



Curriculum 2024 Guide for Special Interest Professional Module (SIPM): Leadership and Management (L&M)

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1. The Leadership and Management SIPM

This SIPM is aimed at learners with an interest in leadership and management. Leadership and management skills are essential in obstetrics and gynaecology, and are a requirement of the Core Curriculum. Learners who undertake this SIPM will develop their knowledge and skills beyond the ‘core’ expectation, and will be able to use the knowledge and skills required to be an effective senior clinical leader. For learners who are aiming to take on clinical leadership roles later in their career (at a service, departmental, directorate or Trust level and beyond), this SIPM will be a useful adjunct to general obstetrics and gynaecology practice. After completing this SIPM, doctors will be prepared to take on senior clinical leadership roles in addition to their clinical practice.

As a learner progresses through the SIPM, they go through a development journey that will include undertaking and learning from leadership roles or projects, using resources to learn about ‘self’ and ‘team’, and gaining exposure to their organisation’s processes. Learners will also participate in educational events to further develop their training.

Throughout training, learners will need to reflect on whether a project has gone well, learn from positive and negative experiences, and use this to improve their own skills.

Before signing off on this SIPM, the Educational Supervisor will decide whether the learner is meeting expectations for the completion of each Leadership and Management Capability in Practice (CiP). More detail is provided in Section 5 of the [Special Interest Training Definitive Document](#).

2. Design of the SIPM

The Leadership and Management 2024SIPM is made up of three Leadership and Management (L&M) CiPs. If undertaking the module full time, it is expected to take 18–24 months. However, this timeframe is indicative as training is entirely competency based.

This SIPM is not required for certificate of completion of training (CCT), but will develop the learner’s professional skills in the field of leadership and management.

Here is the GMC-approved Leadership and Management SIPM:

3. Capabilities in Practice (CiPs)

Leadership and Management CiP 1: The doctor understands and continually develops themselves as an individual and leader.

Key skills

Descriptors



<p>Is committed to self-development and personal growth</p>	<ul style="list-style-type: none"> • Is a reflective practitioner. • Uses feedback to develop self. • Sets SMART (specific, measurable, achievable, relevant and time-bound) objectives to guide self-development. • Actively seeks opportunities to develop skills in, and exposure to, medical leadership and management. • Undertakes leadership and management roles that allow for self-development.
<p>Understands themselves as an individual</p>	<ul style="list-style-type: none"> • Researches their own personality type and considers the associated strengths and weaknesses. • Considers how their own personality type interacts with others. • Is aware of the core aspects of 'emotional intelligence'. • Manages their emotions and adapts their approach according to the needs of the situation and to maximise impact. • Effectively manages conflict. • Understands the importance and consequences of unconscious bias. • Reflects on their own unconscious biases.
<p>Understands themselves as a leader</p>	<ul style="list-style-type: none"> • Is aware of the importance of clinical leadership. • Understands the importance of leadership in patient safety. • Appreciates the difference between leadership and management. • Is aware of different leadership styles. • Reflects on their own leadership style and adapts it according to the needs of the situation and to maximise impact. • Displays authenticity in leadership; understands the theory of authentic leadership and is able to demonstrate it within their own leadership style. • Understands the theory of followership and its importance.
<p>Understands the importance of wellbeing</p>	<ul style="list-style-type: none"> • Understands the importance of looking after their wellbeing. • Uses tools and models to appraise and develop their resilience. • Has insight into stress management and is aware of potential signs of stress or burnout in themselves.
<p>Evidence to inform decision – examples of evidence (not mandatory requirements)</p>	
<ul style="list-style-type: none"> • Reflective practice • Personal development plan 	<ul style="list-style-type: none"> • Uses tools such as Johari window or SWOT (strengths, weaknesses,



<ul style="list-style-type: none"> • Leadership log • TO2 • 360-degree leadership feedback • Case-based discussions (CbD) • Mini-CEX • NOTSS • RCOG Learning • Personality type feedback, with reflection 	<p>opportunities and threats) analysis to target areas for improvement in self-development</p> <ul style="list-style-type: none"> • Uses tools to assess their own emotional intelligence or unconscious bias, with associated reflection • Leadership course • Conflict resolution course • Communication course • Evidence of having undertaken leadership or management activities
Mandatory requirements	
No mandatory evidence	
Knowledge criteria	
<ul style="list-style-type: none"> • Theoretical basis for reflections (e.g. Gibbs, Kolb, Rolfe and others) • Personality type • Theory and application of emotional intelligence (e.g. Daniel Goleman) • Unconscious bias • Leadership style • Followership • Leadership in patient safety • Stress management • Resilience 	

Leadership and Management CiP 2: The doctor works effectively as a team player and as leader.	
Key skills	Descriptors
Is an effective team player	<ul style="list-style-type: none"> • Is approachable, available, reliable and supportive. • Is honest and accountable for their actions. • Is an active contributor who speaks up and shares thoughts and ideas. • Is respectful of other team members. • Values and encourages the contributions of others. • Is confident to offer constructive challenge.
Is an effective team leader	<ul style="list-style-type: none"> • Inspires and motivates a team to work towards a shared purpose. • Sets a clear vision and goals. • Delegates effectively.



	<ul style="list-style-type: none"> • Maximises the ability of team members to perform as individuals and in collaboration. • Provides feedback and actively manages poor performance. • Celebrates success. • Effectively chairs meetings and groups.
Leads with compassion	<ul style="list-style-type: none"> • Promotes and supports the wellbeing of team members. • Recognises signs of burnout in colleagues and directs them to appropriate support. • Gets to know team members as individuals and understands their drivers. • Understands and supports team members through adverse events. • Creates a working environment that makes team members feel valued, supported and safe. • Calls out poor workplace behaviours.
Understands the benefits of diversity and collaborative working	<ul style="list-style-type: none"> • Understands the importance and benefits of diversity in a team. • Understands the power of collaboration in achieving a team's vision. • Understands the barriers that members from marginalised communities may encounter. • Takes steps to promote equality, diversity and inclusion. • Takes steps to address potential unintended inequalities or biases. • Works towards developing their own cultural competency.
Develops talent	<ul style="list-style-type: none"> • Motivates and encourages team members to develop. • Seeks to understand and support the individual developmental needs of team members. • Is familiar with the principles and techniques used in coaching and uses them. • Is familiar with the principles and techniques used in mentoring and uses them.
Evidence to inform decision – examples of evidence (not mandatory requirements)	
<ul style="list-style-type: none"> • Reflective practice • TO2 • 360-degree leadership feedback • Leadership log • CbD • Mini-CEX • NOTSS • RCOG Learning 	<ul style="list-style-type: none"> • Observes an appraisal • Training on giving feedback • Training in compassionate leadership • Training in workplace behaviour and culture (e.g. uses RCOG Workplace Behaviour Toolkit) • Equality and diversity training



<ul style="list-style-type: none"> • Personality type feedback, with reflection • Conflict resolution course • Communication course 	<ul style="list-style-type: none"> • Cultural competency training • Coaching training • Mentoring course or programme • Leadership course • Evidence of leadership or management activities undertaken
Mandatory requirements	
No mandatory evidence	
Knowledge criteria	
<ul style="list-style-type: none"> • Available leadership standards, e.g. Healthcare Leadership Model (NHS Leadership Academy), Leadership and Management Standards for Medical Professionals (Faculty of Medical Leadership and Management) • Compassionate leadership • Workplace behaviour and culture • Equality, diversity and inclusion • Mentoring • Coaching 	

Leadership and Management CiP 3: The doctor has an appreciation for leading in a complex healthcare system.	
Key skills	Descriptors
Understands the healthcare system in the UK	<ul style="list-style-type: none"> • Understands the network of public, private and third sector organisations which deliver healthcare in the UK. • Understands the close link between health and social care. • Understands the influence and power of politics in healthcare. • Understands how national policies filter through the system. • Understands the importance of regional collaborations (e.g. integrated care systems, operational networks, clinical networks and governance networks).
Understands and participates in governance and risk management processes	<ul style="list-style-type: none"> • Understands the principles of good governance and risk management in healthcare. • Is involved in critical incident investigation and learning.



	<ul style="list-style-type: none"> • Understands and adheres to the principles of clinical quality and safety. • Appreciates the importance of culture on organisational effectiveness. • Is aware of the regulatory bodies which monitor the performance of healthcare organisations. • Encourages and uses feedback from people who use NHS services.
<p>Understands how healthcare is financed in the UK</p>	<ul style="list-style-type: none"> • Understands how money flows through the NHS. • Understands the need for the NHS to deliver value for money. • Understands the competing demands for allocating resources. • Considers the resource, financial and sustainability implications of their decisions. • Can prepare and present a business case.
<p>Uses innovation to improve the delivery of healthcare</p>	<ul style="list-style-type: none"> • Looks for and promotes areas for improvement. • Uses information and data to guide innovation. • Plays a leading role in a change project. • Uses quality improvement methodology. • Is aware of stakeholders, seeking their opinion and negotiating with them. • Can evaluate the impact of change on people, processes and outcomes. • Incorporates sustainability into change management.
<p>Evidence to inform decision – examples of evidence (not mandatory requirements)</p>	
<ul style="list-style-type: none"> • Reflective practice • TO2 • 360-degree leadership feedback • Leadership log • CbD • Mini-CEX • NOTSS • Leadership course • Attendance at regional meetings (e.g. regional network meeting) • Reflection on a key policy document and how this relates to their department/hospital 	<ul style="list-style-type: none"> • Attendance at departmental or organisational governance or risk management meetings (e.g. clinical governance, audit and board meetings) • Participation in a critical incident investigation • NHS finance course • Reflection on resource allocation • Prepares and presents business case • Training in quality improvement methodology • Plays a key role in a quality improvement project
<p>Mandatory requirements</p>	



No mandatory evidence

Knowledge criteria

- NHS structure
- Collaboration within the NHS
- National policy, priorities and strategic objectives
- Governance and risk management
- Learning from incidents
- NHS funding
- Innovation and quality improvement in healthcare

4. GMC Generic Professional Capabilities (GMCs)

The key skills in the Leadership and Management CiPs also map to a variety of [generic professional capabilities](#) (GPCs). When providing evidence of their progress in this SIPM, learners should make sure that it also displays progress/capability in the GMC GPCs, such as dealing with complexity, teamwork and leadership, and knowledge of patient safety issues.

Mapping to the GPCs

Domain 1: Professional values and behaviours

Domain 2: Professional skills

Domain 3: Professional knowledge

Domain 4: Capabilities in health promotion and illness prevention

Domain 5: Capabilities in leadership and team-working

Domain 6: Capabilities in patient safety and quality improvement

Domain 7: Capabilities in safeguarding vulnerable groups

Domain 8: Capabilities in education and training

Domain 9: Capabilities in research and scholarship

Learners can expect to be assessed on their wider skills as a medical professional, their skills in teamwork and those relating to knowledge and processes of leadership. Evidence showing progress in these areas will result in the learner progressing through the SIPM.

To help learners and Educational Supervisors determine what acceptable progress looks like, there is a Statement of Expectations for each Leadership and Management CiP.



Statement of Expectations for the Leadership and Management SIPM	
Meeting expectations for the Leadership and Management CiP1	Learners meeting expectations will be able to evidence across the key skills that they have proactively undertaken activities to develop their leadership skills. They will have shown learning relating to themselves as an individual, and have demonstrated this learning in relation to their personality type, emotional intelligence and unconscious bias. Learners will have shown appreciation for the value of clinical leadership, and reflect on their own style and effectiveness as a clinical leader. They can recognise the importance of their own wellbeing, and have shown commitment to this through developing their resilience and recognising signs of stress or burnout in themselves.
Meeting expectations for the Leadership and Management CiP2	Learners meeting expectations will have a variety of evidence to demonstrate the development of skills deemed important to being an effective member of a team, as well as a team leader; this will include self-reflection and feedback from colleagues. They have evidenced an appreciation for, and contribution to, positive workplace culture, as well as improving poor workplace behaviours. Their contribution to diversity should go beyond learning about the importance of diversity, into an understanding of the barriers to achieving diversity and collaborative working, and taking steps to enhance it. As a leader, learners can evidence activities to develop the talent of member in their team.
Meeting expectations for the Leadership and Management CiP3	Learners meeting expectations can demonstrate an understanding of the complex network of organisations in which healthcare is delivered. Learners will understand governance and risk from an organisational perspective, and appreciate the impact of organisational culture, the place of regulatory bodies and the value of service user feedback in this context. They will have an understanding of the allocation and flow of funding through the NHS, and consider value for money and financial implications in their activities. They have knowledge of quality improvement methodologies, and have demonstrated these in innovation or change project(s).

The CiP knowledge criteria show the processes/frameworks a learner should understand and the professional knowledge they must have if they want to take on a senior leadership role. This is more in-depth than the knowledge base expected for the MRCOG. The key skills and descriptors outline the expected learning outcomes for the SIPM. However, learners will not experience the entire range of possible scenarios during their training for this SIPM; therefore, after completing the module they should continue their learning and skill development through their independent practice in this field.

5. Evidence required

As learners progress through SIPM training, they are expected to collect evidence that demonstrates development and acquisition of the key skills and knowledge. This evidence will be reviewed by the SIPM Educational Supervisor when they are making their assessment for each CiP. Examples of types of evidence a learner may use to show progress in the SIPM are given below. **Please note that this list shows possible, not mandatory, types of evidence** (see Section 5 in the [Special Interest Training Definitive Document](#) for more detail).

If workplace-based assessments are listed, then at least one must be presented as evidence. The emphasis should be firmly on the **quality** of evidence, not the quantity.

• CbD	• Attendance at relevant conferences and courses
• Reflective practice	• Self-development tools, e.g. personality testing, emotional intelligence assessment
• Team observation (TO2), including self-observation	• Leadership roles; e.g. trainee or unit representative
• 360 degree leadership feedback	• Projects, e.g. quality improvement; service redesign
• Leadership log	• Observation of, or participation in meetings
• Mini-Clinical Evaluation Exercise (Mini-CEX)	• Local, Deanery and national teaching
• NOTSS	• RCOG Learning or other eLearning

The table below may be useful for learners to see whether a specific workplace-based assessment can be used as evidence of progress in a specific Leadership and Management CiP:

Leadership and Management CiP	OSATS	Mini-CEX	CbD	NOTSS	TO1/TO2	Reflective practice
1: The doctor understands and continually develops		X	X	X	X	X



Leadership and Management CiP	OSATS	Mini-CEX	CbD	NOTSS	TO1/TO2	Reflective practice
themselves as an individual and leader.						
2: The doctor works effectively as a team player and as leader.		X	X	X	X	X
3: The doctor has an appreciation for leading in a complex healthcare system.		X	X	X	X	

6. Career guidance

Learners can undertake any of the three SIPMs. There is no ‘protected’ training time allocated to undertake SIPMs, and they are not required for CCT. The Leadership and Management SIPM can be undertaken at any stage during the training programme. The most appropriate stage to consider undertaking this SIPM will be from ST3 onward, so that learners can focus on the leadership and management skills in the core curriculum before embarking on the SIPM, where they will develop those knowledge and skills to a higher level. Learners aspiring to taking on clinical leadership roles in their consultant career (at a service, departmental, directorate or Trust level and beyond) should undertake this SIPM.

For further careers advice, learners should have a discussion with their SITM Director.

7. Further resources

The further resources listed below can be found on the [RCOG Curriculum 2024 webpages](#):

- [Essential Curriculum Guide](#)
- [Special Interest Training Definitive Document](#) (containing the 2024 curricula for SITMs and SIPMs)
- [Workplace Behaviour Toolkit](#)

Find out more at
rcog.org.uk/curriculum2024



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