="list-style-type: none"> ● CbD ● Mini-CEX ● Reflective practice 	<ul style="list-style-type: none"> ● TO2 (includes SO) ● NOTSS ● MRCOG Part 3
Mapping to GPCs	
<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills dealing with complexity and uncertainty ● Clinical skills (history taking; diagnosis and management; consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control; and communicable diseases) <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative requirements <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety 	



CiP 2: The doctor is able to work effectively within health organisations.	
Key skills	Descriptors
Aware of the healthcare systems in the four nations of the UK	<ul style="list-style-type: none">● Understands the NHS constitution and its founding principles.● Understands how healthcare services are currently commissioned and funded and the key organisational structures.● Understands the role of the UK government and the agencies and public bodies who work with the department of health.● Appreciates the role of third sector organisations in healthcare.● Demonstrates an awareness of budget and resource management.
Aware of and adheres to legal principles and professional requirements	<ul style="list-style-type: none">● Understands the legislative and regulatory framework within which healthcare is provided in the four nations of the UK.● Follows GMC guidance on professionalism and confidentiality (Adheres to GMC Good Medical Practice).● Understands the human rights principles and legal issues surrounding informed consent and respectful care – including key legal rulings.● Understands the role of the obstetrician in safeguarding children.● Demonstrates awareness of areas of conscientious objection in themselves, their colleagues and their patients. Is able to respect diverse viewpoints while maintaining their duty of care to the woman/patient.
Aware of ethical principles	<ul style="list-style-type: none">● Understands ethical principles and how these underpin practice.● Acts professionally in difficult ethical situations.
Participates in clinical governance processes	<ul style="list-style-type: none">● Follows safety processes that exist locally and nationally.● Actively engages in a culture that promotes safety.● Understands the ways in which incidents can be investigated and the theory that underpins this.● Participates in incident investigations and links recommendations to quality improvement.● Discloses harmful patient safety incidents to patients and their families accurately and appropriately (exercises within the duty of candour legislation).

	<ul style="list-style-type: none"> ● Demonstrates humanity and empathy for both first and second victims of adverse incidents. ● Actively engages with and learns from women and their families in improving patient safety and experience.
Works effectively within the digital environment	<ul style="list-style-type: none"> ● Understands the principles of data governance and legislation around data protection. ● Understands the need for proactive and responsible interaction with digital platforms. ● Effectively signposts patients and health professionals to patient support websites and newsletters. ● Is able to work with patients to interpret information in the public domain. ● Maintains an appropriate digital persona, e.g. on social media. ● Demonstrates ability to interact appropriately with women's concerns and public campaigns.

Evidence to inform decision	
<ul style="list-style-type: none"> ● CbD ● TO2 (includes SO) ● Local and deanery teaching ● RCOG Learning ● Audit 	<ul style="list-style-type: none"> ● Quality improvement ● Incident reporting and investigation ● Complaint management ● Attendance at governance meetings ● Debrief ● MRCOG Part 2

Mapping to GPCs
<p>Domain 1: Professional values and behaviours</p> <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare systems in the four nations <p>Domain 4: Capabilities in health promotion and illness prevention</p> <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety ● Quality improvement <p>Domain 8: Capabilities in education and training</p> <p>Domain 9: Capabilities in research and scholarship</p>

CiP 3: The doctor is a leader and follower who shares vision, engages and delivers results.	
Key skills	Descriptors

Comfortable influencing and negotiating	<ul style="list-style-type: none"> ● Evaluates their own preferred negotiation style. ● Can handle a variety of negotiation challenges. ● Understands and is able to secure and consolidate agreements.
Manages conflict	<ul style="list-style-type: none"> ● Understands the concept of conflict in the healthcare setting. ● Understands the challenges and negative effects of conflict within teams and wider organisations. ● Understands and implements the methods and tools used to manage conflict and its resolution.
Understands human behaviour and demonstrates leadership skills	<ul style="list-style-type: none"> ● Actively contributes to a positive culture and respectful care by role modelling appropriate language and behaviour and challenging colleagues when this does not happen. ● Understands the basic principles and importance of emotional intelligence. ● Reflects on own leadership style and how this can have an impact on interactions with patients and colleagues. ● Demonstrates the ability to adapt their leadership style to different situations. ● Continues to enhance leadership skills.
Demonstrates insight	<ul style="list-style-type: none"> ● Demonstrates insight into their own knowledge and performance. ● Adapts within the clinical environment. ● Can provide evidence that they reflect on practice and demonstrate learning from it.
Manages stress and fatigue	<ul style="list-style-type: none"> ● Understands stress, its impact on personal wellbeing and its potential effect on delivering high-quality patient care. ● Develops personal strategies to maintain mental strength and resilience. ● Shows how they are improving resilience as part of their personal development. ● Recognises the impact of stress and fatigue in their team and signposts to support.
Able to make effective use of resources and time management	<ul style="list-style-type: none"> ● Can prioritise effectively. ● Demonstrates effective time management in clinical settings. ● Effectively delegates tasks to other members of the MDT. ● Demonstrates awareness of how to manage a budget and resources.

Evidence to inform decision	
<ul style="list-style-type: none"> ● Reflective practice ● NOTSS ● Local and deanery teaching ● TO2 (includes SO) ● RCOG Learning 	<ul style="list-style-type: none"> ● Confirmed participation in MDT simulation training ● Leadership questionnaire ● Leads critical incident review
Mapping to GPCs	
Domain 1: Professional values and behaviours Domain 2: Professional skills <ul style="list-style-type: none"> ● Communication and interpersonal skills ● Dealing with complexity and uncertainty Domain 5: Capabilities in leadership and teamworking Domain 6: Capabilities in patient safety and quality improvement <ul style="list-style-type: none"> ● Patient safety ● Quality improvement Domain 8: Capabilities in education and training Domain 9: Capabilities in research and scholarship	

CiP 4: The doctor is able to design and implement quality improvement projects or interventions.	
Key skills	Descriptors
Understands quality improvement (quality is safety, experience and efficacy)	<ul style="list-style-type: none"> ● Understands the difference between quality improvement and research. ● Understands quality improvement (QI) methodology such as Plan, Do, Study, Act (PDSA) cycles. ● Understands the concepts of big data and national clinical audit. ● Appreciates the importance of stakeholders in QI work, encouraging involvement with patient groups e.g. Maternity Voices Partnership.
Undertakes and evaluates impact of QI interventions	<ul style="list-style-type: none"> ● Is actively involved in QI initiatives (e.g.: clinical audit, guideline development, implementation of national guidance and improving services). ● Considers the best way to share learning. ● Evaluates QI projects and how these can work at a local, regional and national level.
Evidence to inform decision	
<ul style="list-style-type: none"> ● Local and deanery teaching ● RCOG Learning 	<ul style="list-style-type: none"> ● Quality improvement project ● Guideline development and implementation
Knowledge criteria	

- Domain 1: Professional values and behaviours
- Domain 2: Professional skills
- Communication and interpersonal skills
 - Dealing with complexity and uncertainty
- Domain 3: Professional knowledge
- Professional requirements
 - National legislative structure
 - The health service and healthcare systems in the four countries
- Domain 4: Capabilities in health promotion and illness prevention
- Domain 5: Capabilities in leadership and teamworking
- Domain 6: Capabilities in patient safety and quality improvement
- Patient safety
 - Quality improvement

CiP 5: The doctor understands and applies basic Human Factors principles and practice at individual, team, organisational and system levels.

Key skills	Descriptors
Maintains situational awareness	<ul style="list-style-type: none"> ● Understands and applies the three critical stages of situational awareness. ● Understands and applies the three critical stages of situational awareness when working as a team and by themselves, e.g. minimising interruptions and distractions. ● Maintains situational awareness in environments where safety is critical.
Demonstrates insight into decision making	<ul style="list-style-type: none"> ● Understands the psychological theories on how we make decisions under pressure. ● Understands the different types of decision making (intuitive, rule-based, analytical and creative). ● Demonstrates insight into their own decision-making process. ● Can review and analyse the decisions of others. ● Progresses from analytical to intuitive decision making and is able to articulate this as their experience develops. ● Reflects on unconscious biases which may influence our interaction and behaviour. ● When making clinical decisions, demonstrates the ability to consider a person's perspective and their reasons for making choices and their perception of safety.

<p>Ability to respond to human performance within adverse clinical events</p>	<ul style="list-style-type: none"> ● Demonstrates knowledge and effects of different types of human error/violations on outcomes. ● Demonstrates knowledge and effects of unconscious and cognitive biases (e.g. fixation, normalcy and confirmation). ● Reviews the effects of human error and biases in clinical practice.
<p>Team working</p>	<ul style="list-style-type: none"> ● Understands team working in complex dynamic situations. ● Is able to adapt to changing teams. ● Works effectively as part of a MDT in different roles. ● Communicates effectively within the MDT and with patients, relatives and members of the public. Understands that multiple methods of communication are required. ● Demonstrates appropriate assertiveness and challenges colleagues constructively. ● Reflects on breakdowns in team working and communication. ● Recognises and celebrates effective MDT working.
<p>Understands systems and organisational factors</p>	<ul style="list-style-type: none"> ● Recognises how equipment and the environment contribute to outcomes and patient safety. ● Is aware of latent and active failures within healthcare systems and the effects on safety e.g. Reason's Swiss Cheese model. ● Promotes a safety culture by role modelling ideal behaviours. ● Knows how to escalate safety concerns. ● Understands the concept of 'high reliability' organisations that work in situations with the potential for large-scale risk and harm, but which manage to balance effectiveness, efficiency and safety.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● Reflective practice ● TO2 (including SO) 	<ul style="list-style-type: none"> ● NOTSS ● Local and deanery teaching ● RCOG Learning
<p>Mapping to GPCs</p>	
<p>Domain 1: Professional values and behaviours Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty 	

Domain 3: Professional knowledge <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare systems in the four countries Domain 5: Capabilities in leadership and teamworking Domain 6: Capabilities in patient safety and quality improvement <ul style="list-style-type: none"> ● Patient safety ● Quality improvement
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Professional identity 2: Researcher, scholar and educator	
CiP 6: The doctor takes an active role in helping self and others to develop themselves.	
Key skills	Descriptors
Demonstrates a commitment to continued learning	<ul style="list-style-type: none"> ● Understands own learning styles. ● Identifies opportunities for learning and development through regular reflection and feedback. ● Implements personal development plans (PDP) to enhance and progress their professional practice. ● Applies their learning to professional practice.
Develops people	<ul style="list-style-type: none"> ● Acts as a supportive colleague and critical friend. ● Encourages career development in others. ● Understands concepts of formal mentoring and coaching.
Promotes excellence	<ul style="list-style-type: none"> ● Encourages and supports colleagues in their endeavours. ● Signposts to colleagues and other healthcare professionals to promote high-quality and innovative practice.
Provides pastoral care	<ul style="list-style-type: none"> ● Identifies and creates a safe and supportive working environment for colleagues and other healthcare professionals. ● Demonstrates an awareness of the characteristics of a colleague in difficulty. ● Supports and guides a colleague in difficulty using the processes which exist within the NHS.
Provides support to second victims	<ul style="list-style-type: none"> ● Sensitively debriefs after an adverse incident. ● Is aware that traumatic events may lead to psychological effects which need professional intervention and support. ● Understands the importance of signposting colleagues to psychological support services either through their employer or doctors support service.

Demonstrates performance management	<ul style="list-style-type: none"> ● Understands the basic principles of performance management. ● Uses specific, measurable, achievable, realistic and time-bound (SMART) objectives to set personal development goals. ● Understands how to use competency frameworks as a performance management and development tool.
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Evidence to inform decision	
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<ul style="list-style-type: none"> ● PDP ● Reflective practice ● TO2 (including SO) ● NOTSS 	<ul style="list-style-type: none"> ● Local and deanery teaching ● RCOG Learning ● Leads a debrief ● MRCOG Part 1
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Mapping to GPCs

<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare system in the four countries <p>Domain 5: Capabilities in leadership and team working</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety <p>Domain 8: Capabilities in education and training</p> <p>Domain 9: Capabilities in research and scholarship</p>
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CIP 7: The doctor is able to engage with research and promote innovation.	
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Key skills	Descriptors
Demonstrates research skills	<ul style="list-style-type: none"> ● Understands the principles of healthcare research and different methodologies. ● Understands the principles of ethics and governance within research, following guidelines on ethical conduct and consent for research. ● Understands how to use informatics, statistical analysis and emerging research areas. ● Performs literature searches, interrogates evidence and communicates this to colleagues and patients. ● Has the ability to translate research into practice.



<p>Demonstrates critical thinking</p>	<ul style="list-style-type: none"> ● Critically evaluates arguments and evidence. ● Can communicate and interpret research evidence in a meaningful, unbiased way to support informed decision making.
<p>Innovates</p>	<ul style="list-style-type: none"> ● Open to innovative ideas and considers the views of women. ● Shows initiative by identifying problems and creating solutions. ● Supports change by their ability to reach a consensus. ● Understands the value of failure in innovation.
<p>Translates research into clinical practice</p>	<ul style="list-style-type: none"> ● Engages with emerging diagnostic and treatment options. ● Is able to communicate to the patient the balance of risks and benefits of carrying out clinical treatment and uncertainty. ● Is able to appropriately interpret and communicate the results of, and understand the differences between, screening and diagnostic tests for an individual ● Applies their knowledge of Mendelian inheritance, multifactorial inheritance, chromosomal abnormalities and genomic medicine to an individual and their healthcare options.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● Local and deanery teaching ● RCOG Learning ● Critical appraisal/journal club presentation ● Good clinical practice certificate 	<ul style="list-style-type: none"> ● Involvement in recruitment for multicentre trials ● SIPM in Clinical Research ● Peer reviewed publications ● Oral and poster presentations
<p>Mapping to GPCs</p>	
<p>Domain 1: Professional values and behaviours Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare system in the four countries <p>Domain 5: Capabilities in leadership and team working</p> <ul style="list-style-type: none"> ● Promoting a culture of learning and academic and professional critical enquiry <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Quality improvement 	

Domain 8: Capabilities in education and training
Domain 9: Capabilities in research and scholarship

CiP 8: The doctor is effective as a teacher and supervisor of healthcare professionals.

Key skills	Descriptors
Delivers effective teaching	<ul style="list-style-type: none"> • Understands learning theories relevant to medical education. • Plans and delivers effective learning strategies and activities. • Promotes a safe learning environment and makes sure patient safety is maintained. • Understands techniques for giving feedback and can provide it in a timely and constructive manner. • Evaluates and reflects on the effectiveness of their educational activities.
Embraces interprofessional learning	<ul style="list-style-type: none"> • Understands the value of learning in teams. • Facilitates and participates in interprofessional learning.
Involves stakeholders in education	<ul style="list-style-type: none"> • Commits to learning from patients and stakeholders. • Demonstrates commitment to patient education.
Supervises and appraises	<ul style="list-style-type: none"> • Contributes towards staff development and training, including supervision, appraisal and workplace assessment. • Demonstrates ability to act as a Clinical Supervisor. • Understands the appraisal and revalidation process.

Evidence to inform decision

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| <ul style="list-style-type: none"> • Feedback on teaching • Reflective practice • Multidisciplinary labour ward skills session facilitation | <ul style="list-style-type: none"> • TO2 (including SO) • Local and deanery teaching • RCOG Learning • MRCOG Part 3 |
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Mapping o GPCs

Domain 1: Professional values and behaviours

Domain 2: Professional skills

- Practical skills
- Communication and interpersonal skills

Domain 3: Professional knowledge

- Professional requirements

Domain 5: Capabilities in leadership and team working

Domain 6: Capabilities in patient safety and quality improvement

- Patient safety

Domain 8: Capabilities in education and training

Domain 9: Capabilities in research and scholarship

3.3 Developing the Obstetrician and Gynaecologist (O&G) – clinical speciality CiPs

The four clinical speciality CiPs describe the clinical tasks or activities, both clinical and non-clinical, which are essential when working in women’s healthcare. Satisfactory sign off will require Educational Supervisors to make decisions on the level of supervision required for each CiP. If this is satisfactory for the stage of training, the trainee can progress. More detail is provided in the programme of assessment section of the curriculum.

Trainees with conscientious objection to abortion are expected to demonstrate a non-judgmental attitude to women seeking abortion and make arrangement for them to receive timely and appropriate care from colleagues. Competencies not attempted because of conscientious objections should be clearly recorded in the ePortfolio (using the letters CO) and signed by the trainer. See CiP 11 below and [Section 10](#) of this Definitive Document for further information.

Professional identity 3: Clinical expert

CiP 9: The doctor is competent in recognising, assessing and managing emergencies in gynaecology and early pregnancy.

Key skills	Descriptors
Manages acute pelvic pain in a non-pregnant woman	<ul style="list-style-type: none"> ● Performs a focused history and appropriate examination, and orders appropriate investigations. ● Formulates a differential diagnosis. ● Discusses diagnosis with a patient in a sensitive manner. ● Formulates an appropriate individualised management plan, taking into account a person’s preferences and the urgency required. ● Recognises limitations and escalates care to senior colleagues and other specialities, when appropriate. ● Performs surgery, where appropriate. ● Ensures continuity of care, effective handover and appropriate discharge plan. ● Ensures appropriate risk management procedures are followed.
Manages vaginal bleeding in a non-pregnant woman	
Manages acute infections	
Manages acute complications of gynaecological treatment	
Manages vaginal bleeding and pain in early pregnancy	
	<ul style="list-style-type: none"> ● Takes a focused history and appropriate examination, and orders appropriate investigations. ● Formulates a differential diagnosis. ● Discusses diagnosis with patient in a sensitive manner.

	<ul style="list-style-type: none"> ● Formulates an appropriate and individualised management plan, taking into account a person's preferences and the urgency required. ● Recognises limitations and escalates care to senior colleagues and other specialities, when appropriate. ● Performs surgery, where appropriate. ● Makes sure each patient receives continuity of care, an effective handover and an appropriate discharge plan. ● Demonstrates understanding of the psychological impact of pregnancy loss. Is able to communicate bad news sensitively and effectively, and offer and initiate bereavement support.
<p>Manages other early pregnancy complications</p>	<ul style="list-style-type: none"> ● Takes a focused history, performs an appropriate examination, and orders appropriate investigations. ● Formulates a differential diagnosis. ● Discusses diagnosis with patient in a sensitive manner. ● Formulates an appropriate and individualised management plan, taking into account a person's preferences and the urgency required. ● Recognises limitations and escalates care to senior colleagues and other specialities, when appropriate. ● Performs surgery, where appropriate. ● Ensures continuity of care, effective handover and appropriate discharge plan.
<p>Manages an acute gynaecological workload</p>	<ul style="list-style-type: none"> ● Is able to prioritise according to clinical need. ● Is able to escalate appropriately, according to clinical need and workload. ● Is able to delegate appropriately to other members of the team. ● Demonstrates prompt assessment of an acutely deteriorating patient. ● Is able to give a gynaecological opinion for another speciality. ● Makes safeguarding referrals, where appropriate.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● OSATS ● Cbd ● Mini-CEX ● MRCOG ● Discussion of correspondence Mini-CEX 	<ul style="list-style-type: none"> ● Reflective practice ● TO2 (including SO) ● NOTSS ● Local and deanery teaching ● RCOG Learning ● MRCOG Part 2
<p>Mapping to GPCs</p>	

Domain 1: Professional values and behaviours
Domain 2: Professional skills <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty ● Clinical skills (history taking; diagnosis and management; consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control; and communicable diseases)
Domain 3: Professional knowledge <ul style="list-style-type: none"> ● Professional requirements ● National legislative requirements ● The health service and healthcare systems in the four countries
Domain 4: Capabilities in health promotion and illness prevention
Domain 5: Capabilities in leadership and teamworking
Domain 6: Capabilities in patient safety and quality improvement <ul style="list-style-type: none"> ● Patient safety ● Quality improvement
Domain 7: Capabilities in safeguarding vulnerable groups

CiP 10: The doctor is competent in recognising, assessing and managing emergencies in obstetrics.	
Key skills	Descriptors
Manages pain and bleeding in the pregnant person	<ul style="list-style-type: none"> ● Takes a focused history, performs an appropriate examination and orders appropriate investigations. ● Establishes fetal wellbeing. ● Formulates a differential diagnosis. ● Demonstrates awareness of the risk factors for a morbidly adherent placenta. ● Understands the referral pathways when a morbidly adherent placenta is suspected. ● Discusses diagnosis with a person in a sensitive manner. ● Formulates an appropriate and individualised management plan, taking into account a patient's preferences and the urgency required.
Manages concerns about fetal wellbeing before labour	<ul style="list-style-type: none"> ● Appropriately assesses concerns about fetal movements. ● Demonstrates the skills to use ultrasound to locate the fetal heartbeat. ● Can use appropriate investigations to confirm the loss or death of a baby. ● Demonstrates the skills to use ultrasound to confirm the loss or death of a baby. ● Discusses a diagnosis with the pregnant person in a sensitive manner and recognises, in cases where a baby



	<p>has died, the psychological impact on a person and their family.</p> <ul style="list-style-type: none">● Is able to sensitively discuss management options where the death of a baby has occurred, including offering post mortem examination and taking informed consent.● Can provide a supportive environment and signpost to relevant support services for an individual and her partner who have suffered the loss of a baby.
Manages suspected pre-term labour/ruptured membranes	<ul style="list-style-type: none">● Takes a focused history, performs an appropriate examination and orders appropriate investigations.● Establishes fetal wellbeing.● Discusses findings with a pregnant person in a sensitive manner.● Formulates an appropriate and individualised management plan, taking into account a patient's preferences and the urgency required.● Aware of additional issues for babies at extremes of viability, including ethical concerns and additional therapies which may benefit them.● Shows awareness of how to manage preterm labour when a cervical suture is present.● Demonstrates the skills needed to remove a cervical suture.
Manages labour	<ul style="list-style-type: none">● Demonstrates understanding of the physiology of labour.● Is aware of situations where labour may be more complex, such as in a multiple pregnancy.● Uses the person's history and clinical signs to anticipate possible problems.● Can formulate safe management plans, taking into account a pregnant person's preferences.● Can succinctly explain management plans to women and birthing partners.● Discusses options for pain relief in labour.
Manages intrapartum fetal surveillance	<ul style="list-style-type: none">● Can use intrapartum fetal surveillance strategies to help assess risk.● Can recognise abnormal fetal heart rate patterns, perform and interpret related tests.● Communicates concerns effectively and sensitively with colleagues, women and birthing partners.



Manages induction and augmentation of labour	<ul style="list-style-type: none">● Can formulate safe management plans for induction and augmentation, taking into account a woman's pregnant person's preferences.
Manages emergency birth	<ul style="list-style-type: none">● Can recognise when birth may need to be expedited.● Communicates concerns and recommendations effectively and sensitively with colleagues, pregnant person and birthing partners.● Formulates an appropriate and individualised management plan, taking into account a patient's preferences and the urgency required.● Demonstrates the skills needed to facilitate a safe operative birth.● Plans for birth with non-cephalic presentation, including breech.● Plans for birth with variations in fetal position, including occipito posterior (OP).● Demonstrates the skills needed to use ultrasound to confirm fetal presentation and lie.● Demonstrates the skills needed to use ultrasound to confirm fetal position, including OP.
Manages immediate postpartum problems	<ul style="list-style-type: none">● Demonstrates the skills needed to manage problems in the immediate postpartum period, including physical and with mental health.● Can demonstrate knowledge of what constitute signs of life.● Demonstrates the skills needed to use ultrasound to assess the postpartum uterus.● Demonstrates the skills needed to assess, classify and manage birth and pregnancy-related pelvic floor dysfunction and perineal trauma, including obstetric anal sphincter injury (OASI).● Demonstrates the ability to debrief women and their families in the postnatal period.● Discusses and prescribes appropriate pain relief.
Manages maternal collapse and people who are acutely unwell in pregnancy	<ul style="list-style-type: none">● Demonstrates prompt assessment of an acutely deteriorating patient.● Recognises and manages sepsis in pregnancy.● Performs procedures that are necessary in an emergency situation.● Escalates to senior colleagues and demonstrates the skills needed to collaborate with other specialities.

Manages labour ward	<ul style="list-style-type: none"> ● Demonstrates leadership skills within the MDT, anticipating problems, prioritising and managing obstetric care. ● Recognises their own limitations and escalates care to senior colleagues and other specialities when appropriate. ● Makes sure a patient receives continuity of care, an effective handover and an appropriate discharge plan. ● Manages complex problems, including liaising with, and referring to, other specialties, where appropriate. ● Demonstrates the skills needed to sensitively explain unexpected events of labour and birth to someone and anticipates where a later debrief may be necessary.
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Evidence to inform decision

<ul style="list-style-type: none"> ● OSATS ● CbD ● Mini-CEX ● MRCOG ● Reflective practice 	<ul style="list-style-type: none"> ● TO2 (including SO) ● NOTSS ● Local and deanery teaching ● RCOG Learning ● MRCOG Part 2
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Mapping to GPCs

<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty ● Clinical skills (history taking; diagnosis and management; consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control; and communicable diseases) <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare systems in the four countries <p>Domain 4: Capabilities in health promotion and illness prevention</p> <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety ● Quality improvement <p>Domain 7: Capabilities in safeguarding vulnerable groups</p>

CiP 11: The doctor is competent in recognising, assessing and managing non-emergency gynaecology and early pregnancy.

Key skills	Descriptors
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Manages abnormal vaginal bleeding	<ul style="list-style-type: none"> ● Takes a focused history, performs an appropriate examination and orders appropriate investigations. ● Formulates a differential diagnosis. ● Discusses diagnosis in a sensitive manner. ● Formulates an appropriate and individualised management plan, taking into account a patient's preferences and the urgency required. ● Recognises limitations and escalates care to senior colleagues and other specialities, when appropriate. ● Performs surgery, where appropriate. ● Ensures appropriate follow up. ● Demonstrates awareness of the quality of a patient's experience.
Manages pelvic and vulval pain	
Manages pelvic masses	
Manages an abnormal cervical smear	<ul style="list-style-type: none"> ● Demonstrates the ability to counsel someone about cytology reports and Human papillomavirus (HPV) testing. ● Refers to colposcopy services, in accordance with national guidelines.
Manages suspected gynaecological cancer symptoms	<ul style="list-style-type: none"> ● Takes a focused history, performs an appropriate examination and orders appropriate investigations. ● Discusses diagnosis and prognosis in a sensitive manner. ● Demonstrates knowledge of when to refer someone to a tertiary gynaecological oncology centre. ● Can counsel someone about surgical and non-surgical treatment options, taking into account their background health and preferences. ● Makes sure the patient has appropriate follow up, in line with national guidance.
Manages urogynaecological symptoms	<ul style="list-style-type: none"> ● Takes a focused history, performs an appropriate examination and orders appropriate investigations. ● Formulates a differential diagnosis. ● Discusses diagnosis a patient in a sensitive manner. ● Can counsel someone about surgical and non-surgical treatment options, taking into account their background health and preferences. ● Makes sure a patient has an appropriate follow up. ● Demonstrates awareness of the quality of patient experience.



Manages vulval symptoms	<ul style="list-style-type: none">● Takes a focused history, performs an appropriate examination and orders appropriate investigations.● Recognises common vulval disorders.● Formulates a differential diagnosis.● Discusses diagnosis with a patient in a sensitive manner and recognises the psychological impact of vulval disease.● Formulates an appropriate and individualised management plan, taking into account a patient's preferences and the urgency required.● Recognises when to refer to allied specialities and the importance of the MDT.
Manages menopausal and postmenopausal care	<ul style="list-style-type: none">● Takes a focused history, performs an appropriate examination and orders appropriate investigations.● Formulates an appropriate and individualised management plan, taking into account a patient's preferences, including complementary therapies and lifestyle changes.● Appreciates the impact that the menopause may have on other aspects of wellbeing.
Manages subfertility	<ul style="list-style-type: none">● Takes a focused history, performs an appropriate examination and orders appropriate investigations.● Is able to interpret results to plan effective care and counsel someone about their options, including where they can be referred and alternative ways to conceive.● Understands the ethical issues surrounding IVF treatment.
Manages sexual wellbeing	<ul style="list-style-type: none">● Takes a focused history, performs an appropriate examination and orders appropriate investigations.● Offers advice to someone about contraceptive methods and understands factors which affect their choice of contraception, including comorbidities, patient preference, failure rates, etc.● Demonstrates the ability to administer/fit different contraceptive methods.● Demonstrates the ability to manage unplanned pregnancies, including medical and surgical abortion*.● Is aware of alternative sources of support and follow-up for patients, particularly in cases of unplanned pregnancy and termination of pregnancy.● Offers sexual health screening advice and provides appropriate referral to genitourinary medicine (GUM) services to manage sexually transmitted infections.● Identifies psychosexual problems, explores them and can refer someone to specialist services where available.

	<ul style="list-style-type: none"> ● Recognises the interactions between gynaecological problems and psychosexual problems.* Trainees who have personal beliefs that conflict with the provision of abortion, or for those undertaking training in a place where there are legal restrictions to provision of abortion, see Section 10 of the Definitive Document.
Manages pain in the postoperative patient	<ul style="list-style-type: none"> ● Demonstrates the ability to assess a postoperative patient and makes sure they have adequate/optimum analgesia. ● Recognises non-gynaecological causes of pain. ● Demonstrates the ability to manage pain due to common gastrointestinal and urological conditions and to counsel a patient appropriately. ● Recognises when a patient with postoperative pain needs referring to other specialities.
Evidence to inform decision	
<ul style="list-style-type: none"> ● OSATS ● CbD ● Mini-CEX ● MRCOG ● Reflective practice 	<ul style="list-style-type: none"> ● TO2 (including SO) ● NOTSS ● Local and deanery teaching ● RCOG Learning ● IPM training certificate ● MRCOG Part 2
Mapping to GPCs	
<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty ● Clinical skills (history taking; diagnosis and management; consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control; and communicable diseases) <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare systems in the four countries <p>Domain 4: Capabilities in health promotion and illness prevention</p> <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety ● Quality improvement 	

CiP 12: The doctor is competent in recognising, assessing and managing non-emergency obstetrics.
Key skills
Descriptors



<p>Manages pre-existing medical conditions in a pregnant woman</p>	<ul style="list-style-type: none">● Demonstrates the ability to provide preconceptual advice to women and sensitively discuss risks during pregnancy. Uses this to create tailored management plans, in conjunction with other specialties where appropriate.● Identifies, assesses and manages pre-existing physical and mental health conditions in a pregnant or postnatal woman.● Understands the impact of pregnancy on disease and of disease on pregnancy.● Formulates appropriate and individualised management plans for pregnancy, birth and the postnatal period, in consultation with other specialities and obstetric anaesthesia.● Prescribes safely and understands the challenge of safe prescribing in pregnancy, making changes to medications where necessary.
<p>Manages medical conditions arising in pregnancy</p>	<ul style="list-style-type: none">● Demonstrates the ability to recognise when conditions related, and unrelated, to pregnancy develop.● Offers screening for, and treatment of, maternal infections that can affect fetal wellbeing and development.● Demonstrates the ability to take a focused history and perform an appropriate physical examination of a pregnant person. Takes into account the physiological and anatomical changes of pregnancy.● Identifies, assesses and manages both pregnancy-specific and non-specific conditions, and considers the impact on both maternal and fetal health.● Demonstrates the ability to order and interpret appropriate investigations to monitor conditions during pregnancy.● Formulates appropriate and tailored management plans for pregnancy and birth.● Prepares and plans the different options for the birth of a baby in the breech presentation, including using External Cephalic Version (ECV). Doctors who wish to practice using ECV should have three summative competent OSATS.● Prescribes medications and antimicrobials appropriately, in line with the latest evidence, and reviews and monitors therapeutic interventions.

<p>Manages fetal concerns</p>	<ul style="list-style-type: none"> ● Demonstrates an ability to obtain a focused history, undertake an appropriate examination and order a clinically indicated investigation. ● Facilitates timely and appropriate investigation, management and referral to tertiary centres, if required. ● Demonstrates knowledge and an ability to work within local managed clinical networks. ● Demonstrates the ability to discuss concerns and clinical uncertainties with pregnant person in a sensitive manner. ● Formulates an appropriate and individualised management plans for pregnancy and birth.
<p>Manages mental health conditions in pregnancy and the postnatal period</p>	<ul style="list-style-type: none"> ● Demonstrates the ability to effectively and sensitively screen for mental health concerns arising in pregnant people. ● Demonstrates the ability to formulate the initial diagnosis and management of mental health conditions, with appropriate liaison and involvement of mental health services. ● Manages perinatal mental health emergencies in the antenatal and postnatal period effectively. ● Understands the impact that birth, birth trauma and adverse outcomes may have on someone's future mental health and is able to signpost women and their families to support services.
<p>Manages complications in pregnancy affected by lifestyle</p>	<ul style="list-style-type: none"> ● Understands the significant impact that lifestyle factors may have on maternal and fetal health. ● Demonstrates the ability to take a focused history, perform an appropriate examination and to order clinically indicated investigations. ● Sensitively enquires about lifestyle factors to facilitate disclosure. ● Understands and demonstrates the ability to manage pregnancies where lifestyle factors cause complications. ● Formulates appropriate individualised management plans for pregnancy, birth and the postnatal period. ● Uses support services appropriately, according to local provision and taking into account the wishes of the pregnant person and the needs of the fetus/neonate.

<p>Supports antenatal decision making</p>	<ul style="list-style-type: none"> ● Identifies risk factors relating to previous pregnancy outcomes and advises women on the best current practice to mitigate risk. ● Can advise pregnant people on the potential impact of the mode of birth and intrapartum interventions on general and pelvic floor health. ● Effectively estimates risks to advise and inform decision making for pregnant person and their families. ● Formulates appropriate and individualised management plans for pregnancy and birth. ● Supports decision making for the pregnant person and their family when a fetal anomaly is identified.
<p>Manages the postnatal period</p>	<ul style="list-style-type: none"> ● Manages a postnatal consultation. ● Demonstrates the ability to sensitively debrief women and their families after an unexpected birth experience or when a baby is admitted to the neonatal unit. ● Advises on the impact of events in this pregnancy on future health and pregnancies. ● Demonstrates the ability to take a focused history, undertake an appropriate physical examination for women who have sustained an OASI and either manage, or refer on to, specialist services, for further investigations, management and advice on future mode of birth. ● Demonstrates the ability to discuss and advise patients about postnatal contraception and administer/fit different contraceptive methods. ● Uses support services appropriately, according to local provision, taking into account the wishes of the woman and her family. ● Ensures effective handover and discharge to primary care.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● OSAT ● CbD ● Mini-CEX ● MRCOG ● Reflective practice 	<ul style="list-style-type: none"> ● TO2 (including SO) ● NOTSS ● Local and deanery teaching ● RCOG Learning ● MRCOG Part 2
<p>Mapping to GPCs</p>	

<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Practical skills ● Communication and interpersonal skills ● Dealing with complexity and uncertainty ● Clinical skills (history taking; diagnosis and management; consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control; and communicable diseases) <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative structure ● The health service and healthcare systems in the four countries <p>Domain 4: Capabilities in health promotion and illness prevention</p> <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety ● Quality improvement

3.4 Developing the O&G – non-clinical specialty CiPs

The two non-clinical specialty CiPs describe the key skills which are essential for a Certificate of Completion of Training (CCT) holder in O&G. Satisfactory sign off will require Educational Supervisors to make a global judgement, indicating whether the trainee has made satisfactory progress for the defined stage of training. If this is satisfactory for the stage of training, the trainee can progress. More detail is provided in the programme of assessment section of the curriculum.

Professional identity 4: Champion for women’s health	
CiP 13: The doctor is able to champion the healthcare needs of people from all groups within society.	
Key skills	Descriptors
Promotes non-discriminatory practice	<ul style="list-style-type: none"> ● Possesses knowledge of ethical and legal issues and an awareness of the situations where discrimination might occur. ● Respects different values of patients and colleagues. ● Recognises how health systems can discriminate against patients with protected characteristics and works to minimise this discrimination. ● Must not allow their personal beliefs to lead to discrimination. ● Adopts patient-centred assessments and interventions that are inclusive and respectful of diversity.

	<ul style="list-style-type: none"> ● Is able to perform consultations addressing the specific needs of a disabled person and being mindful that not all disabilities are visible. ● Understands the specific needs of transgender and non-binary people and is able to perform consultations and refer appropriately to specialist services.
<p>Aware of broader social and cultural determinants of health</p>	<ul style="list-style-type: none"> ● Understands the impact of a patient's social, economic and environmental context on their health. ● Interacts with appropriate patient representatives and engages with colleagues from different professional and personal backgrounds when working in MDT teams to promote the health of patients and the public. ● Assesses the interaction between women's health and cultural beliefs and practices. ● Must be aware of and adhere to the legislation regarding certain cultural practices (e.g. Female Genital Mutilation (FGM), modern slavery) within the UK.
<p>Aware of an individual's social wellbeing</p>	<ul style="list-style-type: none"> ● Takes an appropriate social history to identify any pertinent social issues and can signpost patients to appropriate services. ● Considers the interaction between medical conditions, care and a woman's broader work and family life. ● Understands that people who care for dependents may face barriers in engaging with healthcare services or, as a result, have delayed engagement with healthcare providers which could impact on their health. ● Understands the principles of safeguarding and their responsibility in protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. ● Enquires about the safety of a woman and her children and is able to act if they have a history of domestic abuse.
<p>Aware of the interaction between mental and physical health</p>	<ul style="list-style-type: none"> ● Understands how mental health issues can affect a woman's reproductive health. ● Knows how reproductive health issues can have a significant impact on the mental health of a woman and her partner.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● Equality and diversity training ● FGM training ● MRCOG ● Reflective practice 	<ul style="list-style-type: none"> ● TO2 (including SO) ● Local and deanery teaching ● RCOG Learning ● MRCOG Part 3

Mapping to GPCs

Domain 1: Professional values and behaviours

Domain 2: Professional skills

- Communication and interpersonal skills
- Dealing with complexity and uncertainty

Domain 3: Professional knowledge

- Professional requirements
- National legislative requirements
- The health service and healthcare systems in the four countries

Domain 4: Capabilities in health promotion and illness prevention

Domain 5: Capabilities in leadership and teamworking

Domain 6: Capabilities in patient safety and quality improvement

- Patient safety
- Quality improvement

Domain 7: Capabilities in safeguarding vulnerable groups

CiP 14: The doctor takes an active role in implementing public health priorities for women and works within local, national and international structures to promote health and prevent disease.

Key skills	Descriptors
Promotes a healthy lifestyle	<ul style="list-style-type: none"> ● Understands lifestyle factors which have an impact on someone's short- and long-term health. ● Provides appropriate lifestyle advice to women in a sensitive manner and facilitates access to useful support or services, e.g. smoking cessation, weight management, pelvic floor health and sexual health. ● Contributes to developments, or education in, health promotion.
Promotes illness prevention	<ul style="list-style-type: none"> ● Understands the concept of screening. ● Has an awareness of, and promotes, the current national screening programmes in women's health. ● Knows about the current recommended vaccinations available to protect women and their unborn children. ● Is able to provide balanced advice regarding illness prevention strategies. ● Is able to inform a patient about the impact of pregnancy and childbirth on their general, sexual and pelvic health and advise on mitigating strategies.

<p>Aware of the national and international policies and politics which have an impact on women's healthcare</p>	<ul style="list-style-type: none"> ● Is aware of the impact national policy has on local caregiving. ● Is able to challenge and advocate to make sure local health and social care service provision equates with national standards. ● Is aware of the interaction between the NHS and international healthcare bodies (e.g. the World Health Organization (WHO)).
<p>Aware of the globalisation of healthcare</p>	<ul style="list-style-type: none"> ● Understands how the increasing movement of people and health migration impacts health services. ● Is aware of the basic principles of global health.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> ● CbD ● Mini-CEX ● MRCOG 	<ul style="list-style-type: none"> ● Local and deanery teaching ● RCOG Learning ● Reflective practice ● MRCOG Part 3
<p>Mapping to GPCs</p>	
<p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> ● Communication and interpersonal skills ● Dealing with complexity and uncertainty <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> ● Professional requirements ● National legislative requirements ● The health service and healthcare systems in the four countries <p>Domain 4: Capabilities in health promotion and illness prevention</p> <p>Domain 5: Capabilities in leadership and teamworking</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> ● Patient safety ● Quality improvement <p>Domain 7: Capabilities in safeguarding vulnerable groups</p> <p>Domain 8: Capabilities in education and training</p>	