

## The Curriculum

### Professional Identities

The new core curriculum consists of **4 Professional Identities** (PIs):

- Professional Identity 1: NHS Professional
- Professional Identity 2: Systems Leader and Champion (**Design**)
- Professional Identity 3: Clinical Expert (**Deliver**)
- Professional Identity 4: Educator/Trainer (**Train**)



### Capabilities in Practice (CiPs)

Each PI consists of a number of CiPs, which are high-level statements setting out what a doctor should be able to do at the end of training. The new CiPs support a move away from a 'disease-based' structure to encourage a more patient-centred approach that prioritises the needs and complexities of each individual patient. The curriculum consists of ten Capabilities in Practice (CiPs) grouped under four professional identities. The CiPs are the high-level learning outcomes which bring together the Generic Capabilities (five CiPs), the Specialty Specific Capabilities (three CiPs), and the shared Generic/Specialty Specific Capabilities (two CiPs). Each CiP has also been mapped to the [GMC's Generic Professional Capabilities](#). These CiPs ensure transferability and flexibility of learning outcomes between related specialties, such as O&G, GP and GUM.

Clicking on the CiP number will take you to the detailed Guide for that CiP.

| Professional Identities and Capabilities in Practice (CiPs) |  |
|---|--|
| GENERIC   |  |
| Professional identity: NHS professional                     |  |
| <a href="#">CiP 1</a>                                       | The doctor is able to apply medical knowledge, clinical skills and professional values for the provision of high quality, safe and empathetic patient centred care.                                  |
| <a href="#">CiP 2</a>                                       | The doctor is able to work and communicate effectively as part of a multidisciplinary team while demonstrating appropriate situational awareness, professional behaviour and professional judgement. |

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|--|--|
| <a href="#">CiP 3</a>  | The doctor is able to work successfully within health services at organisational and systems levels.   |
| <a href="#">CiP 4</a>  | The doctor is able to manage data and digital information appropriately and design and implement quality improvement projects.   |
| <a href="#">CiP 5</a>  | The doctor is able to engage with research to promote innovation.  |
| <b>SPECIALTY SPECIFIC</b>  |  |
| <b>Professional identity: Systems leader and champion (Design)</b> |  |
| <a href="#">CiP 6</a>  | The doctor is able to manage and lead a multiprofessional team delivering a Sexual and Reproductive Health Service.  |
| <a href="#">CiP 7</a>  | Working in partnership with all other relevant organisations, the doctor is able to champion the healthcare needs of people from all groups within society and contribute to the vision for the future direction of healthcare; and to plan and deliver a Sexual and Reproductive Health Service, within which the principles of Public Health are embedded. |
| <b>Professional identity: Clinical expert (Deliver)</b>            |  |
| <a href="#">CiP 8</a>  | The doctor is competent to assess and manage people presenting for sexual and reproductive healthcare throughout their life course.  |
| <b>GENERIC/SPECIALTY SPECIFIC</b>                                  |  |
| <b>Professional identity: Educator/Trainer (Train)</b>             |  |
| <a href="#">CiP 9</a>  | The doctor is able to directly facilitate learning through the provision of teaching, training, mentorship, and assessment to a wide variety of learners, from various professions.  |
| <a href="#">CiP 10</a>   | The doctor is able to manage educational programmes that deliver SRH learning to a wide variety of professionals in a wide variety of settings.  |

## Key skills

Each CiP is supported by the key skills expected to be demonstrated by a CCT holder. Each key skill has a set of descriptors associated with that activity or task. You can see these in the CiP Guides or in the Curriculum Definitive Document.

## Descriptors

The descriptors are intended to help Trainees and trainers recognise the minimum level of knowledge, skills and attitudes which should be demonstrated by SRH doctors. They may be used to provide guidance to Trainees when they self-assess their performance against the minimum expected standards for their year of training. It is not a comprehensive list, and there are many more examples that would provide equally valid evidence of performance. You can see these in the CiP Guides or in the Curriculum Definitive Document.

## Knowledge requirements

Each key skill has a set of Knowledge Requirements which also constitute the MFSRH Syllabus. You can see all the Knowledge Requirements in one document.

## Key links

[Definitive Document](#)

[CiP Guides](#)

[Knowledge Requirements](#)

Trainee Handbook (to follow)