



FSRH

The Faculty of Sexual & Reproductive
Healthcare of the Royal College
of Obstetricians & Gynaecologists

Community Sexual and Reproductive Healthcare MFSRH Syllabus & Knowledge Requirements 2021

Section 1: MFSRH Syllabus

Section 2: CSRH Knowledge Requirements

SECTION 1

MFSRH SYLLABUS

The Syllabus for the MFSRH examination is based on the Knowledge Requirements of the CSRH Curriculum Capabilities in Practice (CiPs) which are set out in Section 2. This section of the document, Section 1, outlines the broad areas covered by each examination component. Candidates should consult the Knowledge Requirements for the relevant CiPs and Key Skills in Section 2 for more detail.

MFSRH PART 1

The Part 1 examination examines CIPS 1,4, 5 and 8. The questions are of Single Best Answer type and will examine basic science as applied to Sexual and Reproductive Health together with some clinical questions as appropriate for ST3.

CiP	Key Skill	Included in Exam (Y/N)
1. 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.	1. Able to take history and perform clinical examination and use appropriate investigations to establish diagnosis	Y
	2. Facilitates discussions	N
	3. Facilitates therapeutic decision making	N
	4. Provides treatment	Y
	5. Applies all legal and ethical frameworks appropriate to clinical practice	N
4. The doctor is able to manage data and digital information appropriately and design and implement quality improvement projects.	1. Works effectively within the digital environment	Y
	2. Understands quality improvement (safety, experience and efficacy)	Y
	3. Undertakes and evaluates the impact of Quality Improvement interventions	Y
5. The doctor is able to engage with research to promote innovation.	1. Demonstrates research skills	Y
	2. Demonstrates critical thinking	Y
	3. Innovates	N
8. The doctor is competent to assess and manage people of presenting for sexual and reproductive healthcare throughout their life course.	1. Manages fertility control	Y
	2. Manages pregnancy planning and preconception care	Y
	3. Manages early pregnancy, unplanned pregnancy and abortion care	Y
	4. Manages non-complex genitourinary tract presentations	Y
	5. Manages abnormal vaginal bleeding	Y

	6. Manages pelvic pain and vulval pain	Y
	7. Manages urogynaecological symptoms	Y
	8. Manages screening relevant to SRH	Y
	9. Manages adolescent sexual and reproductive health	Y
	10. Manages premenstrual syndrome .	Y
	11. Manages menopause and postmenopausal care	Y
	12. Manages transgender health problems	Y
	13. Manages reproductive mental health (SRH for people with diagnosed and undiagnosed mental health conditions)	Y
	14. Manages sexual wellbeing	Y
	15. Manages sexual violence	Y

Patient centred care (doctor and patient) CiP 1

- Legal and ethical frameworks appropriate for clinical practice
- An understanding of the basic sciences of the clinical tests performed in SRH

Data CiP 4

- Understand quality improvement, safety experience and efficacy.
- The audit cycle and its role in clinical improvement.
- Local and national UK guidelines and levels of evidence

Research CiP 5

- The research principles underlying screening tests, principles of evidence-based medicine including design of clinical trials and ethical approval
- Basic statistics as required for the interpretation of the results of clinical trials
- Overview of epidemiological data

Fertility control CiP 8 KS 1

- Knowledge of anatomy and embryology relevant to SRH i.e, upper arm, abdomen, pelvis and urogenital tract (male and female)
- The physiology, endocrinology and pathology related to sexual and reproductive health sciences including puerperium and menopause
- The pharmacology, pharmacokinetics and pharmacodynamics and mechanism of action of all the available methods of contraception, drug interactions and drugs in co-morbid conditions.

Pregnancy planning & preconception care CiP 8 KS 2

- Pre-conceptual counselling
- Pre-conceptual optimization of medical morbidities and pathophysiology of these conditions
- Periconceptual infections, effect of drugs on embryo and fetus

Early & unplanned pregnancy & abortion CiP 8 KS 3

- The anatomy, physiology and embryology of fertilisation implantation and pregnancy

- Clinical diagnostics of abnormal pregnancies ie ectopic and miscarriage
- Pregnancy testing, antenatal screening and antenatal care provision
- The basic sciences of early pregnancy and early pregnancy loss.
- The pharmacology of drugs used in medical and surgical abortion
- The regulations and legalities governing abortion care

Non-complex genitourinary tract presentations CiP 8 KS 4

- Epidemiology, aetiology, microbiology and pathology of STIs
- The pharmacology of the therapeutic agents used in the management of STIs
- Specificity and sensitivity of screening and diagnostic tests
- Principles of partner notification and its role in prevention

Abnormal vaginal bleeding (CiP 8 KS 5)

- Anatomy and physiology of the hypothalamo-pituitary axis and the female reproductive tract
- The pathophysiology of menstrual cycle, puberty and menopause
- Biochemistry of the sex steroids and other hormones
- Pharmacology of the drugs used in the medical management of abnormal vaginal bleeding

Pelvic and vulval pain CiP 8 KS 6

- The aetiology, presentation, differential diagnosis of pain in the female reproductive tract
- The first line investigations and pharmacology of the agents used in management

Urogynaecology CiP 8 KS 7

- Pathophysiology of continence and micturition
- Presentations of uro-gynaecological problems in SRH
- The pharmacology of drugs used in management

Screening CiP 8 KS 8

- Knowledge of the NHS Cervical cancer and breast screening programmes
- Principles of screening and pathology of screening

Adolescent SRH CiP 8 KS 9

- Anatomy, embryology and pathophysiology of puberty
- Sexual developmental delay and presentation

Premenstrual syndrome CiP 8 KS 10

- Physiology, pathophysiology of PMS
- Pharmacology of the drugs used in treatment

Menopause & post menopause CiP 8 KS 11

- Physiology, pathophysiology, epidemiology of the menopause
- Pharmacology of HRT

Transgender health problems CiP 8 KS 12

- Anatomy of transgender phenotypes
- Pharmacology of puberty blockers and hormonal agents used in therapy.

Reproductive mental health CiP 8 KS 13

- Pharmacology of drugs used in management
- Drug interactions in the background of contraceptive medications

Sexual wellbeing CiP 8 KS 14

- Pathophysiology of sexual problems
- Pharmacology of drugs used in management.

Sexual violence CiP 8 KS 15

- Legislations around sexual offence e.g. Sexual Offences Act
- Definitions of sexual offence
- Role of forensic medical examination

MFSRH Part 2

The Part 2 examination examines all the CiPs in its two components at a level appropriate for an ST5 trainee. The questions in the Knowledge Assessment Test (KAT) are of Single Best Answer and Extended Matching Question types and will examine CiPs 1,3,4,5,7, 8,9 and 10. The OSCE exam tests knowledge, skills and attitudes across CiPs 1,2,3,4,5,6,7 and 8.

CiP	Key Skill	Included in KAT (Y/N)	Included in OSCE (Y/N)
1. 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.	1. Able to take history and perform clinical examination and use appropriate investigations to establish diagnosis	Y	Y
	2. Facilitates discussions	N	Y
	3. Facilitates therapeutic decision making	Y	Y
	4. Provides treatment	Y	Y
	5. Applies all legal and ethical frameworks appropriate to clinical practice	Y	Y
2. The doctor is able to work and communicate effectively as part of a multi-disciplinary team while demonstrating appropriate situational	1. Teamworking	N	Y
	2. Understands human behaviour and demonstrates leadership skills	N	Y
	3. Understands decision making	N	Y
	4. Demonstrates personal insight	N	N
	5. Manages stress and fatigue	N	Y
	6. Manages conflict	N	Y
	7. Makes effective use of resources including time management	N	N

awareness, professional behaviour and professional judgement.			
3. The doctor is able to work successfully within health services at organisational and systems levels.	1. Participates in clinical governance processes	Y	Y
	2. Understands systems and organisational factors	Y	Y
	3. Influences and negotiates	N	N
	4. Understands the healthcare systems in the four nations of the UK	Y	N
4. The doctor is able to manage data and digital information appropriately and design and implement quality improvement projects.	1. Works effectively within the digital environment	Y	Y
	2. Understands quality improvement (safety, experience and efficacy)	Y	Y
	3. Undertakes and evaluates the impact of Quality Improvement interventions	Y	Y
5. The doctor is able to engage with research to promote innovation.	1. Demonstrates research skills	Y	Y
	2. Demonstrates critical thinking	Y	Y
	3. Innovates	N	Y
6. The doctor is able to manage and lead a multi-professional team delivering a Sexual and Reproductive Health Service.	1. Demonstrates commitment to provision of a service which is continually monitored and responsive to both positive and negative events	N	Y
	2. Recruits, manages and develops the members of various professional groups that make up multidisciplinary staff	N	Y
	3. Manages and sustains financial resources effectively	N	N
	4. Demonstrates commitment to continuous quality improvement and resulting service development	N	N
7. Working in partnership with all other relevant organisations the doctor is able to champion the sexual and reproductive healthcare needs of people from all groups	1. Considers the impact of the broader social and cultural determinants of health when planning and delivering SRH care.	Y	Y
	2. Participates in setting the direction of future SRH care at local, regional and national level	Y	Y
	3. Formulates and articulates problems so they can be addressed using public health intelligence	Y	Y

within society to enable people to realise their right to optimum sexual & reproductive health; and to plan and deliver an SRH Service, within which the principles of Public Health are embedded and contribute to the vision for the future direction of healthcare			
8 The doctor is competent to assess and manage people presenting for and reproductive healthcare throughout their life course.	1. Manages fertility control	Y	Y
	2. Manages pregnancy planning and preconception care	Y	Y
	3. Manages early pregnancy, unplanned pregnancy and abortion care	Y	Y
	4. Manages non-complex genitourinary tract presentations	Y	Y
	5. Manages abnormal vaginal bleeding	Y	Y
	6. Manages pelvic and vulval pain	Y	Y
	7. Manages urogynaecological symptoms	Y	Y
	8. Manages screening relevant to SRH	Y	Y
	9. Manages adolescent sexual and reproductive health	Y	Y
	10. Manages premenstrual syndrome .	Y	Y
	11. Manages menopause and postmenopausal care	Y	Y
	12. Manages transgender health problems	Y	Y
	13. Manages reproductive mental health (SRH for people with diagnosed and undiagnosed mental health conditions)	Y	Y
	14. Manages sexual wellbeing	Y	Y
	15. Manages sexual violence	Y	Y
9. The doctor is able to directly facilitate learning through the provision of teaching,	1. Delivers effective teaching	Y	N
	2. Facilitates interprofessional learning	Y	N
	3. Supervises and appraises	Y	N
	4. Develops people	Y	N

training, mentorship, and assessment to a wide variety of learners, from various professions.			
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. Understands educational programmes within SH/SRH	Y	N
	2. Demonstrates ability in planning, delivery and evaluation of training programmes	Y	N

Patient centred care (doctor and patient) CiP 1

- Take a full clinical history and perform appropriate examination in male and female clients
- Understand the legal principals of confidentiality, informed consent Fraser guidelines, mental capacity and child protection.
- Understand other legal issues as concerning SRH
- Use appropriate diagnostic testing to make the principals of treatment
- Show an ability to communicate effectively and provide high quality empathic care

Patient centred Care (team working) CiP 2

- Demonstrate that you can work and communicate effectively within a multi-disciplinary team
- Demonstrate awareness of personal insight, unconscious bias and recognise bullying and harassment

Patient centred care (organisational level) CiP 3

- Understand the principles of leadership within a team and appreciate the roles and responsibilities of other staff delivering a SRH service
- Design a client care pathway and apply this to clinical practice
- Aware of the organisational policies supporting clinical governance and be able to apply them, for example sickness' harassment and bullying
- Understand NHS funding structures, be able to interpret service budget reports, and develop a business case

Data CiP 4

- Demonstrate a full understanding of all common usage of computing systems including the principles of data collection, storage, retrieval, analysis and presentation

Research CiP 5

- Understand the difference between audit and research demonstrate the skills to critically appraise scientific trials and literature

Leader SRH CiP 6

- Understand the principles of leadership within a team and appreciate the roles and responsibilities of other staff delivering a SRH service
- Understand NHS funding structures, be able to interpret service budget reports, and develop a business case
- Be able to identify patterns in adverse events/audits/complaints and act appropriately

Partnership & Public Health CiP 7

- Understand the major areas of Public Health activity which includes population needs assessment; assessing evidence of effectiveness of public health interventions; policy and strategy development and implementation; strategic leadership and collaborative working for health; health improvement; health protection, such as sexual health screening; health and social service quality including the commissioning cycle; and public health intelligence including performance management systems
- Demonstrate an awareness of the SRH needs of all groups in society and formulate plans to run a service that will meet these needs and adhere to public health principles

Fertility control CiP 8 KS 1

- A detailed knowledge of all methods of fertility control, their indications, contraindications and complications and their mode of action and efficacy
- Ultrasound appearances of normally and abnormally sited intrauterine and subdermal contraceptive methods
- Demonstrate appropriate skills and attitudes in relation to fertility control including their application in vulnerable groups

Pregnancy planning & preconception care CiP 8 KS 2

- Medical, social and environmental effects on pregnancy outcome.
- Antenatal screening tests
- Medical conditions and their effects upon pregnancy and when to refer for specialist care

Early & unplanned pregnancy & abortion CiP 8 KS 3

- Epidemiology, aetiology, presentation and management of miscarriage, ectopic pregnancy, pregnancy of unknown location and trophoblastic disease
- Ultrasound features of early pregnancy and complications of early pregnancy
- Abortion, legal aspects, cultural aspects and management of medical and surgical abortion and its complications

Non-complex genitourinary tract presentations CiP 8 KS 4

- The epidemiology, aetiology, microbiology and natural history of genital tract infections and infestations and to be able to recognise, diagnose and manage these conditions in both men and women

- The epidemiology, transmission, clinical features, management and prevention of blood-borne viruses, including hepatitis and HIV/AIDS and to have knowledge of hepatitis A and B, and HPV vaccination
- Awareness of child protection issues and risk assessment for possible child abuse as well as familiarity with national guidelines on these matters
- Demonstrate appropriate communication skills and attitudes

Abnormal vaginal bleeding (CiP 8 KS 5)

- The epidemiology, aetiology, pathophysiology, clinical characteristics, prognostic features and management of menstrual disorders, postmenopausal bleeding, benign conditions of the genital tract and endocrine disorders including heavy menstrual bleeding, irregular menstrual bleeding, fibroids, amenorrhoea, hypothalamic and pituitary disorders, hyperprolactinaemia, premature ovarian failure, polycystic ovaries and polycystic ovary syndrome, other causes of hyperandrogenism, thyroid/adrenal disorders and autoimmune endocrine disease
- Cervical screening
- Medical and surgical management of abnormal uterine bleeding
- Ultrasound appearances of the female genital tract, including uterine anatomy, endometrial thickness, polyps, fibroids and adnexal features suggestive of premalignant or malignant ovarian change

Pelvic pain and vulval pain CiP 8 KS 6

- The epidemiology, aetiology, pathophysiology, clinical characteristics, prognostic features and management of pelvic and vulval pain including dysmenorrhoea, dyspareunia, endometriosis, pelvic inflammatory disease, benign ovarian neoplasms, functional ovarian cysts, non-gynaecological disorders, pruritus vulvae, Bartholin's cysts, non-neoplastic cysts, non-neoplastic epithelial disorders vulvodynia and female genital mutilation
- The surgical and medical management of the above

Urogynaecology CiP 8 KS 7

- Understand the management of urinary and faecal incontinence, benign bladder conditions and urogenital prolapse
- Be aware of the limitations of investigations and treatment
- Life-style interventions and adjustments

Screening CiP 8 KS 8

- Knowledge of all the current screening programmes in the UK and awareness of their sensitivity and specificity
- Management of cervical intraepithelial neoplasia
- Value of HPV testing

Adolescent SRH CiP 8 KS 9

- The epidemiology, aetiology, clinical features, treatment and prognosis of gynaecological disorders occurring in adolescents including the difficulties that normal menstruation may create for young women with severe developmental disability

Premenstrual syndrome CiP 8 KS 10

- The reproductive physiology and possible aetiologies of PMS and the hormonal and non-hormonal treatments, including alternative and complementary therapies

Menopause & postmenopause CiP 8 KS 11

- Detailed knowledge of the physiology, epidemiology and demography of the menopause including premature and surgical menopause
- Understand the short, intermediate and long-term consequences of ovarian failure
- Demonstrate skills in history taking and ability to perform a relevant examination relating to the menopause
- Able to appraise critically recent trials and studies on HRT and apply this knowledge to individual patient management

Transgender health problems CiP 8 KS 12

- Management of transgender; referral pathways, treatment options and potential complications

Reproductive mental health CiP 8 KS 13

- The aetiology, presentation and management of common mental health problems

Sexual wellbeing CiP 8 KS 14

- The identification, investigation and management of sexual problems in men and women

Sexual violence CiP 8 KS 15

- Knowledge of the statutory definitions of rape and other sexual offences and a working knowledge of relevant legislation in the United Kingdom
- Understand the root causes of sexual crimes and have knowledge of relevant statistics Understand the process of consent to examination, the taking of samples and the disclosure of medical records and the implications of consent in special client groups
- Understand the operation of local care and referral pathways for management of complainants of sexual assault and know what to do if a young person or adolescent discloses acute sexual assault or chronic/historic sexual abuse
- Relevant forensic scientific knowledge concerning different types of evidence, Locard's principle, the relevance of samples according to timing and account of incidents and the preservation of evidence and appropriate documentary recording
- Knowledge of police procedures in dealing with complainants of sexual assault, court systems and the roles of professional and expert witnesses

Facilitate teaching CiP 9

- Understand the principles of adult learning and to demonstrate aptitude in teaching common practical procedures in sexual and reproductive health

Manages educational programmes CiP 10

- Understand the educational programmes within SRH

- Awareness of assessment techniques and the principals of evaluating a training programme.

SECTION 2

CiP 1: 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. (*Ref only – patient centred care, individual doctor and patient. CSRH 2017 Modules 1 (L.O a), b), c), d), 11, 12, 13)*)

CiP 1 Key Skill 1: Able to take history and perform clinical examination and use appropriate investigations to establish diagnosis (RCOG C1 KS1) (CSRH Module 1)

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- Define the pattern of common and uncommon symptoms in people presenting with sexual and reproductive health issues.
- Define the pattern of common and uncommon symptoms in people presenting with gynaecological problems.
- Comprehend the different elements of history taking.
- Structure a consultation appropriately.
- Recognise that patients do not present their history in a structured fashion.
- Understand and use listening skills.
- Appropriate use of silence.
- Recognise the importance of assessment of patients with and without supporters/partners/carers/parents.
- Define the concepts of the natural history of disease and assessment of risk.
- Outline the impact of healthcare beliefs, culture and ethnicity in presentations of physical and psychological conditions.
- Identify, categorise and evaluate clinical priorities according to urgency and importance.
- Prioritises workload.
- Has realistic expectations of tasks to be completed, and timeframe for tasks.
- Keeps consultations to time and to task.
- Outline and follow relevant strategies including GMC guidance.
- Understands and can use methods of effective verbal and non-verbal communication associated with good doctor/patient/ client interactions.
- Maintains dialogue or rapport when note taking and using the computer.
- Recognises the need for an objective, professionally trained interpreter for patients with communication difficulties as the gold standard when taking a medical history.
- Knows and can use currently available options for interpreting services.
- Understand the limitations placed upon the information available in the absence of a trained interpreter, when a relative, partner or friend is used instead.
- Understand that interpreters and patient advocates must be aware of confidentiality issues.
- Understand the significance of the patient's background, culture, education, beliefs, concerns and expectations when undertaking a consultation.
- Include questions sensitively and respectfully about socio-economic status, household poverty, employment status and social capital when taking a medical history.
- Understand the need for a targeted and relevant clinical examination.

- Recognise that the patient's wishes and beliefs as well as their history should inform examination, investigation and management.
- Know the ethical guidelines relevant to intimate examination
- Understand the pathophysiological basis of physical signs, both positive and negative.
- Comprehend constraints to performing physical examination and strategies that may be used to overcome them.
- Comprehend the limitations of physical examination and the need for adjunctive forms of assessment to confirm diagnosis.
- Outline and follow relevant strategies including GMC guidance on confidentiality.
- Acknowledges and respects diversity.
- Respects patient's views and dignity.
- Recognise that offering a chaperone in CSRH is always recommended.
- Understands the purpose of a chaperone and the characteristics required of an individual to fulfil the role of chaperone.
- Understand the indications, risks, benefits and effectiveness of investigations.
- Understand the importance of prompt investigation, diagnosis and treatment in disease and illness management.
- Conceptualise the clinical problem in a clinical and social context.
- Define the steps of diagnostic reasoning.
- Understand the factors which influence the incidence and prevalence of common conditions.
- Recognise how to use expert advice, clinical guidelines and algorithms.
- Recognise diagnostic uncertainty and reformulate diagnoses when indicated.
- Understand the importance and conventions of accurate clinical note keeping.
- Mark each note entry with date, time (when appropriate) signature, name and status.
- Understand the principles of data protection including electronic and administrative systems.
- Know the relevance of data protection pertaining to patient confidentiality.
- Communicate promptly and accurately with primary care and other agencies.
- Know how to work courteously and collaboratively with secretaries, clerical and other staff.
- Know the limitations and problems of electronic communication in a clinical setting.
- Understand yourself and be aware of similarities and distinctions between the beliefs and values of the doctor and the patient.
- Recognise that personal beliefs and biases impact (positively and negatively) on the delivery of care.
- Know the overall approach of value- based practice and how this relates to ethics, law and decision-making.
- Outline the main methods of ethical reasoning: case-based reasoning, the justification of decision and moral judgment.
- Flexible and willing to take advice and change practice in the light of new information
- Receptive to feedback on performance.
- Appreciate the internal signs of one's own stress and seek support.
- Understand the local procedures to be followed when personal health is compromised.
- Demonstrate knowledge of the professional, legal and ethical codes of the GMC, e.g. Fitness to Practice and any other codes pertaining to CSRH.
- Understand disciplinary processes in relation to medical malpractice.

CiP 1 Key Skill 2: Facilitates discussions

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- Introduce oneself by name and position and introduce any other staff in the room.
- Understand and use patient centred consultation style.
- Use of open questions where possible.
- Understand and use listening skills.
- Respect diversity and recognise the effects of exclusion, stigma and discrimination on physical and mental health.
- Aware that every patient may require different levels of explanation and have different responses during a clinical encounter.
- Avoid medical jargon but can use judgement with reference to appropriate colloquial language.
- Check patient's level of knowledge and understanding.
- Invite questions at the conclusion of an explanation.
- Understand the components of verbal and non-verbal communication.
- Understand the importance of what is said and what is left unsaid.
- Understand how to provide opportunities within the clinical encounter for the patient to voice their concerns if they feel able to do so.
- Be aware that the way in which an embarrassing or disturbing topic is dealt with may have a profound effect on the patient, the immediate doctor/patient relationship and subsequent encounters with any medical professionals.
- Be aware that it may be necessary to offer a further opportunity for discussion at a follow up appointment.
- Be familiar with the range of agencies that may be able to provide further support and management.
- Recognise your own limits and refer promptly if you feel unable to provide the care that the patient requires.
- Be aware that disclosure of disturbing topics by a patient can be extremely stressful for the professional involved.

CiP 1 Key Skill 3: Facilitates therapeutic decision making

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- Be aware of and maintain an up to date knowledge of research evidence pertaining to investigation and clinical management in CSRH.
- Understand, acknowledge and discuss uncertainty around diagnosis and therapeutic efficacy where this exists.
- Seek the views, preferences and expectations of the individual.
- Understand and acknowledge the role of the expert patient.
- Involve individuals in decision making.
- Recognise and appropriately respond to sources of information accessed by the patient
- Offer choices whenever possible.
- Where values and perceptions of optimal clinical management conflict, facilitate balanced and mutually respectful decision-making.
- Understand how a person's attention and concentration declines rapidly over the course of a consultation, particularly when an individual is in physical or psychological discomfort and when there is a significant volume of unfamiliar information to be communicated.

- Understand the importance of providing back up written information in a variety of formats including paper, electronic, braille, pictorial and languages other than English.
- Understand and signpost patients to a range of sources of reliable information including websites, third sector organisations and relevant support networks.
- Understand the importance of providing information that is simply and clearly written and is free of jargon.
- Understand the components of verbal and non-verbal communication.
- Understand the importance of what is said and what is left unsaid.
- Understand how to provide opportunities within the clinical encounter for the individual to voice their concerns if they feel able to do so.
- Be aware that the way in which an embarrassing or disturbing topic is dealt with may have a profound effect on the patient, the immediate doctor/patient relationship and subsequent encounters with any medical professionals.
- Understand and use listening skills.
- Be aware that it may be necessary to offer a further opportunity for discussion at a follow up appointment.

CiP 1 Key Skill 4: Provides treatment

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- Know that all decisions and actions must be in the best interests of the patient.
- Recognise high risk clinical situations and manage appropriately.
- Be familiar with and utilise current clinical guidance relevant to contraception and sexual health and other related topics.
- Be able to formulate and implement a management plan incorporating current best practice, optimal risk/ benefit balance and individual preference.
- Understand the importance of non-medication based therapeutic interventions.
- Outline the concept of patient self-care.
- Understand the influence of lifestyle on health and the factors that influence an individual to change their lifestyle.
- Understand the concept of quality of life and how this can be measured whilst understanding the limitations of such measures.
- Be able to explain confidentiality and its limits to children and vulnerable adults.
- Understand specific legal issues about consent in under 16-yr olds, and vulnerable adults
- Use Fraser Guidelines appropriately.
- Understand the concept of Mental Capacity and its relevance to sexual and reproductive health care.
- Be familiar with and use local and national guidance for vulnerable adults.
- Be aware of relevant strategies to ensure confidentiality within the consultation, clinic and service.
- Be aware when confidentiality might need to be broken and how to explain this.
- Know and be able to use referral pathways to appropriate local agencies when Safeguarding concerns are identified.
- Understand what circumstances constitute an immediate risk to the individual's safety and be able to take appropriate, immediate action.
- Recall side effects and contraindications of commonly prescribed medications.
- Be aware of the indications, contra-indications, adverse effects, drug interactions and dosage of drugs and medical devices used in contraception and sexual and reproductive health.

- Be familiar with the range of adverse reactions and drug interactions relevant to commonly prescribed medications including complementary medicines.
- Be aware of the potentially adverse effects of medication on performance and safety at work
- Know the range of drugs requiring therapeutic drug monitoring and interpret results relevant to the trainee's clinical practice.
- Define the effects of age, body size, organ dysfunction and concurrent illness on drug distribution and metabolism relevant to the trainee's clinical practice.
- Understand the roles of regulatory agencies involved in drug use, monitoring and licensing e.g. NICE, Committee on Safety of Medicines, Medical and Healthcare products Regulatory Agency (MHRA) and Trust formulary committees.
- Assess the patient's ability to access various services in the health and social care system and offer appropriate assistance.
- Empower patients to negotiate systems and care networks to improve health and wellbeing whenever possible.
- Understand and know how to navigate the administrative systems of own service.
- Understand and know how to perform statutory notification and national data collection and submission as appropriate.
- Be familiar with the multi-disciplinary team working practices in sexual and reproductive health.
- Understand own role within the multidisciplinary team to provide, safe, effective and efficient care for people.
- Define and prioritise diagnoses and problems requiring treatment.
- Identify and distinguish between diagnoses that can be managed within the service and other problems which require signposting or referral to external providers.
- Understand the possible positive and negative implications of health promotion activities such as immunisation, brief interventions, motivational interviewing etc.
- Understand different methods of reasoning that may be used to balance complex and conflicting issues to make a safe, effective and acceptable clinical management plans.
- Understand the limits of one's own expertise and seek advice and senior review as appropriate.
- Be able to present a clinical case or scenario to a senior colleague in a concise and logical format, summarising the main problems and framing key issues that require resolution.
- Understand the scope and boundaries of community-based services and when transfer of care to the acute sector is appropriate.
- Be familiar with and able to navigate local patient care pathways between different services
- Be able to write a concise and courteous patient referral to a colleague.

CIP 1 Key Skill 5: Applies all legal and ethical frameworks appropriate to clinical practice (CSRH Module 11)

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- The doctor-patient partnership.
- The principles of informed choice.
- Practitioner health and probity.
- Respect for colleagues.
- Private and NHS practice – their differences.
- Conflict of interest.
- Working and structure of Ethics Committees.

- Publication ethics and plagiarism.
- Understand the ethical areas related to CSRH including abortion, human embryo research, stem cell research and use of cord blood.
- Understand global ethical issues related to CSRH such as female genital mutilation, torture, patriarchal societies, child marriage, human trafficking and modern slavery, access to safe abortion and contraception.
- How to maintain confidentiality.
- When confidentiality might be broken.
- How to maintain confidentiality when teaching from clinical cases.
- Data protection principles which protect patient confidentiality.
- The role of the Caldicott Guardian and Information Governance Lead within an institution.
- How and when to obtain Caldicott approval for audit or research.
- Principles and legal issues surrounding informed choice and valid consent.
- Specific legal issues pertaining to valid consent in under 16 year-olds.
- The Gillick Ruling.
- Fraser Guidelines.
- The Sexual Offences Act 2003/4 nations equivalent and their implications.
- The process of seeking consent from the patient for disclosure of identifiable information.
- The process of ensuring informed patient consent when involved in clinical training.
- Specific legal issues relevant to obtaining valid consent from vulnerable adults.
- The Mental Capacity Act 2005 and the 4 nations equivalent.
- The role of the chaperone and who should undertake this.
- Understand the legislative framework within which healthcare is provided in the UK and/or devolved administrations and in particular those aspects which impact on CSRH.
- Abortion legislation, certification and exemption for those who will not participate in abortion services for moral or religious reasons.
- Child protection legislation.
- Female Genital Mutilation Act 2003.
- Mental Health legislation including the indications for section under the Mental Health Act.
- Data Protection Act 2018 and Freedom of Information Act 2000.
- Understand the process of litigation with reference to clinical negligence cases in CSRH.
- Understand sources of medicolegal information and advice.

CiP 2: The doctor is able to work and communicate effectively as part of a multi-disciplinary team while demonstrating appropriate situational awareness, professional behaviour and professional judgement. *(Ref only – patient centred care within the clinical team. CSRH 2017 Module 1 (LO d) some Clinical Competencies used for CiP 2 KR an – already used for CiP1, Module 12)*

CiP 2 Key Skill 1: Teamworking

Detailed Knowledge Guide and MFSRH Syllabus

- Understand the components of effective collaboration and team working.
- Understand the roles and responsibilities of members of the healthcare team including own role.
- Understands own values and principles.
- Understands the different values and principles that others may hold.

- Manage time and workload effectively whilst considering needs and priorities of colleagues.
- Recognise changing circumstances and their impact on team function.
- Demonstrate flexibility within own role to accommodate change within and between teams.
- Understand the roles, competencies and capabilities of other professionals and support workers.
- Demonstrate flexibility to take on different roles within the team when necessary.
- Inspire and enthuse others in the workplace.
- Act in an open and ethical manner.
- Demonstrate ability to listen to and consider views of all the group members.
- Be able to provide feedback constructively and sensitively to other colleagues.
- Identify priorities within a complex situation and maintain own and team focus on achieving them.
- Maintain focus on safety and quality.
- Understand human factors.
- Know how to take appropriate and prompt action if patient safety or dignity, or the overall task of the team, may be seriously compromised.
- Understand that some factors adversely affect team performance.
- Have knowledge of methods to rectify issues.
- Know how and when to give targeted feedback on positive outcomes and effective processes.

CiP 2 Key Skill 2: Understands human behaviour and demonstrates leadership skills

Detailed Knowledge Guide and MFSRH Syllabus

- Act with personal integrity.
- Demonstrate personal responsibility and commitment to ensuring service provision.
- Demonstrate punctuality and fulfil service commitments.
- Facilitate staff development and allow other team members to take responsibility.
- Recognise effective multidisciplinary teamwork and the use of shared mental models.
- Able to recognise and define negative behaviours such as bullying, harassment and intimidation.
- Understand the range of responses to negative behaviours and the influence of culture and external factors on our response.
- Understand the effect that negative behaviours have on patient care, teamwork and training.
- Ways of addressing and reducing these behaviours in order to promote constructive working relationships and high quality, safe healthcare.
- Know how to access guidance and support and how to escalate concerns.
- Be familiar with the concept of emotional intelligence and its role in the workplace, including self-awareness, self-regulation, self-motivation, empathy and social skills.
- Demonstrate self-awareness.
- Learn from workplace experiences and adapt practice accordingly.
- Be willing to accept feedback and act or adapt accordingly.

CiP 2 Key Skill 3: Understands decision making

Detailed Knowledge Guide and MFSRH Syllabus

- Understands the different types of decision making (intuitive, rule based, analytical and creative).

- Recognises that decision making is a cognitive process which is affected by external factors including technical expertise, level of experience and familiarity with the situation.
- Can identify and demonstrate the characteristics of good decision-making including information gathering, communication with team members and consideration of alternative courses of action.
- Know how to bring a structured, flexible and open approach to decision making.
- Know how to consider a different perspective and the reasons for choices and perceptions of benefit.
- Reflect on unconscious biases which may influence their interaction and behaviour.
- Progress from analytical to intuitive decision making and be able to articulate this as experience develops.
- Work with increasing efficiency as skills develop.
- Can reflect on decisions made by others using own knowledge and experience of the decision-making process.
- Assess and reflect on own decision making.

CiP 2 Key Skill 4: Demonstrates personal insight

Detailed Knowledge Guide and MFSRH Syllabus

- Is self-aware.
- Reflects on interactions, decisions and outcomes.
- Is able to exercise objectivity when evaluating own actions.
- Accepts that human interactions, including their own, are subject to unconscious bias.
- Know how to demonstrate learning as a result of mistakes, reflect and move on.
- Use of eportfolio and other similar resources to record reflective activity.

CiP 2 Key Skill 5: Manages stress and fatigue

Detailed Knowledge Guide and MFSRH Syllabus

- Identify symptoms of stress and burnout in yourself.
- Know techniques and coping mechanisms for dealing with overload.
- Identify, constructively challenge and modify systems factors contributing to burnout where possible.
- Describe the relevance and importance of using these strategies and techniques as a clinical professional.
- Identify sources of additional support.
- Identify symptoms of stress and burnout in colleagues.
- Know local and national sources of help and how to access them.

Cip 2 Key Skill 6: Manages conflict

Detailed Knowledge Guide and MFSRH Syllabus

- Understand yourself, how conflict arises and the principles for resolution.
- Understand how and where conflict arises in the healthcare setting.
- Understand the consequences of unresolved conflict within healthcare teams including the negative effects on morale, cohesion, team and individual performance and quality and safety of patient care.
- Understand that change can be a potent source of conflict and understand processes for managing change in the workplace.
- Understand different approaches to conflict and their advantages and drawbacks.

- Know the essential skills for managing conflict including listening, empathy, reflective learning, shared solution seeking and the promotion of constructive behaviour in self and others.

CiP 2 Key Skill 7: Makes effective use of resources including time management

Detailed Knowledge Guide and MFSRH Syllabus

- Prioritises clinical and non-clinical tasks.
- Anticipates future clinical and non-clinical events and plans appropriately.
- Knowledge and use of systems to ensure effective management of time and workload.
- Understand that effective organisation, prioritisation and delegation is key to team management.

CiP 3: The doctor is able to work successfully within health services at organisational and systems levels. *(Ref only – patient centred care organisation level. CSRH 2017 Module 12) LO b*

CiP 3 Key Skill 1: Participates in clinical governance processes

Detailed Knowledge Guide and MFSRH Syllabus

- Understand the organisational framework for clinical governance at local, regional and national levels.
- Be aware of how healthcare governance influences patient safety at a local, regional and national level.
- Understands local NHS complaints policy and procedure.
- Understands adverse event and critical incident reporting system.
- Understands key clinical indicators, benchmarking and service standards and their role in service improvement.
- Understand patient related outcome measures.
- Understand the different methods of obtaining data for audit including patient feedback, questionnaires, patient related outcome measures, hospital sources and national reference data.
- Understand the audit cycle and its role in quality improvement i.e. improving patient care and services, risk management etc.
- Describe the working uses of national and local databases used for audit such as specialty data collection systems, cancer registries etc, and for reporting and learning from clinical incidents and near misses in the UK.
- Understand quality improvement methodologies and a range of methods.
- Demonstrate good verbal and written presentations skills.
- Know the principles of risk management and their relationship to clinical governance.
- Understand the basic measures of risk and uncertainty.
- Understand potential sources of risk and risk management tools, techniques and protocols.
- Be aware of issues pertinent to the specialty and to trainees specifically.
- Understand and undertake root cause analysis.
- Understand and undertake significant event analysis.
- Understand and participate in processes for dealing with and learning from clinical errors, complaints, serious incidents and near miss reporting.
- Ensure patient/ user involvement.

- Understand best practice when communicating with patients and their relatives including, transparency and consistency.

Detailed Knowledge Guide and MFSRH Syllabus

- Outline the features of a safe working environment.
- Outline the hazards of clinical equipment in common use.
- Recall the components of safe working practice in the personal, clinical and organisational settings.
- Outline human factors theory and understand its impact on safety.
- Knowledge of system level risks, including the concept of “high reliability organisations,” implications for patient safety and strategies to mitigate these risks.
- Outline local procedures and protocols for optimal practice including early warning systems.
- Familiar with relevant national patient safety initiatives including NPSA, NCEPOCD reports, NICE guidelines.
- Understands local risk management policy.

CiP 3 Key Skill 2: Understands systems and organisational factors

Detailed Knowledge Guide and MFSRH Syllabus

- Outline the features of a safe working environment.
- Outline the hazards of clinical equipment in common use.
- Recall the components of safe working practice in the personal, clinical and organisational settings.
- Outline human factors theory and understand its impact on safety.
- Knowledge of system level risks, including the concept of “high reliability organisations,” implications for patient safety and strategies to mitigate these risks.
- Outline local procedures and protocols for optimal practice including early warning systems.
- Familiar with relevant national patient safety initiatives including NPSA, NCEPOCD reports, NICE guidelines.
- Understands local risk management policy.

CiP 3 Key Skill 3: Influences and negotiates

Detailed Knowledge Guide and MFSRH Syllabus

- Principles of effective negotiation.
- Characteristics and phases of negotiation.
- Tips and tactics for influencing others and arriving at a win-win situation.
- Knows how to vary negotiation style and when it is appropriate to do so.
- Techniques in assertion and persuasion.
- Knows how to reflect on own negotiation style and how to use conclusions constructively in future negotiations.

CiP 3 Key Skill 4: Understands the healthcare systems in the four nations of the UK.

Detailed Knowledge Guide and MFSRH Syllabus

- NHS Constitution.
- The founding principles of the NHS.
- The political and professional organization of the NHS and the local variations resulting from devolution.
- The roles and rules of the national professional organisations such as GMC and Royal Colleges.
- Understand the role of the UK Government in providing the National Health Service.
- Understand the role of local government, public bodies and other relevant agencies in commissioning, financing and regulating the National Health Service.
- Understand the range of third sector organisations providing services/support nationally, and local third sector organisations and be able to signpost people appropriately.
- Know the principles of partnership working such as service level agreement, types of contracts, informal arrangements, tariffs etc and their application locally.
- Understand service budgets including service income, outgoings, cost pressures and the requirement to optimise safe and effective services within budgetary constraint.

CiP 4: The doctor is able to manage data and digital information appropriately and design and implement quality improvement projects. *(Ref only – Data. CSRH 2017 Module 13)*

CiP 4 Key Skill 1: Works effectively within the digital environment

Detailed Knowledge Guide and MFSRH Syllabus

- Knowledge of the principles of data protection including electronic and administrative systems.
- Knowledge of relevant and current legislation such as the Data Protection Act (1998, 2018)
- Familiarity with GMC guidance concerning confidentiality and patient data.
- Local organizational policy concerning data protection.
- Principles of storage, retrieval, analysis and presentation of data.
- Define the role of the Caldicott Guardian and Information Governance lead within an institution .
- Familiarity with GMC guidance on maintaining professionalism and how this relates to use of digital platforms.
- Knowledge of relevant and reputable patient support groups, websites and networks.
- The range of uses of clinical data and its effective interpretation.
- Familiarity with GMC guidance on maintaining professionalism with reference to all forms of media.

CiP 4 Key Skill 2: Understands quality improvement (safety, experience and efficacy)

Detailed Knowledge Guide and MFSRH Syllabus

- Understand the difference between audit and research.
- Understand clinical effectiveness and the concept of measuring practice against a known standard.
- Understand the principles of evidence-based practice as applied to clinical effectiveness.
- Understand the steps involved in completing the audit cycle.

- Understand the role of audit as a component part of quality improvement, i.e. improving patient care and services, risk management etc.
- Understand the different methods of obtaining data for quality improvement including patient feedback questionnaires, hospital sources and national reference data.
- Understand the principles of evidence-based practice, evidence classification and grades of recommendation within guidance documents.
- Describe the working uses of national and local databases used for audit such as specialty data collection systems, cancer registries statutory notification systems etc.
- The process involved in developing guidelines on which audits may be based .eg NICE, FSRH and RCOG publications.
- Standards of evidence used in Guidelines.
- Systems of classification and grades of recommendation in Guidelines.
- Understand the advantages and limitations of guidelines and integrated care pathways.
- Know about quality improvement methodologies including a range of methods for obtaining feedback from service users and the public.

CiP 4 Key Skill 3: Understands and evaluates the impact of Quality Improvement interventions

Detailed Knowledge Guide and MFSRH Syllabus

- Demonstrate good verbal and written presentation skills
- Presents/publishes results of QI initiatives locally, regionally and nationally as appropriate
- Understand the implementation of clinical guidelines, integrated care pathways and protocols and re-audit at suitable intervals to evaluate the effects of implementation
- Understand the advantages and limitations of guidelines and integrated care pathways

CiP 5: The doctor is able to engage with research to promote innovation. (*Ref only – Data. CSRH 2017 Module 13*)

CiP 5 Key Skill 1: Demonstrates research skills

Detailed Knowledge Guide and MFSRH Syllabus

- Demonstrate a knowledge of research principles.
- Comprehend principal qualitative, quantitative, biostatistical and epidemiological research methods.
- Understand which research methodologies are appropriate to answer particular research questions.
- Outline the principles of formulating a research question and designing a project to address this question.
- Have knowledge of research methods commonly used in SRH including epidemiological studies, clinical trials and qualitative research.
- Principles and process of evidence gathering.
- Know about local and national research guidelines.
- Know about processes involved in writing a research proposal and applying for funding.
- Knowledge of relevant bodies such as National Institute for Health Research (NIHR) and Comprehensive Local Research Networks (CLRN).
- Know the principles of research ethics and conflicts of interest in research.
- Know about processes for seeking research ethics approval, the process of gaining valid consent from research participants and research governance.

- Outline the GMC guidance on good practice in research including certification of Good Clinical Practice.
- Describe commonly used statistical methods.
- Know how relative and absolute risks are derived and the meaning of the terms: predictive value, sensitivity and specificity, in relation to diagnostic tests.
- Demonstrate knowledge of literature relevant to current developments in professional practice
- Knowledge of and ability to use scientific databases, library facilities and related IT and personnel to perform comprehensive and focussed literature searches on topics of relevance.
- Understands the concepts of meta-analysis and systematic review and the use of tools such as the Cochrane database to answer clinical and professional questions using current evidence.
- Demonstrate good verbal and written presentation skills.

CiP 5 Key Skill 2: Demonstrates critical thinking

Detailed Knowledge Guide and MFSRH Syllabus

- Have knowledge of research methods and how to evaluate scientific publications including the limitations of different methodologies for collecting data.
- Know how to apply statistics in scientific and medical practice.
- Understand levels of evidence and quality of evidence.
- Understand the principles of evaluating and using evidence to inform practice.

CiP 5 Key Skill 3: Innovates

Detailed Knowledge Guide and MFSRH Syllabus

- Solution and improvement focussed within the healthcare environment.
- Able to identify and use opportunities arising from challenging situations.
- Understand and use tools for public and patient participation in service development.
- Identify and communicate effectively with influential decision-makers/ facilitators of change.
- Use of negotiation skills.
- Reflection skills.
- Resilience skills.

CiP 6: The doctor is able to manage and lead a multi-professional team delivering a Sexual & Reproductive Health Service (*Ref only 0 Leader SRH – CSRH 2017 Module 12*).

CiP 6 Key Skill 1: Demonstrates commitment to provision of a service which is continually monitored and responsive to both positive and negative events

Detailed Knowledge Guide and MFSRH Syllabus

- Manage staffing capacity, balancing clinical demand and staff leave needs.
- Take responsibility for chairing group/meeting including formal meetings such as Root Cause Analysis/Risk Management Meetings.
- Speak publicly using a range of presentation media.
- Demonstrate the ability to lead a response to a complaint including to parents of underage children.
- Participate actively in adverse event reporting and investigation.
- Understand in detail the mandatory reporting requirements of SRH services (such as

SRHAD, GUMCADD).

- Understand the performance indicators used for SRH services and the use of dashboards to monitor them.
- Participate in review of service delivery against local/national performance indicators.
- Understand the external drivers to continued evaluation of NHS services.

CiP 6 Key Skill 2: Recruits, manages and develops the members of various professional groups that make up multidisciplinary staff

Detailed Knowledge Guide and MFSRH Syllabus

- Able to perform an efficient and fair recruitment and selection process that meets required policies and good practice guidance.
- Able to write a good job description or person specification for an SRH clinical staff member.
- Use and develop competency frameworks for different staff groups working in SRH.
- Understand the appraisal/revalidation/supervision systems for different staff groups working in SRH.
- Understand the principles of NHS Terms & Conditions of Service and pay scales.
- Understand conscientious objection and demonstrate ability to work effectively with colleagues holding diverse beliefs.
- Understand, develop and foster conscientious commitment in colleagues.
- Demonstrate an understanding of and involvement with managing sickness absence.
- Demonstrate an understanding of and involvement in the identification and management of poor performance in a team member (including harassment, bullying and grievance procedures).

CiP 6 Key Skill 3: Manages and sustains financial resources effectively

Detailed Knowledge Guide and MFSRH Syllabus

- Understand how funding flows in the NHS.
- Standing financial instructions.
- Standing financial reports.
- Budget setting and the appropriate allocation of resource.
- Purchasing and procurement within the NHS.
- Engagement with developing and writing bids for funding of new service delivery or a service development.
- Demonstrate the ability to write a business case for service level change.
- Understand the importance of declarations of interest and how to manage situations where there is a possible conflict of interest.

CiP 6 Key Skill 4: Demonstrates commitment to continuous quality improvement and resulting service development

Detailed Knowledge Guide and MFSRH Syllabus

- Be able to identify patterns in adverse events/complaints/audit outcomes and the necessity for change.
- Lead and complete a change management project.
- Design, undertake and complete regular audits/Quality Improvement projects that include patient and public engagement and validated measures such as PROMS.
- Demonstrate recorded reflective practice on change management/service development

projects.

CiP 7: Working in partnership with all other relevant organisations, the doctor is able to champion the sexual and reproductive healthcare needs of people from all groups within society, to enable people to realise their right to optimum sexual and reproductive health and to plan and deliver an SRH Service within which the principles of Public Health are embedded and contribute to the vision for the future direction of healthcare. *(Ref only – Leader. CSRH 2017 Modules 9 and 12)*

CiP 7 Key Skill 1: Considers the impact of the broader social and cultural determinants of health when planning and delivering SRH care

Detailed Knowledge Guide and MFSRH Syllabus

- Understand the principles behind Dahlgren and Whitehead’s wider determinants of health, levels of intervention and the relative effectiveness of population interventions to improve health.
- Understand the national and local policy on lifestyle interventions e.g. alcohol, weight management, substance use and sexual behaviour and the need for policy work to address these problems.
- Understand the key association between risk taking sexual behaviour, alcohol and drugs.
- Understand the multi-agency approach necessary to reduce teen conception and repeat abortion.
- Issues around different health outcomes in different groups within the population, national and local strategies to reduce inequality.
- The principle of inclusion health and how to develop services that aim to achieve universal health coverage.
- To describe how sexual and reproductive health services can improve access and care for all people, including those who may find negotiating health care difficult.
- Know how to lobby for political or national level action to address health problems not manageable at the individual level.
- To understand the science behind, and the importance of preconception health.

CiP 7 Key Skill 2: Participates in setting the direction of future SRH care at local, regional and national level (CSRH Module 12, e) Strategy pg 131)

Detailed Knowledge Guide and MFSRH Syllabus

- Thorough knowledge of local, regional and national sexual health strategies.
- Local, regional and national organisation framework, and the relevance of each organization with respect to delivering sexual and reproductive health care.
- Understand the impact of national policy documents on local services, including the relevance of education policy and strategy.
- Understand the role of SRH services within the context of the wider Health Service, including Primary Care.
- Understand the roles and responsibilities of other staff delivering SRH services e.g nurses, pharmacists, charitable sector.
- Understand the concept of managed clinical network/care networks.
- Understand and use the principle of service design and delivery.
- Demonstrate an understanding of and use the principles of public and professional consultation / stakeholder engagement in service design.

- Understand and be able to use appropriate techniques to influence policy such as working constructively with print and broadcast media.
- Understand Health Protection principles relevant to SRH including
 - Principles of infection prevention during all clinical activities
 - Understand environmental risk as a service lead
 - Be able to lead staff in operational aspects of infection control
 - Be able to identify environmental risk in working conditions for staff
 - Understand implications of an emergency state on the service (such as in a flu pandemic) and ensure appropriate policies in place.

CiP 7 Key Skill 3: Formulates and articulates problems so they can be addressed using Public Health intelligence. (CSRH Module 9, LO 5 or section a) pg 101)

Detailed Knowledge Guide and MFSRH Syllabus

- Understand what is meant by the term Public Health intelligence.
- Understand how Public Health intelligence is gathered, recorded, analysed and presented
- Understand the contribution of Public Health data to the assessment and surveillance of a population's health and wellbeing.
- Be able to apply descriptive epidemiology skills to express mortality and morbidity of populations using routinely available and bespoke sources of data.
- Be able to analyse population data to demonstrate trends and draw comparisons and identify inequalities in health.
- Be able to calculate a rate.
- Be able to standardise data.
- Be able to manage and complete a Public Health project related to sexual and reproductive health within available resources and realistic timescales.
- Be familiar with routinely held sources of data with particular reference to sexual health.
- Be able to consider service delivery and health issues in terms of questions which may be posed to health intelligence units.

CiP 8: The doctor is competent to assess and manage people presenting for sexual and reproductive healthcare throughout their life course. (*Ref only SRH Life Course – CSRH 2017 Modules 2,3,4,5,6,7, 14, 15*)

CiP 8 Key Skill 1: Manages fertility control (ref: CSRH Module 2)

Detailed Knowledge Guide and MFSRH Syllabus

- Anatomy relevant to the provision of contraceptive methods, including: the upper arm, abdomen and pelvis and urogenital tract. Indications and contraindications of all contraceptive methods currently available in the UK, including intrauterine contraception, implants, injectable contraception, progestogen only pills, combined hormonal contraception, fertility awareness, Lactational Amenorrhoea (LAM), barrier, emergency and irreversible methods.
- Mode of action and insertion techniques or administration, pharmacokinetics and pharmacodynamics, efficacy, risks, benefits and side effects of all contraceptive methods currently available in the UK.
- Ultrasound features of normally and abnormally sited intrauterine and subdermal contraceptive methods

- Medical conditions which may affect contraceptive choice and provision, such as disorders of: breast and reproductive tract, cardiovascular, neurological, rheumatic, gastrointestinal, hepatic, renal, endocrine, infective (including HIV) and haematological systems, surgical and medical interventions in trans people.
- Understands the needs of vulnerable groups including: prisoners, commercial sex workers, homeless people, people with mental health problems, people living with addictions and substance misuse, domestic abuse and/or violence, learning difficulties, current and previous victims of child and sexual abuse and exploitation, trafficked people, asylum seekers and refugees.
- Factors which may affect ability to make positive reproductive choices, including: religious and cultural influences, lifestyle, beliefs and values and how these may change over the life course or with emerging contraceptive technology.
- Timing and appropriate provision of all contraceptive methods available in the UK following pregnancy including: vaginal birth, caesarean section, medical and surgical abortion, miscarriage, pregnancy of unknown location, ectopic pregnancy and gestational trophoblastic disease.
- The role of the multidisciplinary team and the importance of interdisciplinary communication in decision making based on risk assessment and the application of evidence.

CiP 8 Key Skill 2: Manages pregnancy planning and preconception care (CSRH Module 5)

Detailed Knowledge Guide and MFSRH Syllabus

- Understands the Developmental Origins of Disease Concept and the relevance of developmental programming including the influence of the periconceptual environment on the maturation of gametes, early embryonic development, fetal wellbeing, obstetric and neonatal outcomes and the lifetime health of the infant.
- Is aware of medical, environmental and lifestyle factors affecting pregnancy outcome, including exposure to teratogens, obesity, undernutrition, smoking, alcohol, recreational substance use and physical activity levels as well as individual and population measures that can be undertaken to reduce pregnancy risk.
- Is aware of the clustering of multiple preconceptual and pregnancy related risks associated with young people and those with high levels of disadvantage and psychosocial complexity. Is aware of the effects of age on fertility and pregnancy outcome in both men and women
- Understands the contribution of paternal factors such as nutrition and body composition to developmental programming.
- Is aware of the influence of previous pregnancy outcome on obstetric risk and is able to appropriately share information with a multidisciplinary team to enhance safe maternity.
- Has knowledge of risk associated with short inter-pregnancy intervals.
- Has a knowledge of the course of medical conditions including diabetes, hypertension, thrombotic disease, psychiatric conditions and thyroid disease in pregnancy, and is aware of when to appropriately refer medically complex patients to colleagues in other disciplines.
- Is aware of the range of current antenatal screening tests available in the UK, including Rhesus disease, sickle cell and thalassaemia testing, invasive and non-invasive anomaly screening, sexually transmitted infection screening and tests for BBV, and is able to interpret results and appropriately refer on and advise about risks of vertical transmission.
- Has knowledge of and can employ “Healthy conversation skills” via different communication techniques associated with promoting behaviour change such as motivational interviewing, brief interventions, use of “open discovery” questions, appreciative enquiry, service user empowerment and problem solving.

- Be familiar with sources and content of current guidance for both patients and professionals with respect to optimising preconception health, including guidance published by Public Health England, RCOG, the World Health Organisation and the Federation of International Gynaecologists & Obstetricians.
- Be familiar with local and national sources of support and intervention and be able to refer and signpost appropriately such as weight loss programmes, smoking cessation services and drug and alcohol services.

CIP 8 Key Skill 3: Manages early pregnancy, unplanned pregnancy and abortion care (CSRH Module 5 and Module 3)

Detailed Knowledge Guide and MFSRH Syllabus

- Anatomy, physiology and biochemistry of normal fertilisation, implantation and the first two trimesters of gestation including development of the embryo and fetus.
- Epidemiology, aetiology, pathogenesis and clinical features of miscarriage, ectopic pregnancy, pregnancy of unknown location and trophoblastic disease.
- Ultrasound features of normal early pregnancy, miscarriage, ectopic pregnancy, pregnancy of unknown location and trophoblastic disease
- The biochemistry and sensitivity of different pregnancy tests.
- Attitudes to unplanned pregnancy and abortion in different religious, ethnic and cultural groups.
- Risk factors for unplanned pregnancy, repeat and second trimester abortion.
- Local pathways for antenatal care and adoption services for women who decide to continue their pregnancy.
- Local pathways for referral to the local sexual assault referral centre (SARC) and supporting voluntary sector groups.
- Legal and ethical aspects of abortion.
- Epidemiology of abortion – global and local.
- Medico legal aspects of abortion care: record keeping, information giving, consent, legal rights of partner/parent, sexual offences, local safeguarding children and vulnerable adult guidelines and policies and local forensic guidelines and policies.
- Ultrasound appearances in early pregnancy including miscarriage, retained products of conception, ectopic pregnancy, pregnancy of unknown location, molar pregnancy and correlation with HCG levels.
- Pre-abortion investigations including routine blood tests, STI screening.
- Knowledge of pharmacology of all drugs used at any stage in the abortion pathway.
- Medical and surgical methods of abortion at all gestations; methods and factors influencing choice of procedure (clinical and patient).
- Indications and techniques for feticide.
- Medical abortion – regimens, indications and contraindications, routes of administration of drugs, pharmacology of drugs including mifepristone and prostaglandins.
- Surgical procedures including electrical and manual vacuum aspiration, conscious sedation, local and general anaesthesia, Rhesus screening, indications and contraindications including pre- and post-procedure care.
- Adverse sequelae of abortion and management of immediate and delayed complications
- Complications of surgical abortion including inability to dilate cervix, poor aspiration of uterine contents, blockage of cannula, haemorrhage, uterine atony, incomplete abortion, continuing pregnancy, vasovagal reaction, allergic reaction, uterine false passage/rupture, cervical laceration, air embolism, acute haematometra.

- Complications of medical abortion including adverse drug reaction, non-passage of POC, passage of POC between consultations, bleeding, atony, cervical shock, uterine rupture, ongoing pregnancy, nausea, vomiting and diarrhoea.
- Ultrasound features of haematometra and retained products of conception
- Fetal abnormality.
- Disposal of fetal remains.
- Management of fetal tissue following sexual assault.
- Local Control of Substances Hazardous to Health policy.
- Knowledge of different service design, organisation and provision including local care pathways for networking for NHS and in the private / charitable sector.
- Knowledge of recommended best commissioning practice.
- Knowledge of Care Quality Commission (or equivalent) criteria for abortion services.

CiP 8 Key Skill 4: Manages non-complex genitourinary tract presentations

Detailed Knowledge Guide and MFSRH Syllabus

- The epidemiology, aetiology and natural history of: *C. trachomatis* including LGV, *N. gonorrhoeae*, *T. vaginalis*, *C. albicans* and other yeasts, bacterial vaginosis, syphilis, HSV, viral hepatitis (A,B,C), scabies, pediculosis pubis, genital HPV, molluscum contagiosum.
- The infective causes and differential diagnosis of: genital discharge (urethral, anal and abnormal vaginal), dysuria, genital ulceration, genital lumps, genital itch/soreness.
- Anatomy relevant to the clinical examination of people of all genders, including the pelvis and urogenital tract, rectum and oropharynx.
- The essential components of clinical examination of people of all genders, including examination of the abdomen, external genitalia, vagina, cervix, rectum, throat, eyes and other systems as indicated by the infection (i.e. skin, neurological etc.).
- Recognises extra-genital presentations of STIs including: SARA, secondary syphilis and clinical features of HIV/AIDs.
- The management of infective causes of vulvovaginitis, balanitis, abnormal vaginal discharge, urethritis, pelvic inflammatory disease, HSV infection, recurrent vulvovaginal candidiasis, recurrent bacterial vaginosis, recurrent HSV including indications for suppressive therapy, contact dermatitis and lichen simplex.
- Recognise, initiate immediate management and arrange appropriate referral for: rectal and pharyngeal infections, complicated gonococcal infection, non-HSV causes of genital ulcers, viral hepatitis, syphilis, HIV, chronic urethritis, epididymo-orchitis, prostatitis and sexually acquired reactive arthritis (SARA or Reiter's syndrome), genital dermatoses, such as lichen planus, lichen sclerosis.
- PEPSE assessment, give initial prescription and arrange further management.
- The diagnosis, complications, treatment and immediate management of sexually transmitted infections and other genital infections in pregnancy, the risk of vertical transmission of STIs and strategies to reduce the risk.
- Knowledge of appropriate sites and sampling for both asymptomatic and symptomatic people from genital and extra-genital sites, including the importance of window periods.
- Knowledge of the basic sciences relating to the gram staining of samples and the interpretation of microscopy findings for sexually transmitted infections and other genital infections.
- Different laboratory methods of identification of bacteria, fungi and viruses that cause genital tract infection.

- The uses and limitations of the currently available tests, including near patient testing, antenatal and population screening.
- Storage requirements for specimens and the logistics of transport of samples to laboratories.
- Local and national antibiotic resistance patterns and anti-microbial stewardship.
- Local referral care pathways and clinical guidance .
- The National Chlamydia Screening Programme (England) or other national equivalents
- Local care pathways for multi-agency working and cross referrals for individuals with sexual health needs.
- The law in the UK relating to sexually transmitted infections and relevant GMC guidance.
- Risk factors that increase the likelihood of having an STI and the key components of a risk assessment for blood-borne viruses.
- Specific related health and wellbeing needs such as mental health issues, alcohol, recreational drug use and smoking.
- Current national strategies on sexual health.
- Health promotion and interventions such as: safer sex, risk reduction, behavioural change.
- Statutory notification and national GUM data collection systems.
- Partner notification.
- Vaccination recommendations and regimes including Hepatitis A, B and HPV.
- The use of HIV Pre and Post Exposure Prophylaxis as effective prevention measure in high risk groups.
- Understands partnership working and local care pathways for multi-agency working and cross referrals. Knowledge of other health and social agencies and the public and their representatives e.g.; GUM specialists, General practice, Secondary care, social workers, counsellors, voluntary sector/self-help groups, police, interpreters, patient advocates.

CiP 8 Key Skill 5: Manages abnormal vaginal bleeding (CSRH Module 4)

Detailed Knowledge Guide and MFSRH Syllabus

- The anatomy and physiology of the female pelvis, reproductive tract and external genitalia.
- Biochemistry and physiology of sex steroids and other hormones.
- Physiology of the menstrual cycle.
- The epidemiology, aetiology, pathophysiology, clinical characteristics and prognostic features of menstrual disorders, postmenopausal bleeding, benign conditions of the genital tract and endocrine disorders including heavy menstrual bleeding, irregular menstrual bleeding, fibroids, amenorrhoea, hypothalamic and pituitary disorders, hyperprolactinaemia, premature ovarian failure, polycystic ovaries and polycystic ovary syndrome, other causes of hyperandrogenism, thyroid/adrenal disorders and autoimmune endocrine disease.
- Indications and limitations of investigations including cervical cytology, microbiological and histopathological investigations.
- Current surgical management options for menstrual disorders including myomectomy, uterine artery embolization, ablative techniques used on the endometrium and hysterectomy.
- Medical management options including symptomatic non-hormonal methods, hormonal and contraceptive methods.
- Pharmacology and pharmacokinetics of all drugs used in the medical management of menstrual disorders.
- Risk factors for premalignant and malignant gynaecological conditions affecting bleeding pattern.

- Ultrasound appearances of the female genital tract, including uterine anatomy, endometrial thickness, polyps, fibroids and adnexal features suggestive of premalignant or malignant ovarian change.

CiP 8 Key Skill 6: Manages pelvic and vulval pain (CSRH Module 4)

Detailed Knowledge Guide and MFSRH Syllabus

- The epidemiology, aetiology, pathophysiology, clinical characteristics, prognostic features and management of pelvic and vulval pain including dysmenorrhoea, dyspareunia, endometriosis, pelvic inflammatory disease, benign ovarian neoplasms, functional ovarian cysts, non-gynaecological disorders, pruritus vulvae, Bartholin's cysts, non-neoplastic cysts, non-neoplastic epithelial disorders vulvodynia and female genital mutilation.
- Indications and limitations of investigations including imaging, microbiological and histopathological investigations.
- Current surgical management option/laparoscopy for investigating pelvic pain.
- Medical management options including symptomatic non-hormonal methods, hormonal and contraceptive methods.
- Pharmacology and pharmacokinetics of all drugs used in the medical management of menstrual disorders.
- Multidisciplinary approach including pain management, psychological therapies and psychosexual counselling.
- Psychological sequelae of previous traumatic experience and its inter-relationship with pelvic pain.

CiP 8 Key Skill 7: Manages urogynaecological symptoms (CSRH Module 4)

Detailed Knowledge Guide and MFSRH Syllabus

- Anatomy, physiology and pathophysiology of the female pelvic floor and urinary tract.
- Epidemiology, aetiology, characteristics and prognosis of urinary and faecal incontinence, urogenital prolapse, urinary infection, lower urinary tract disorders and urinary disorders associated with other conditions.
- Indications and limitations of investigations including microbiological examination of urine, quantification of urine loss, urodynamic investigations, imaging.
- Indications, techniques, limitations and complications of current available treatments both pharmaceutical and surgical for prolapse and incontinence including supportive pessaries.
- Behavioural and lifestyle interventions including physiotherapy for chronic conditions such as uterovaginal prolapse, vulvovaginitis, and overactive bladder syndrome.

CiP 8 Key Skill 8: Manages screening relevant to SRH

Detailed Knowledge Guide and MFSRH Syllabus

- Epidemiology, aetiology, pathophysiology, diagnosis, prevention, screening, management, and prognosis of premalignant conditions of vulva, vagina, cervix, penis and anus.
- Indications and limitations in relation to screening and investigative techniques including HPV testing, cytology and colposcopy.
- Cervical HPV and cytology screening pathways and results management.
- Screening programmes in the UK, including knowledge of breast, bowel and prostate screening, the methodologies used and factors that might affect risk profile and screening suitability of an individual.
- Current vaccination programmes and schedules such as HPV vaccination.

CiP 8 Key Skill 9: Manages adolescent sexual and reproductive health (CSRH Module 4)

Detailed Knowledge Guide and MFSRH Syllabus

- Anatomy, embryology, physiology and pathophysiology of puberty including thelarche, adrenarche and menarche, primary and secondary amenorrhoea, dysmenorrhoea, oligomenorrhoea, hirsutism, ovarian pathology, chromosomal abnormalities and congenital abnormalities of the reproductive tract.
- The epidemiology, aetiology, clinical features, treatment and prognosis of gynaecological disorders occurring in adolescents including the difficulties that normal menstruation may create for young women with severe developmental disability.
- Epidemiology (local and national) of teenage conceptions, abortion, STI rates and sexual behaviour.
- Factors specifically associated with adolescence, including psychological change, peer pressure, reduced perception of risk, levels of parental support.
- Tools for assessing risk such as HEADSS assessment.
- Local Safeguarding policies, pathways and organisations including the third sector providing additional support for young people.

CiP 8 Key Skill 10: Manages premenstrual syndrome (CSRH Module 7)

Detailed Knowledge Guide and MFSRH Syllabus

- The epidemiology, aetiology, pathophysiology, clinical features, treatment and prognosis of peri-menstrual disorders, including dysmenorrhoea, premenstrual syndrome, and premenstrual dysphoric disorder (PMDD).
- Menstrual calendars and symptom diaries.
- Use of SSRIs, hormonal treatment and GnRH analogues and their evidence base
- Over the counter alternative treatments, lifestyle measures and psychological interventions and their evidence base.
- The risks and benefits of surgical management including hysterectomy and oophorectomy, and their evidence base.

CiP 8 Key Skill 11: Manages menopause and postmenopausal care (CSRH Module 7)

Detailed Knowledge Guide and MFSRH Syllabus

- Physiology, epidemiology and demography of the menopause including endocrine changes, natural history of bone metabolism, fertility, contraceptive needs, aetiology of ovarian failure, surgical menopause, premature menopause and genetic influences.
- Pathophysiology of the menopause including vasomotor symptoms, connective tissue effects, urogenital atrophy (vagina, female urethra, bladder and pelvic floor), mood disorders, cognitive symptoms, sexual changes and problems, changes in bone physiology, risk factors for osteoporosis and genetic susceptibility.
- Assessment tools and investigations including symptom based visual analogue scores and quality of life questionnaires, basic psychological evaluation, sexual problem history (dyspareunia, loss of libido, vaginismus and psychosexual dynamics), osteoporosis assessment, DEXA, ultrasound densitometry.
- Hormonal risk factors for benign breast disease and breast cancer.
- Familial and lifestyle risks for breast cancer.
- Pathophysiology of risk factors for cardiovascular and thrombotic disease including obesity, diabetes, hypertension and smoking and the mechanisms for the positive and negative effects of oestrogen on the cardiovascular system.

- Treatment strategies including HRT, non-hormonal drug alternatives, psychological therapies, weight-bearing exercise and other lifestyle measures.
- Pharmacology and pharmacokinetics, types and combinations of HRT and modes of delivery of different types of oestrogen, progestogen and testosterone.
- Contraindications, risks and adverse effects of different HRT preparations.
- Use in special circumstances including endometriosis, breast cancer, women with cardiovascular risk factors or other complex medical conditions.

CiP 8 Key Skills 12: Manages transgender health problems

Detailed Knowledge Guide and MFSRH Syllabus

- Local referral pathways for assessment and treatment of transgender people.
- Surgical, medical, reversible, irreversible and non-prescription treatment options.
- Pharmacology and pharmacokinetics of puberty blockers and hormone therapy.
- Contraindications, risks and adverse effects of medical and surgical treatment including fertility implications.

CiP 8 Key Skill 13: Manages reproductive mental health (SRH for people with diagnosed and undiagnosed mental health conditions) (CSRH Module 15)

Detailed Knowledge Guide and MFSRH Syllabus

- The epidemiology, aetiology, pathophysiology, clinical features, treatment and prognosis of common mental health conditions including but not limited to depression, anxiety, obsessive compulsive disorder, addiction, phobic disorders, neurodevelopmental disorders such as autism and attention deficit hyperactivity disorder, psychotic illness, bipolar disorder and personality disorder.
- The epidemiology, aetiology, pathophysiology, clinical features, treatment and prognosis of mental health conditions linked with the reproductive system including PMS, PMDD, ante-natal and post-natal depression, post-natal psychosis and perimenopausal mental ill health.
- Pharmacological treatment, talking therapies and lifestyle measures and their evidence base.
- Suicide risk assessments and red flags.
- Local referral pathways for specialist assessment and management
- Local and national support groups for common mental health problems.

CiP 8 Key Skills 14: Manages sexual wellbeing (CSRH Module 15)

Detailed Knowledge Guide and MFSRH Syllabus

- Physiology of female and male sexual response.
- The epidemiology, pathophysiology, clinical presentation, investigation and treatment of sexual problems and sexual behaviours including low or absent libido, anorgasmia, vaginismus, dyspareunia, erectile dysfunction, ejaculatory disorders, fetishes and paraphilias.
- The impact on the sexual lives of individuals and their partner of conditions such as: vulval dermatoses, vaginal infections, medical conditions, physical disability, poor mental health, unwanted pregnancy and abortion, fear of pregnancy, sexual assault, sexual/physical abuse, childbirth, miscarriage and infertility.
- Pharmacology, pharmacokinetics, side effects and contraindications of phosphodiesterase inhibitors and vasodilators used to treat erectile dysfunction.
- Physical treatment options including vacuum devices, pelvic floor physiotherapy and vaginal trainers.
- Basic psychotherapeutic treatment options, self-help resources and support group networks

- Local referral pathways, both NHS and non-statutory for psychosexual and relationship counselling, trauma-based interventions and CBT.

CiP 8 Key Skills 15: Manages sexual violence (Module 14 Sexual Assault)

Detailed Knowledge Guide and MFSRH Syllabus

- Statutory definitions of rape and other sexual offences:
 - Sexual Offences Act 2003.
 - Draft Sexual Offences (Scotland) Bill 2008.
 - The Sexual Offences (Northern Ireland) Order 2008.
- Incidence of sexual assault, frequency of reporting sexual crimes, attrition and conviction rates.
- Root causes for sexual crimes e.g. gender inequalities, vulnerable client group
- Forensic medical examiner role including provision of medical care and duty of impartiality
- Valid consent to examination and sampling in the interests of collecting evidence and to disclosure of forensic medical records including special circumstances such as Under 16s, learning disability, intoxication, distress, pain/trauma.
- Principles of Forensic Science including different types of evidence, Locard's principle, relevance of samples according to timing and account of incident, preservation of evidence and chain of evidence and avoidance of cross- contamination.
- Health implications of incident including acute injuries, emergency contraception, infection prophylaxis, mental health, ongoing safety and follow-up.
- Role of systems examination, body examination and genital examination.
- Correct documentation including note writing, photo-documentation and record of examination findings.
- Roles of professional witnesses and expert witnesses.
- Police procedures in dealing with complainants of sexual assault.
- Court system in relevant country of jurisdiction.
- Local care/referral pathways for management of complainants of acute, chronic or historic sexual assault in locations with or without a SARC.
- National sources of help such as Rape Crisis support.

CiP 9: 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.

CiP 9 Key Skill 1: Delivers effective teaching**Detailed Knowledge Guide and MFSRH Syllabus**

- Knowledge and understanding of different teaching and learning theories, for example behavioural, cognitive or humanist.
- Understands the principles of adult learning, including different learning preferences and teaching methods (1-2-1, small groups, workshops, lectures) their appropriate use, advantages and disadvantages and how they can support the autonomous learner.
- Understands how to deliver, design, organise and evaluate teaching activities including 1-2-1, small groups, workshops and lectures.
- Perform teaching session with consideration for rapport with audience, appropriateness of presentation, effective use of materials, clarity, efficient use of time, audience participation and feedback.
- Understands how to develop effective learning environments and learner support systems.
- Knowledge and understanding of the importance of appropriate assessment and providing objective, structured feedback.
- Understands different models and techniques for providing feedback, for example Pendleton's rules.
- Understands the value of different assessment techniques including learner self-assessment
- Understands the role of reflective practice in autonomous learning.
- Maintains awareness of innovation and developments in medical education and educational techniques.
- Actively seeks feedback on own practice as an educator and plans appropriate changes to future practice.

CiP 9 Key Skill 2: Facilitates interprofessional learning**Detailed Knowledge Guide and MFSRH Syllabus**

- Understands the importance of learning with, from and about other healthcare professionals for collaborative working and high-quality clinical care.
- Understands the concept of inter-professional learning including its importance beyond the traditional healthcare setting.
- Understands the need to adapt training / teaching approaches to different groups and learning environments, including both clinical and non-clinical settings.
- Able to elicit the educational need of others and respond in support of personal learning agendas or the learning needs of the group.

CiP 9 Key Skill 3: Supervises and appraises**Detailed Knowledge Guide and MFSRH Syllabus**

- Recognises and uses training opportunities in clinical and non-clinical settings.
- Understands the role of the educational supervisor and the clinical supervisor, including the process of mentoring.
- Understands the concepts of formative and summative assessment.
- Understands different methods of workplace-based assessment, for example Mini-CEX, Case Based Discussions etc.
- Knowledge of the GMC guidance on 'Educational Supervisors and Training Programme Directors'.
- Knowledge of the requirements of a FSRH Faculty Registered Trainer.
- Understands the principles of appraisal and how this differs from assessment.

- Knowledge of the requirements for GMC revalidation.

CiP 9 Key Skill 4: Develops people

Detailed Knowledge Guide and MFSRH Syllabus

- Understands the process of mentoring.
- Knowledge of characteristics and signs that might demonstrate a healthcare professional is in difficulty.
- Knowledge of the GMC guidance on raising and acting on concerns about patient safety.
- Knowledge of formal processes for managing doctors in difficulty.
- Knowledge of local and national support services for doctors in difficulty.

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.

CiP 10 Key Skill 1: Understands educational programmes within SH/SRH

Detailed Knowledge Guide and MFSRH Syllabus

- Understands, in detail, all relevant Faculty of Sexual and Reproductive Health qualifications, including requirements for MFSRH / DFSRH / LoCs.
- Understands the Genitourinary Medicine courses and qualifications STIF / Diploma in Genitourinary Medicine (Dip GUM).
- Understands, in detail, the CSRH specialty training programme.
- Knowledge and use of appropriate medical education journals, books, local and national training updates and online learning modalities for keeping up-to-date in medical education and educational techniques.
- Knowledge of basic educational research methods and techniques.

CiP 10 Key Skill 2: Demonstrates ability in planning, delivery and evaluation of training programmes

Detailed Knowledge Guide and MFSRH Syllabus

- Understands the need to adapt training / teaching approaches to different groups and learning environments, including both clinical and non-clinical settings.
- Understands the importance of establishing prior experience and learning needs of the group.
- Knowledge and understanding of the steps required to design, organise, deliver and evaluate and quality assure a teaching/training programme; including designing appropriate learning aims and objectives and learning resources.
- Knowledge and understanding of different assessment techniques and their limitations.
- Understanding of methods used for evaluating a training programme, including learner feedback, impact of training on behaviour/practice and teacher/trainer feedback.
- Is aware of The Course Organisers' Registration and Assurance Scheme (CORAS system, or similar) for pre and post course evaluation.