**ST 1-2**

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| **Key skills** | **CBD** | **Mini-Cex** | **OSAT** | **Reflection** | **Procedure log** | **TO2** | **Other** |
| **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.** | | | | | | | |
| A trainee who is meeting expectations will be able to take a detailed, focused history and conduct appropriate clinical examinations taking into consideration the personal circumstances of the individual. Their documentation is accurate, complete, timely and accessible, in compliance with legal requirements. They will select appropriate basic investigations and correctly interpret results, while discussing more complex investigations with senior colleagues. They will have the ability to independently list possible diagnoses and apply clinical judgement to arrive at a working diagnosis. They will use empathy, respect and compassion when communicating to build trust. They will prescribe medicines, blood products and fluids correctly, accurately and unambiguously. | | | | | | | |
| Able to take history and perform clinical examination and use appropriate investigations to establish diagnosis |  |  |  |  |  |  |  |
| Facilitates discussions |  |  |  |  |  |  |  |
| Ability to facilitate women’s decision making |  |  |  |  |  |  |  |
| Provides treatment |  |  |  |  |  |  |  |
| **CiP 2: The doctor is able to work effectively within health organisations.** | | | | | | | |
| A trainee meeting expectations will be able understand the NHS constitution and how healthcare services are currently commissioned and funded. The trainee will be aware and adhere to GMC guidance on professionalism and confidentiality and actively participate in promoting a safety culture. The trainee will be aware of the role of incident investigations and demonstrate an understanding of key skills in clinical governance. The trainee will demonstrate an understanding of ethical and legal issues underpinning informed consent, and demonstrate the ability to obtain consent in the clinical environment. The trainee will understand the principles of data governance and legislation around data protection. | | | | | | | |
| Aware of the healthcare systems in the four nations of the UK |  |  |  |  |  |  |  |
| Aware of and adheres to legal principles and professional requirements |  |  |  |  |  |  |  |
| Aware of ethical principles |  |  |  |  |  |  |  |
| Participates in clinical governance processes |  |  |  |  |  |  |  |
| Works effectively within the digital environment |  |  |  |  |  |  |  |
| **CiP 3: The doctor is a leader and follower who shares vision, engages and delivers results.** | | | | | | | |
| A trainee meeting expectations will be able to undertake a simple project to successful completion following direction. The trainee understands the importance of negotiation and managing conflict. The trainee understand the importance of role modelling and the importance of leadership style. The trainee shows insight into own clinical performance and shows evidence of developing resilience. | | | | | | | |
| Comfortable influencing and negotiating |  |  |  |  |  |  |  |
| Manages conflict |  |  |  |  |  |  |  |
| Understands human behaviour and demonstrates leadership skills |  |  |  |  |  |  |  |
| Demonstrates insight |  |  |  |  |  |  |  |
| Manages stress and fatigue |  |  |  |  |  |  |  |
| Able to make effective use of resources and time management |  |  |  |  |  |  |  |

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| **CiP 4: The doctor is able to design and implement quality improvement projects or interventions.** | | | | | | | | |
| A trainee who is meeting expectations understands quality improvement and undertakes and evaluates the impact of QI interventions. They will understand the differences between QI projects and research and will recognise the importance of participation in quality improvement projects. They will have participated in QI  projects under senior supervision with some involvement in delivering the outcome and implementation. | | | | | | | | |
| Understands quality improvement (quality is safety, experience and efficacy) |  |  |  |  |  |  |  | |
| Undertakes and evaluates impact of QI interventions |  |  |  |  |  |  |  | |
| **CiP 5: The doctor understands and applies basic Human Factors principles and practice at individual, team, organisational and system levels.** | | | | | | | | |
| A trainee who is meeting expectations will begin to understand the importance of being comfortable influencing and negotiating. They will be able to manage conflict in day to day practice with support and will be developing an understanding of leadership in different situations. They will show insight into their own performance and reflect on their practice. They will be starting to develop strategies to maintain personal wellbeing and how that affects those around them. They will be able to understand the importance of making effective use of resources and the importance of effective time management. | | | | | | | | |
| Maintains situational awareness |  |  |  |  |  |  |  | |
| Demonstrates insight into decision making |  |  |  |  |  |  |  | |
| Ability to respond to human performance within adverse clinical events |  |  |  |  |  |  |  | |
| Team working |  |  |  |  |  |  |  | |
| Understands systems and organisational factors |  |  |  |  |  |  |  | |
| **CiP 6: The doctor takes an active role in helping self and others to develop themselves** | | | | | | | | |
| A trainee who is meeting expectations will recognise that they should be acting as a supportive colleague and critical friend. They will be aware of the need to encourage and support colleagues in their endeavours. They may be able to identify and create a safe and supportive working environment with guidance. They may be aware that traumatic events can lead to psychological effects, which may need professional intervention and support. They will have an appreciation of the basic principles of performance management. | | | | | | | | |
| Demonstrates a commitment to continued learning |  |  |  |  |  |  |  | |
| Develops people |  |  |  |  |  |  |  | |
| Promotes excellence |  |  |  |  |  |  |  | |
| Provides pastoral care |  |  |  |  |  |  |  | |
| Provides support to second victims |  |  |  |  |  |  |  | |
| Demonstrates performance management |  |  |  |  |  |  |  | |
| **CiP 7: The doctor is able to engage with research and promote innovation.** | | | | | | | | |
| A trainee who is meeting expectations will show evidence of being able to evaluate research and take part in critical discussions. They may need some assistance in interpretation of statistical results. They will understand the principles of healthcare research and the different methodologies in use. They will understand some of the principles of ethics and governance within research and have an understanding of informed consent with support. They will refer to local and national guidance on most occasions. They may assist with innovation within their department. The trainee will recognise the importance of an evidence-based approach to patient care. | | | | | | | | |
| Demonstrates research skills |  |  |  |  |  |  |  | |
| Demonstrates critical thinking |  |  |  |  |  |  |  | |
| Innovates |  |  |  |  |  |  |  | |

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| **CiP 8: The doctor is effective as a teacher and supervisor of healthcare professionals.** | | | | | | | | |
| A trainee who is meeting expectations will recognise that learning theories are important but not fully implement them in their teaching. They will undertake opportunistic teaching of practical skills with junior colleagues/medical students as well as the wider multidisciplinary team. They are aware of the need to support and effectively supervise medical students. They will take opportunities to educate patients and empower them in their own healthcare management; this is usually limited to providing written information. They have an awareness of the techniques for giving feedback and can usually provide it in a timely and constructive manner. They will improve the effectiveness of their educational activities in response to reflection and feedback. They have an appreciation of the basic principles of the appraisal process and participate in revalidation. | | | | | | | | |
| Delivers effective teaching |  |  |  |  |  |  |  | |
| Embraces interprofessional learning |  |  |  |  |  |  |  | |
| Involves stakeholders in education |  |  |  |  |  |  |  | |
| Supervises and appraises |  |  |  |  |  |  |  | |
| **CiP 9: The doctor is competent in recognising, assessing and managing emergencies in gynaecology and early pregnancy.** | | | | | | | | |
| A trainee meeting expectations will be able to perform a history, examination and order basic investigations. They will be able to formulate a differential diagnosis with support. They will be developing the skills to discuss diagnosis in a sensitive manner. They will be starting to formulate appropriate individualised management plans. They will be performing surgery to the appropriate level. They will be able to demonstrate they can ensure continuity of care, effective handover, escalation where appropriate and manage discharge planning with support. They can demonstrate understanding of the risk management procedures required with support | | | | | | | | |
| Manages acute pelvic pain in the non-pregnant woman |  |  |  |  |  |  |  | |
| Manages vaginal bleeding in the non-pregnant woman |  |  |  |  |  |  |  | |
| Manages acute infections |  |  |  |  |  |  |  | |
| Manages acute complications of gynaecological treatment |  |  |  |  |  |  |  | |
| Manages vaginal bleeding and pain in early pregnancy |  |  |  |  |  |  |  | |
| Manages other early pregnancy complications |  |  |  |  |  |  |  | |
| Manages the acute gynaecological workload |  |  |  |  |  |  |  | |
| **CiP 10: The doctor is competent in recognising, assessing and managing emergencies in obstetrics.** | | | | | | | | |
| A trainee who is meeting expectations will be able to communicate with the wider multidisciplinary team, labouring women and their birthing partners and escalate appropriately in a timely manner. They will be able to initiate the management of the common obstetric emergency presentations with support including taking a focused history, appropriate examination and ordering investigations. They will be able with support to begin to formulate an appropriate and individualised management plan taking into account patient preferences and the urgency required. They will be able with supervision to manage concerns about fetal wellbeing in both the non-labouring woman and labouring woman. They will begin to manage intrapartum fetal surveillance to help assess risk, be able to describe a normal and abnormal fetal heart rate pattern. They will begin to develop an understanding of and skills required in the management of labour. They will have knowledge of related tests and have the skills to carry out the tests required at ST2. They will be able to manage induction and augmentation of labour with supervision by formulating safe management plans for induction and augmentation taking into account the woman’s preferences. They will with appropriate supervision undertake the initial management of emergency birth and immediate postpartum problems recognising when birth may need to be expedited and will be able to communicate concerns effectively and sensitively with colleagues, women and birthing partners. They will have the technical skills required on labour ward for an ST2 and will begin to learn the skills necessary to manage labour ward, ensuring continuity of care, effective handover and appropriate discharge plans are in place. | | | | | | | | |
| Manages pain and bleeding in the obstetric person |  |  |  |  |  |  |  | |
| Manages concerns about fetal wellbeing prior to labour |  |  |  |  |  |  |  | |

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| Manages suspected pre-term labour/ruptured membranes |  |  |  |  |  |  |  | |
| Manages labour |  |  |  |  |  |  |  | |
| Manages intrapartum fetal surveillance |  |  |  |  |  |  |  | |
| Manages induction and augmentation of labour |  |  |  |  |  |  |  | |
| Manages emergency birth and immediate postpartum problems |  |  |  |  |  |  |  | |
| Manages maternal collapse and people who are acutely unwell in pregnancy |  |  |  |  |  |  |  | |
| Manages labour ward |  |  |  |  |  |  |  | |
| **CiP 11: The doctor is competent in recognising, assessing and managing non-emergency gynaecology and early pregnancy.** | | | | | | | | |
| A trainee who is meeting expectations will be able to take an adequate history in clinic, identifying the main problems. They will provide good care and arrange appropriate follow-up. They will ensure appropriate referral and follow-up and communicate with senior colleagues. They will seek out opportunities for learning and discussion. | | | | | | | | |
| Manages abnormal vaginal bleeding |  |  |  |  |  |  |  | |
| Manages pelvic and vulval pain |  |  |  |  |  |  |  | |
| Manages pelvic masses |  |  |  |  |  |  |  | |
| Manages the abnormal cervical smear |  |  |  |  |  |  |  | |
| Manages suspected gynaecological cancer symptoms |  |  |  |  |  |  |  | |
| Manages urogynaecological symptoms |  |  |  |  |  |  |  | |
| Manages vulval symptoms |  |  |  |  |  |  |  | |
| Manages menopause and postmenopausal care |  |  |  |  |  |  |  | |
| Manages subfertility |  |  |  |  |  |  |  | |
| Manages sexual wellbeing |  |  |  |  |  |  |  | |
| **CiP 12: The doctor is competent in recognising, assessing and managing non-emergency obstetrics.** | | | | | | | | |
| A trainee who is meeting expectations will be able to meet with a patient and family, take a history and perform and examination in an accurate, polite and sensitive way. They will be able to present the case clearly to a senior and act on the advice given. They should be improving their understanding of management priorities and seeking to improve their knowledge. | | | | | | | | |
| Manages pre-existing medical conditions in the pregnant woman |  |  |  |  |  |  |  | |
| Manages medical conditions arising in pregnancy |  |  |  |  |  |  |  | |
| Manages fetal concerns |  |  |  |  |  |  |  | |
| Manages mental health conditions in pregnancy and the postnatal period |  |  |  |  |  |  |  | |
| Manages complications in pregnancy affected by lifestyle |  |  |  |  |  |  |  | |
| Supports antenatal decision making |  |  |  |  |  |  |  | |
| Manages the postnatal period |  |  |  |  |  |  |  | |
| **CiP 13: The doctor is able to champion the healthcare needs of people from all groups within society.** | | | | | | | | |
| A trainee who is meeting expectations will have an understanding of the ethical and legal issues and awareness of when discrimination may occur. They will recognise how their personal beliefs could lead to discrimination and have a basic understanding of patient-centred assessments, which are inclusive and respectful of diversity. They will be developing an understanding of the broader social and cultural determinants of health. They will be able to take a social history and understand the interactions between health and a woman’s work and family life. They will also have an understanding of the interaction between physical and mental health. | | | | | | | | |
| Promotes non-discriminatory practice |  |  |  |  |  |  |  | |
| Aware of broader social and cultural determinants of health |  |  |  |  |  |  |  | |
| **Key skills** | **CBD** | **Mini-Cex** | **OSAT** | **Reflection** | **Procedure log** | **TO2** | | **Other** |
| Aware of an individual’s social wellbeing |  |  |  |  |  |  |  | |
| Aware of the interaction between mental health and physical health |  |  |  |  |  |  |  | |
| **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.** | | | | | | | | |
| A trainee who is meeting expectations will have some understanding of the lifestyle factors which impact on short- and long- term health. They will have some appreciation of the concepts of screening. They will have an awareness and be working towards promoting the national screening programmes in women’s health. They may know about the current recommended vaccinations available to protect women and their unborn children. | | | | | | | | |
| Promotes a healthy lifestyle |  |  |  |  |  |  |  | |
| Promotes illness prevention |  |  |  |  |  |  |  | |
| Aware of the national and international policies and politics which impact on women’s healthcare |  |  |  |  |  |  |  | |
| Aware of the globalisation of healthcare |  |  |  |  |  |  |  | |