

CIP GUIDE

Statement of Expectations and Guidance for CiP 10

CiP 10: The doctor is able to manage educational programmes that deliver SRH learning to a wide variety of professionals in a wide variety of settings.

1 What is this CiP about?

This CiP is designed to ensure that trainees in CSRH acquire the skills, knowledge and attributes needed to manage training programmes relevant to SRH. It is expected that a consultant in CSRH will be able to manage the delivery and quality control of this training.

During training, doctors should be exposed to and participate in the training programmes relevant to SRH as well as attending educational events to support their learning in this area. The ability to reflect on an effective programme of training or a programme that requires improvement should be consolidated as training progresses. Here are the GMC-approved key skills and descriptors.

| Key Skills | Descriptors |
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| Understands educational programmes within SH/SRH | <ul style="list-style-type: none"> • Demonstrates an understanding of the requirements and outcomes of educational programmes within SH/SRH. • Maintains awareness of innovation and developments in medical education and educational techniques |
| Demonstrates ability in planning, delivery and evaluation of training programmes | <ul style="list-style-type: none"> • Demonstrate the ability to plan, structure and facilitate an educational session / intervention/ event/ or training programme, including aims, objectives, learning resources to be used and evaluation methods • Is able to teach/train different health professionals effectively |

These **Key Skills** also map to a variety of generic professional capabilities developed by the GMC. Evidence supporting progress in this CiP should link to generic capabilities such as dealing with complexity, teamwork and leadership and knowledge of patient safety issues. To help trainees and trainers assess progress in this CiP, there is a Statement of Expectations for trainees at each stage of training. It offers guidance as to what constitutes acceptable progress in each training year.

Descriptors are assigned to each Key Skill. It is important to note that they are given as guidance as to the kinds of activity that will help a trainee self-assess as to their progress

with the acquisition of the Key Skill. Other activities that could be said to belong to that Key Skill are not excluded, hence the list is not exhaustive.

| Statement of expectations: CiP 10 | |
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| <p>ST1–3 Meeting expectation</p> | <p>A trainee who is meeting expectations will be able to teach/train different health professionals effectively. They will be aware of and understand the educational programmes within Sexual Health and Reproductive Health and may have participated in them. The trainee is aware of different learning styles and educational techniques. The trainee is able, with support, to plan, deliver and evaluate training sessions and is beginning to understand that these techniques can be scaled up to evaluate training programmes. The trainee is aware of the need to plan, structure and facilitate an educational session / intervention/ event/ or training programme, including aims, objectives, learning resources to be used and evaluation methods but requires support to do this.</p> |
| <p>ST4–5 Meeting expectation</p> | <p>A trainee who is meeting expectations will continue to make progress in the areas covered in their earlier training programme. They will understand their own preferred learning and teaching style and be able to adapt the latter as and when necessary to optimise the learning experience for their target audience. The trainee is aware of innovation and developments in medical education and educational techniques. The trainee is able, to plan, deliver and evaluate training sessions with minimal support and is able to assist, on a larger scale, in the evaluation of local and regional training programmes. The trainee is able to plan, structure and facilitate training programmes, including aims, objectives, learning resources to be used and evaluation methods with support.</p> |
| <p>ST6 Meeting expectation</p> | <p>In addition to the earlier levels outlined, a trainee who is meeting expectations will provide leadership within local training programmes and have an active role in the planning and delivery of Faculty approved courses to a multidisciplinary audience.</p> |

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| | <p>The trainee is abreast of innovation and developments in medical education and educational techniques and incorporates them where applicable. The trainee is able to independently plan, structure and facilitate training programmes, including aims, objectives, learning resources to be used and evaluation methods. The trainee is able to use the evaluation information to implement improvements.</p> |
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2 What kind of evidence might be relevant to this CiP?

This list is not exhaustive. Trainees and supervisors can discuss and agree other sources of relevant evidence. They should also refer to the [Matrix of Progression](#) which sets out the key overall requirements for progression at each stage of training.

- Involved in the delivery of SH and SRH courses such as DipGum, STIF, DFSRH, SRH essentials, FSRH SSMs etc.
- Participation in relevant Deanery and/or Faculty educational committees
- Development of local and national SRH teaching resources
- Educational Feedback from peers and learners with evidence of actions where appropriate.
- Participation in 360 appraisal process
- TO2
- Supervision and Mentoring other trainers
- Part 2 KAT
- Attendance at “Training the Trainer” events such as Educational Supervisors training days
- Reflective practice
- Evidence of session plans including learning objectives and methods of assessment
- Evidence of attendance at Quality Improvement meetings relevant to education
- Evidence of involvement with Educational Governance
- Shadowing Director of Medical Education

3 What are the Knowledge Requirements for this CiP?

The [Knowledge Requirements](#) for all CiPs are contained in a single document, available on the FSRH website. They are not listed here because they also constitute the MFSRH syllabus which needs to be a separate document for all examination candidates, some of whom are not CSRH trainees.

4 When can this CiP be signed off?

A trainee can make a self-assessment of their progress in this CiP at any point in the training year. The first question for a trainee to ask themselves is,

- Do I think I meet the expectations for this year of training?

If the answer is yes, then the next questions to ask are:

- Have I produced evidence and linked that evidence to support my self-assessment?
- Is this evidence at the right level of complexity for my year of training?
- Do I understand the knowledge requirements of this CiP? If not, do I need to look at the knowledge requirements/MFSRH syllabus?

Once the trainee has completed the self-assessment the educational supervisor (ES) needs to review the evidence and ask the same questions:

- Is this sufficient evidence to sign off the CiP?
- Am I happy there is evidence to support the acquisition of key skills?
- Is this the best evidence? Would some of this evidence be more appropriate in other CiPs as evidence?
- Is there other evidence that has been missed?
- Is the level right for this trainee? Are they meeting the standards in the statement of expectations?

When the ES judges that the trainee has met the expectations for that year, they can sign off the CiP. Most crucially, this is a global judgement which does not have to be linked to key skills. One piece of well-presented evidence with some reflection may be enough to sign off the CiP. It is the **quality** of the evidence, not the quantity, which is key. Remember also that one piece of evidence can be used up to three times across the CiPs.

5 Are there any examples or case studies?

Example 1 – ST2 trainee (ES focus)

You are an ES having a meeting with an ST2 trainee, who asks for sign-off of CiP 10 after considering the questions regarding the evidence. They feel that they meet the statement of expectations. They have submitted the following evidence linked to the CiP:

- Completion of the DFSRH, LoC IUT and LoC SDI
- Completion of LoC's
- Taken part in the delivery of Faculty essentials courses
- Attendance at regional teaching session on Educational Techniques and Learning Styles

As an ES you have reviewed the trainee's TO2 which includes comments on the trainee's willingness to teach colleagues.

The statement of expectations for an ST2 trainee who is meeting expectations in CiP 10 is as follows:

- A trainee who is meeting expectations will be able to teach/train different health professionals effectively.
- They will be aware of and understand the educational programmes within Sexual Health and Reproductive Health and may have participated in them
- The trainee is aware of different learning styles and educational techniques.
- The trainee is able, with support, to plan, deliver and evaluate training sessions and is beginning to understand that these techniques can be scaled up to evaluate training programmes.
- The trainee is aware of the need to plan, structure and facilitate an educational session / intervention/ event/ or training programme, including aims, objectives, learning resources to be used and evaluation methods, but requires support to do this.

Therefore, based on your meetings with the trainee and the evidence, which is linked to the CiP, you can feel confident in signing off this CiP for ST2.

Example 2 – ST6 trainee (trainee focus)

You are an ST6 trainee considering sign-off for CiP 10. You are 7 months into ST6 and have submitted the following evidence linked to the CiP:

- FRT status
- Participated in an Essentials of Contraception Course but no evidence of involvement with planning or of feedback
- eLearning for Clinical and Educational Supervisors
- Primary trainer

The Statement of Expectations for an ST6 trainee who is meeting expectations in CiP 10 is as follows:

- In addition to the earlier levels outlined, a trainee who is meeting expectations will provide leadership within local training programmes and have an active role in the planning and delivery of Faculty approved courses to a multidisciplinary audience.
- The trainee is abreast of innovation and developments in medical education and educational techniques and incorporates them where applicable
- The trainee is able to independently plan, structure and facilitate training programmes, including aims, objectives, learning resources to be used and evaluation methods.
- The trainee is able to use the evaluation information to implement improvements.

You discuss this CiP and your request to be signed off with your ES at your next meeting. The ES considers the key questions:

Is this sufficient evidence to support sign off of the CiP? Am I happy there is evidence to support the acquisition of key skills?

In this case four pieces of evidence have been provided which demonstrate involvement in Faculty training programmes and learning relevant to Clinical and Educational Supervision. Whilst this is relevant, there is no evidence of using feedback to inform the provision of education or of involvement with oversight of the training programmes.

Is this the best evidence? Would some of this evidence be more appropriate in other CiPs as evidence?

The evidence is relevant to this CiP, but it is insufficient in breadth and content.

Is the level right for this trainee?

You feel that this evidence is more suited to ST 4 or 5.

The ES has a discussion with the trainee, to the effect that the trainee needs to demonstrate involvement at organisational level with the local and regional training programmes, showing that they have the experience necessary to oversee and quality assure a training programme. You know that this trainee recently attended the General Training Programme Directors Day when a presentation was given on a tool kit for quality assurance in education. You suggest that the trainee uses the tool kit for the local General Training Programme with a view to implementing any outcomes for improvement, writes up the process for possible presentation/publication and reflective practice. The Head of School has also recently offered shadowing opportunities and ARCP observation at the Deanery for senior trainees which the trainee should consider participating in. Upon satisfactory completion of these activities, the evidence could be revisited and the ES may then feel that there is a sufficient level and quality of evidence to sign off the CiP.