

Updated 2019 Core Curriculum 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 by either track changes or in blue print. These changes were necessary to strengthen the descriptors as these are all general skills an O&G consultant must have. These general skills will be built on depending on the special interest the doctor develops.

CAPABILITIES IN PRACTICE

Professional Identity 1: Healthcare Professional	
CiP 1: The doctor is able to apply medical knowledge, clinical skills and professional values for the provision of 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 compliance 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 views, preferences and expectations when working with patients and their families to establish patient-centered management plan. • Shares information with patients and their families clearly, in a timely, non-judgmental fashion and facilitates communication (including use of a translator, advocate or supporter when needed). • Recognises limitations and escalates care where appropriate. • 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 ability to deal with complex situations including drug contra-indications 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 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	
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 (<i>history taking, diagnosis and management, consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control and communicable diseases</i>) Domain 3: Professional knowledge <ul style="list-style-type: none"> • Professional requirements • National legislative requirements Domain 5: Capabilities in leadership and teamworking Domain 6: Patient safety and quality improvement <ul style="list-style-type: none"> • Patient safety 	

CiP 2: The doctor is able to work effectively within health organisations.

Key Skills	Descriptors
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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 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, respects diverse viewpoints whilst continuing 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).• Demonstrates humanity and empathy for both first and second victims of adverse incidents.• Actively engage with and learn from women and 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 the 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. • 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 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 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 culture and respectful care by role modelling appropriate language and behaviour and challenge when does not happen • Understands the basic principles and importance of emotional intelligence. • Reflects on own leadership style and how this can impact on patient and colleague interactions. • Demonstrates the ability to adapt leadership style to different situations. • Continues to enhance leadership skills.
Demonstrates insight	<ul style="list-style-type: none"> • Demonstrates insight into 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. • Recognise the impact of stress and fatigue in their team and offer / signpost 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 multiprofessional team • Demonstrates awareness of budget and resource management
Evidence to inform decision	

<ul style="list-style-type: none"> • Reflective practice • NOTSS • Local and Deanery Teaching • TO2 (includes SO) • RCOG e-learning 	<ul style="list-style-type: none"> • Confirmed participation in multidisciplinary team-based 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 QI methodology such as Plan, Do, Study, Act cycles (PDSA). • Understands the concepts of big data and national clinical audit. • Appreciates the importance of stakeholders in QI work encouraging involvement with patient groups eg Maternity Voices Partnership.
Undertakes and evaluates impact of QI interventions	<ul style="list-style-type: none"> • Is actively involved in QI initiatives (examples include: clinical audit, guideline development, implementation of national guidance, service improvement). • Considers the best way to share learning. • Evaluates quality improvement 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 situation awareness. • Understands and applies the techniques to maintain situation awareness, both team and individual factors – e.g. minimising interruptions and distractions. • Maintains situation awareness in safety-critical environments.
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 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 experience develops. • Reflects on unconscious biases which may influence our interaction and behaviour • Demonstrates when making clinical decisions the ability to consider a person's perspective and the reasons for choices and 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 various types of human error/violations on outcomes. • Demonstrates knowledge and effects of unconscious and cognitive biases (e.g. fixation, normalcy, confirmation etc.). • Reviews 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. • Ability to adapt to changing teams. • Works effectively as part of a multiprofessional team in different roles. • Communicates effectively within the multiprofessional team and with patients, relatives and members of the public. Understands that multiple methods of communication are required • Demonstrates appropriate assertiveness and challenges constructively. • Reflects on breakdowns in team working and communication. • Recognises and celebrates effective multiprofessional team working.
<p>Understands systems and organisational factors</p>	<ul style="list-style-type: none"> • Recognises how equipment and environment contribute to outcomes and patient safety. • Is aware of latent and active failures within healthcare systems and the effects on safety eg. Reason's model (Swiss cheese). • Promotes a safety culture by role modelling ideal behaviours. • Knows how to escalate safety concerns. • Understands the concept of 'high reliability' organisations and the relevance to improving outcomes in healthcare.
<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 e-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
- 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
- Patient safety
 - Quality improvement

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 to enhance and progress professional practice. • Applies 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 support colleagues in their endeavours. • Signposts to professional networks 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. • 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 may need professional intervention and support. • Understands the importance of signposting colleagues to psychological support services either through employer or doctors support service.

Demonstrates performance management	<ul style="list-style-type: none"> • Understands the basic principles of performance management. • Uses SMART objectives to set personal development goals. • Understands the use of competency frameworks as a performance management and development tool.
Evidence to inform decision	
<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
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>	

CIP 7: The doctor is able to engage with research and promote innovation.	
Key Skills	Descriptors
Demonstrates research skills	<ul style="list-style-type: none"> • Understands principles of healthcare research and different methodologies. • Understands the principles of ethics and governance within research, follows guidelines on ethical conduct and consent for research. • Understands the use of 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.

Demonstrates critical thinking	<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.
Innovates	<ul style="list-style-type: none"> • Open to innovative ideas and considering views of women. • Shows initiative by identifying problems and creating solutions. • Supports change by ability to reach a consensus. • Understands the value of failure in innovation.
Evidence to inform decision	
<ul style="list-style-type: none"> • Local and Deanery Teaching • RCOG Learning • Critical appraisal / journal club presentation • GCP certificate 	<ul style="list-style-type: none"> • Involvement in recruitment for multicentre trials • SIPM in Clinical Research • Peer reviewed publications • Oral and poster presentations
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> <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 <p>Domain 8: Capabilities in education and training</p> <p>Domain 9: Capabilities in research and scholarship</p>	

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 ensures patient safety is maintained.

	<ul style="list-style-type: none"> • 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 interprofessional learning. • 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	
<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
Mapping o GPCs	
Domain 1: Professional values and behaviours Domain 2: Professional skills <ul style="list-style-type: none"> • Practical skills • Communication and interpersonal skills Domain 3: Professional knowledge <ul style="list-style-type: none"> • Professional requirements Domain 5: Capabilities in leadership and team working Domain 6: Capabilities in patient safety and quality improvement <ul style="list-style-type: none"> • Patient safety Domain 8: Capabilities in education and training Domain 9: Capabilities in research and scholarship	

3.3 Developing the Obstetrician & Gynaecologist - clinical specialty CiPs

The 4 clinical specialty CiPs describe the clinical tasks or activities, both clinical and non-clinical, which are essential for women's healthcare. Satisfactory sign off will require Educational Supervisors to make decisions on the level of supervision required for each CiP and 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 the non-pregnant woman	<ul style="list-style-type: none"> • Performs a focused history, appropriate examination and orders appropriate investigations. • Formulates a differential diagnosis. • Discusses diagnosis in a sensitive manner.
Manages vaginal bleeding in the non-pregnant woman	<ul style="list-style-type: none"> • 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.
Manages acute infections	<ul style="list-style-type: none"> • Performs surgery where appropriate. • Ensures continuity of care, effective handover and appropriate discharge plan.
Manages acute complications of gynaecological treatment	<ul style="list-style-type: none"> • Ensures appropriate risk management procedures are undertaken.
Manages vaginal bleeding and pain in early pregnancy	<ul style="list-style-type: none"> • Performs focused history, 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 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. • Demonstrates understanding of the psychological impact of pregnancy loss.



Manages other early pregnancy complications	<ul style="list-style-type: none">• Performs focused history, 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 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.
Manages the acute gynaecological workload	<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 the acutely deteriorating patient.• Is able to give a gynaecological opinion for another specialty.• Makes safeguarding referrals where appropriate.
Evidence to inform decision	
<ul style="list-style-type: none">• OSAT• 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
Mapping to GPCs	

Domain 1: Professional values and behaviours

Domain 2: Professional skills

- 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

- 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 10: The doctor is competent in recognising, assessing and managing emergencies in obstetrics.

Key Skills	Descriptors
Manages pain and bleeding in the obstetric person	<ul style="list-style-type: none"> • Performs focused history, appropriate examination and orders appropriate investigations. • Establishes fetal wellbeing. • Formulates a differential diagnosis. • Demonstrates awareness of the risk factors for the morbidly adherent placenta. • Understands the referral pathways when a morbidly adherent placenta is suspected. • Discusses diagnosis in a sensitive manner. • Formulates an appropriate and individualised management plan taking into account patient preferences and the urgency required.
Manages concerns about fetal wellbeing prior to labour	<ul style="list-style-type: none"> • Appropriately assesses concerns regarding 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.

	<ul style="list-style-type: none"> • Discusses the diagnosis in a sensitive manner and recognises in cases where a baby has died the psychological impact on an individual and their family. • Is able to sensitively discuss management options where the death of a baby has occurred. • 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.
<p>Manages suspected pre-term labour/ruptured membranes</p>	<ul style="list-style-type: none"> • Performs focused history, appropriate examination and orders appropriate investigations. • Establishes fetal wellbeing. • Discusses findings in a sensitive manner. • Formulates an appropriate and individualised management plan taking into account patient preferences and the urgency required. • Aware of additional issues at extremes of viability including ethical concerns and additional therapies which may be of benefit. • Demonstrates awareness of the management of preterm labour when a cervical suture is present. • Demonstrates the skills to remove a cervical suture.
<p>Manages labour</p>	<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 multiple pregnancy. • Uses history and clinical signs to anticipate possible problems. • Can formulate safe management plans taking into account the woman's preferences. • Can succinctly explain management plans to women and birthing partners. • Discusses options for pain relief in labour
<p>Manages intrapartum fetal surveillance</p>	<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.
<p>Manages induction and augmentation of labour</p>	<ul style="list-style-type: none"> • Can formulate safe management plans for induction and augmentation taking into account the woman's preferences.



<p>Manages emergency birth and immediate postpartum problems</p>	<ul style="list-style-type: none">• Can recognise when birth may need to be expedited.• Communicates concerns and recommendations effectively and sensitively with colleagues, women and birthing partners.• Formulates an appropriate and individualised management plan taking into account patient preferences and the urgency required.• Demonstrates the skills needed to facilitate safe operative birth.• Plans for birth with non-cephalic presentation, including breech.• Plans for birth with variations in fetal position, including OP.• Demonstrates the skills in using ultrasound to confirm fetal presentation and lie.• Demonstrates the skills in using ultrasound to confirm fetal position, including OP.
<p>Manages immediate postpartum problems</p>	<ul style="list-style-type: none">• Demonstrates skills in managing problems arising immediately postpartum.• Demonstrates the skills to use ultrasound to assess the postpartum uterus• Demonstrates skills needed to assess, classify and manage birth and pregnancy related pelvic floor dysfunction and perineal trauma, including obstetric anal sphincter injuries (OASI)• Demonstrates the ability to debrief women and their families in the postnatal period.• Discusses and prescribes appropriate pain relief.
<p>Manages maternal collapse and people who are acutely unwell in pregnancy</p>	<ul style="list-style-type: none">• Demonstrates prompt assessment of acutely deteriorating patient.• Recognises and manages sepsis in pregnancy.• Performs procedures necessary in emergency situations.• Escalates to senior colleagues and demonstrates the skills to collaborate with other specialities.
<p>Manages labour ward</p>	<ul style="list-style-type: none">• Demonstrates leadership skills within the multidisciplinary team, anticipating problems, prioritising and managing obstetric care.• Recognises limitations and escalates care to senior colleagues and other specialities when appropriate.• Ensures continuity of care, effective handover and appropriate discharge plan.• Manages complex problems, including liaison with, and referral to, other specialties where appropriate.

- Demonstrates the skills to sensitively explain unexpected events of labour and birth and anticipates where later debrief may be necessary.

Evidence to inform decision

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| <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 |
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Mapping to GPCs

Domain 1: Professional values and behaviours

Domain 2: Professional skills

- 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

- 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

Domain 7: Capabilities in safeguarding vulnerable groups

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

Key Skills

Descriptors

Manages abnormal vaginal bleeding

- Performs focused history, appropriate examination and orders appropriate investigations.
- Formulates a differential diagnosis.
- Discusses diagnosis in a sensitive manner.



Manages pelvic and vulval pain	<ul style="list-style-type: none">• Formulates an appropriate and individualised management plan taking into account patient preferences and the urgency required.• Recognises limitations and escalates care to senior colleagues and other specialities when appropriate.
Manages pelvic masses	<ul style="list-style-type: none">• Performs surgery where appropriate.• Ensures appropriate follow up.• Demonstrates awareness of the quality of patient experience.
Manages the abnormal cervical smear	<ul style="list-style-type: none">• Demonstrates ability to counsel about cytology reports and HPV testing.• Refers to colposcopy services in accordance with national guidelines.
Manages suspected gynaecological cancer symptoms	<ul style="list-style-type: none">• Performs focused history, appropriate examination and order appropriate investigations• Discusses diagnosis and prognosis in a sensitive manner.• Demonstrates knowledge of when referral to a tertiary gynaecological oncology centre will be required.• Can counsel about surgical and non-surgical treatment options, taking into account the individual woman's background health and preferences.• Ensures appropriate follow up in line with national guidance.
Manages urogynaecological symptoms	<ul style="list-style-type: none">• Performs focused history, appropriate examination and orders appropriate investigations.• Formulates a differential diagnosis.• Discusses diagnosis in a sensitive manner.• Can counsel about surgical and non-surgical treatment options, taking into account the individual woman's background health and preferences.• Ensures appropriate follow up.• Demonstrates awareness of the quality of patient experience.
Manages vulval symptoms	<ul style="list-style-type: none">• Performs focused history, appropriate examination and orders appropriate investigations.• Recognise common vulval disorders• Formulates a differential diagnosis.• Discusses diagnosis in a sensitive manner and recognise the psychological impact of vulval disease



	<ul style="list-style-type: none">• Formulates an appropriate and individualised management plan taking into account patient preferences and the urgency required.• Recognise when to refer to allied specialties and the importance of the multidisciplinary team.
Manages menopause and postmenopausal care	<ul style="list-style-type: none">• Performs focused history, appropriate examination and orders appropriate investigations.• Formulates an appropriate and individualised management plan taking into account patient preferences including complimentary therapies and lifestyle modifications.• Appreciates the impact that the menopause may have on other aspects of wellbeing.
Manages subfertility	<ul style="list-style-type: none">• Performs focused history, appropriate examination and orders appropriate investigations.• Is able to interpret results in order to plan effective care and counsel about management options, including local referral pathways and alternatives for conceiving.• Understands the ethical issues surrounding IVF treatment.
Manages sexual wellbeing	<ul style="list-style-type: none">• Performs focused history, appropriate examination and orders appropriate investigations.• Offers advice regarding all contraceptive methods and understands the factors affecting choice of contraception, including comorbidities, patient preference, failure rates, etc.• Demonstrates 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 for management of sexually transmitted infections.• Identifies psychosexual problems, explores and can initiate referral to specialist services where available.• Recognises the interactions between gynaecological problems and psychosexual problems.

	<p>* Trainees who have personal beliefs that conflict with provision of abortion or for those undertaking training in a region where there are legal restrictions to provision of abortion, see Section 10 of this Definitive Document.</p>
<p>Manages pain in the postoperative patient – New key skill</p>	<ul style="list-style-type: none"> • Demonstrates the ability to assess the postoperative patient and ensure adequate/optimum analgesia • Recognises non-gynaecological causes for pain • Demonstrates the ability to manage pain due to common gastrointestinal and urological conditions and to counsel the patient appropriately • Recognises when the patient with postoperative pain requires referral to other specialties.
<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 • IPM training certificate • MRCOG Part 2
<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 • Clinical skills (<i>history taking, diagnosis and management, consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control and communicable diseases</i>) <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 Domain 5: Capabilities in leadership and teamworking Domain 6: Capabilities in patient safety and quality improvement</p> <ul style="list-style-type: none"> • Patient safety • Quality improvement 	

<p>CIP 12: The doctor is competent in recognising, assessing and managing non-emergency obstetrics.</p>	
<p>Key Skills</p>	<p>Descriptors</p>



<p>Manages pre-existing medical conditions in the pregnant woman</p>	<ul style="list-style-type: none">• Demonstrates the ability to provide preconceptual advice to women and sensitively discuss risks during pregnancy to create tailored management plans with liaison with other specialties where appropriate.• Identifies, assesses and manages pre-existing medical conditions in the 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 specialties 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 to pregnancy develop.• Is aware of perinatal infections significant to fetal well-being and development.• Demonstrates the ability to perform a focused history and undertake an appropriate physical examination of the pregnant patient taking into account the physiological and anatomical changes of pregnancy.• Identifies, assesses and manages pregnancy-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.• Formulates options for the birth of a baby in the breech presentation, including use of external cephalic version (ECV). (Doctors who wish to practice ECV should have 3 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 ability to obtain a focused history, undertake an appropriate examination and order clinically indicated investigation. • Facilitates timely and appropriate investigation, management and referral to tertiary centres if required. • Demonstrates knowledge and ability to work within local clinically managed networks. • Demonstrates ability to discuss concerns and clinical uncertainties in a sensitive manner. • Formulates 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 ability to effectively and sensitively screen for mental health concerns arising in pregnant people. • Demonstrates 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 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 ability to perform a focused history, appropriate examination and to order clinically indicated investigations. • Sensitively enquires about lifestyle factors to facilitate disclosure. • Understands and demonstrates 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 woman and the needs of the fetus/neonate.



Supports antenatal decision making	<ul style="list-style-type: none">• Identifies risk factors relating to previous pregnancy outcomes and advises women on best current practice to mitigate risk.• Able to advise women on the potential impact of mode of birth and intrapartum interventions on general and pelvic floor health• Effectively estimates risks to advise and inform decision making for individuals and their families.• Formulates appropriate and individualised management plans for pregnancy and birth.• Supports decision making for the woman and her family when a fetal anomaly is identified.
Manages the postnatal period	<ul style="list-style-type: none">• Manages a postnatal consultation.• Demonstrates 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 obtain 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 ability to discuss and advise on 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.
Evidence to inform decision	
<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
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 (<i>history taking, diagnosis and management, consent; humane interventions; prescribing medicines safely; using medical devices safely; infection control and communicable diseases</i>) <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 Obstetrician & Gynaecologist - non-clinical specialty CiPs

The two non-clinical specialty CiPs describe the key skills which are essential for a 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 individuals 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 multidisciplinary 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. 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 safety of the woman and her children and is able to act upon a history of domestic abuse.
<p>Aware of the interaction between mental health 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 significantly 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 impact on short- and long-term health. • Provides appropriate lifestyle advice to women in a sensitive manner and facilitates access to useful support or services.eg. smoking cessation, weight management and pelvic floor 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 counselling regarding illness prevention strategies. • Is able to inform on the impact of pregnancy and childbirth on general and pelvic health and advise on mitigating strategies

<p>Aware of the national and international policies and politics which impact on women's healthcare</p>	<ul style="list-style-type: none"> • Is aware of the impact of national policy on influencing local care giving. • Is able to challenge and advocate to ensure local service provision equates with national standards • Is aware of the interaction between the NHS and international healthcare bodies (e.g. the 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 on 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>	