



Community Sexual and Reproductive Health trainer handbook

FSRH

10-18 Union Street,
London SE1 1SZ
www.fsrh.org

specialty@fsrh.org

+44 (0)20 7724 5647

+44 (0)20 7724 5669

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2017 CSRH Curriculum

CSRH training is a six-year programme, divided into basic, intermediate and advanced training, across 15 modules.

- Basic training: ST1, ST2 and ST3 (3 years)
- Intermediate training: ST4 and ST5 (2 years)
- Advanced training: ST6 (1 year)

To download the entire curriculum, see the link at the foot of this webpage.

The modules are listed below:

- Module 1 Basic Clinical Skills
- Module 2 Contraception
- Module 3 Unplanned Pregnancy & Abortion Care
- Module 4 Gynaecology
- Module 5 Specialist Gynaecology
- Module 6 Pregnancy
- Module 7 Menopause & PMS
- Module 8 Genitourinary Medicine
- Module 9 Public Health
- Module 10 Teaching, Appraisal & Assessment
- Module 11 Ethics and Legal Issues
- Module 12 Leadership, Management & Governance
- Module 13 IT, audit and Research
- Module 14 Sexual Assault
- Module 15 Sexual Problems

[CSRH 2017 Specialty Curriculum](#)

The GMC approved the CSRH curriculum, including its content and structure in 2017, since then, the curriculum has had two small revisions, both approved by the GMC; every CSRH trainee completes this same curriculum. Although there are no sub-specialties, there should be opportunity to develop a special interest within this field, particularly in your final year.

A trainee must maintain any level 3 skills that they gain – these will be assessed every year after they have been signed off. See the document below for more information.

Many trainees and trainers make the mistake of concentrating only on the logbook of competencies. This is just one part of the curriculum – always study the curriculum and syllabus carefully, as well as checking the list of competencies within each module.

Specific Curriculum Issues - Skills relating to Evacuation of the Uterus

Although you can use WPBAs of surgical abortion (STOP) in lieu of WPBAs of Evacuation of Retained Products of Conception (ERPC), the reverse is not true – you cannot use ERPC in place of STOP.

Please note that you should demonstrate your continuing experience in [the broader aspects of management of miscarriage](#).

[GMC 2016 Edition Gold Guide: A reference guide for postgraduate specialty training in the UK](#)

Delivering postgraduate training in CSRH – Who manages training?

Postgraduate medical education has a clear training structure, which Postgraduate deans deliver locally.

[The lead dean for CSRH is Dr Ann Boyle.](#)

At a local level, the training programme is managed by the Training Programme Director (TPD), with support from the local Deanery. Although a separate specialty, the CSRH Training Programme sits within the School of Obstetricians & Gynecology; the TPD will usually attend O&G School Board Meetings and receive support from the O&G Head of School. In some CSRH training programmes, the TPD can also be an Educational Supervisor.

Each trainee within the CSRH specialty training programme is allocated an Educational Supervisor. Although the Educational Supervisor takes the leading role in the trainee's development, the process is a team effort.

Trainees have prime responsibility for your learning; this reflects how important it is that they develop lifelong learning skills, and how these skills underpin their continuing fitness to practice.

The explicit learning outcomes of the CSRH curriculum and logbook competencies enhance trainees' accountability and also support them as learners capable of assessing their own progress. By including learning resources in the curriculum and on the website, we are supporting self-managed learning, not only by giving trainees responsibility for their own learning, but also the means to do so.

Role of the FSRH

The Faculty supports all education, training and assessment that the CSRH specialty training requires. A [Specialty Advisory Committee \(SAC\)](#) deals with all CSRH specialty training issues. The small numbers of CSRH trainees means that FSRH performs some roles that LETB/Deaneries usually manage for larger specialties

Training Programme Directors (TPDs) – roles and responsibilities

TPDs are responsible for designing educational experiences for trainees and ensuring that they remain suitable over time. These experiences include a range of CSRH community and hospital posts, linked with seminars and courses which match the needs of both learners and the curriculum. TPDs manage a team of trainers who are in turn accountable to the TPD.

TPDs are appointed through open competition by local Deaneries/LETBs. Each LETB will have a person specification and it should recommend the minimum number of Programmed Activities in the individual's job plan that are required to undertake the TPD role.

Because the CSRH training programme sits within the School of O&G, TPDs should maintain good links with their local Head of School for O&G.

Educational Supervisors and Clinical Supervisors – Roles and responsibilities

Educational Supervisors and Named Clinical Supervisors ('trainers') who are medically qualified [must be recognised and/or approved in line with GMC guidance](#) on the 'Role of the Trainer' and its implementation plan. Deaneries/LETBs and the Faculty also provide useful training and guidance for trainers.

*Each trainee has a specific individual who acts as the Educational Supervisor for their entire training programme, which the Faculty records. The Educational Supervisor must be a consultant or senior SAS doctor within Sexual & Reproductive Health.

Within many placements and for many specialty training modules, the Educational Supervisor may choose to delegate day-to-day supervision to named Clinical Supervisors (e.g. colleagues in O&G, GUM or Public Health) without requiring any formal approval from the Faculty. Trainers may also include non-medical professionals.

However, FSRH must be informed of any changes to the Training Programme e.g. change of Educational Supervisor or TPD. This can be done via the FSRH Specialty Training Programme Approval form.

*The Educational Supervisor has overall responsibility for a trainee's educational management plan and for monitoring a trainee's progress. They must therefore stay in regular contact and should meet for a structured review at least every four months. The Educational Supervisor should also complete trainees' Induction/Appraisal forms and ES reports ahead of ARCP panel meetings.

*Although the Educational Supervisor may delegate assessments of competence to Named Clinical Supervisors and other trainers, good practice requires him/her to review and counter-sign these assessments. The Educational Supervisor must also counter-sign:

- every obligatory assessment (such as those that confirm competence or confirm continuing competence afterwards)
- any completion of an entire module within the trainee's e-Portfolio.

CSRH trainers have several responsibilities:

- overseeing the trainee's daily work when posted in the community or in a hospital
- holding regular feedback meetings with the trainee
- being the trainee's initial point of contact for training opportunities, progress and resources
- ensuring that their learning environment meets national standards, as defined by the local Deanery/LETB and quality assured by the GMC
- continually assessing the trainee via WPBAs – this also allows the Educational Supervisor to monitor curriculum coverage and identify gaps.

Annual review of training (ARCP) – information for trainers

Educational Supervisor's Report

Educational Supervisors should use this form for their annual reports to ARCP panels. The report can be found (& completed) online via the CSRH ePortfolio. If you are having difficulty accessing the report, please contact the specialty Officer at specialtyofficer@fshr.org.

Although Educational Supervisors learn about the ARCP process as part of their professional development and accreditation (to GMC standards), we have found that trainers find it useful to participate as a member of an ARCP Panel. We therefore recommend taking up any opportunity to do this – ideally for a CSRH trainee. Although invitations will be issued, early volunteers are always welcome. Alternatively, educational supervisors can offer to sit as an external representative on a local panel for another specialty.

Approval for a Training Programme or the addition of a new Training Programme or site.

The GMC is responsible for approving all Postgraduate training sites. If a centre or NHS Trust wishes to start a training programme or use a new site, [it must follow the GMC's instructions](#). To apply for approval, the TPD or Educational Supervisor should work with their local Deanery/LETB to apply for approval on the GMC's new form B. You can find this on the GMC website or at GMC Connect. Please note that trainees cannot apply for GMC approval.

[The Faculty is also involved in ensuring the quality of new training sites. This is in line with the GMC's Quality Improvement Framework](#) (page 8).

We need to be sure that any proposed training centre is of a sufficiently high quality and can give trainees suitable access to training. Therefore, we need to know:

- who is delivering the training
- whether the trainers are appropriately trained and qualified
- how they will provide the training
- whether the clinical material is diverse enough to provide adequate training.

If you wish to develop a new training position, you must complete the Faculty Approval form. The Specialty Advisory Committee (SAC) will review your application and, if satisfied, provide the required letter of approval.

Equally, if a Deanery / LETB intends to develop a new training centre, it must complete the relevant parts of the Faculty Approval form. If it is a brand new site that will cover the whole CSRH curriculum, the entire form must be completed. The Deanery/LETB must also complete the relevant parts of the form if there is any significant change to the training programme, such as a change of Educational or Clinical Supervisor.

Once you have the SAC's letter of approval, the Deanery can upload GMC Form A (approval of a whole new training programme) or B (approval of a new training site) to GMC Connect.

If you want to add an extra training site for specific training (e.g. a BPAS centre for managing unplanned pregnancies), simply complete the appropriate box on the Faculty Approval form, rather than the whole form. In this instance, you need to provide the name of the principal trainer, the relevant clinics and how many patients they see each year. The GMC gives its

approval to Local Education Providers (LEPs) for specific sites, rather than to NHS Trusts. For CSRH training, the GMC gives Programme/Deanery approval for a particular site. This means that a Trust can fill in a single GMC form B, but must include all the LEP sites, along with the ODS codes. The GMC will approve these sites, rather than the Trust itself.

[If you wish to deliver a new training position, you must complete the Faculty Approval form. The Speciality Advisory Committee \(SAC\) will review your application and, if satisfied, provide the required letter of approval.](#)

ODS codes

Please make sure that you use the correct ONS (site) code for each site. You can find the relevant ODS codes on the ONS website:

Maximum Training Capacity (MTC)

This is the maximum number of whole time equivalent (WTE) people that a training programme can sustain effectively. You no longer need to give the MTC in your application.

We cannot currently remove the MTC section from GMC Connect, so will list it as 0 for new programmes. For previously-approved programmes, the MTC will stay at the last reported number. This means that Deaneries/LETBs are responsible for deciding the capacity of their programmes. Postgraduate deans must ensure that their trainees receive enough work and supervision to gain the necessary competencies and complete the required assessments.

List of recommended Courses for the CSRH trainees

The table provides guidance to TPDs and others to indicate which courses should be eligible for funding and study leave in line with your local arrangements. Courses available and their nature of course change over time and no one particular course is absolutely compulsory in the CSRH curriculum. However, all of those below listed as mandatory should be eligible for study leave budget without need for individual consideration, and those listed as optional are also recommended by the FSRH Specialty Advisory Committee (SAC).

Your local LETB, Deanery or Trust will offer many valuable training courses, so we encourage you to explore these.

Course	Mandatory/optional	1	2	3	4	5	6
Regional and National CSRH Trainees' Meetings	Mandatory	X	X	X	X	X	X
Basic Practical Skills in O&G	Mandatory	X					
Forensic (Sexual Assault) Medical Examiners course	Mandatory				X	X	
Courses to obtain FRT status / Educational Supervisor Status	Mandatory			X	X		
Simulator training (where relevant/available e.g. MVA/hysteroscopy/scan)	Mandatory	X		X	X		
USS Skills course	Mandatory		X				
Courses necessary for DFSRH (course of 5)	Mandatory	X					
HR skills and Recruitment Training	Mandatory					X	
Research methodology /Critical appraisal (Critical Reading)	Mandatory		X	X			
BMS theory course	Mandatory			X	X		
Optional							
FSRH Current Choices and Annual Scientific meetings	Optional	X	X	X	X	X	X
FSRH SSM course - Foundation Sexual Problems (or equivalent)	Optional				X		
FSRH SSM course for menopause (or equivalent)	Optional				X		
BASHH STI/HIV course (modules 1-4)	Optional			X			
Public Health for Non-PH specialty trainees' course	Optional				X	X	X

StratOG

[StratOG is the RCOG's interactive eLearning resource. It supports trainees throughout their core training and helps them to prepare for the MRCOG exams.](#)

CSRH trainees can access StratOG at a reduced 'non-e-Portfolio' annual fee of £80.

You can access StratOG on the RCOG website, and will also receive the other benefits of RCOG membership. These include:

- quarterly mailings of (and on-line access to) 'The Obstetrician and Gynaecologist' (TOG)
- regular mailings of the College's 'Membership Matters' newsletter
- O&G Trainees' TROG newsletter, emailed three times a year
- access to the RCOG trainees' resources

- 20% discount on all Cambridge University Press Academic titles
- discounted subscription rates to 'BJOG: An International Journal of Obstetrics and Gynaecology'

Other organisations

Society of Consultants and Lead Clinicians in Reproductive Health (SCRH)

Any CSRH trainee can attend the annual meetings of this small membership organisation at a reduced rate. In particular, the meetings should help senior trainees develop their understanding of service development, health policy and commissioning; they will also help you develop leadership skills.

Faculty of Medical Leadership and Management (FMLM)

[The FMLM was established in 2011 to raise the standard of patient care by improving medical leadership.](#) It also works to support and develop doctors at all stages of the medical career and across all specialties. The FMLM was set up by all the medical royal colleges and faculties. It is endorsed by the Academy of Medical Royal Colleges (AoMRC).

The FMLM also runs the National Medical Director's Clinical Fellow Scheme for doctors in training, which offers high-level Out of Programme (OOP) training opportunities.

British Association for Sexual Health and HIV (BASHH)

[The British Association for Sexual Health and HIV \(BASHH\)](#) is a membership organization which runs many useful courses and training sessions. It also produces the national guidelines on management of STIs.

Useful resources for trainers

Assessment and appraisal – information for trainers

Educational Supervisors must meet their trainees regularly – at least every four months – and should complete the Induction / Appraisal forms or Educational Meeting forms to record the outcomes of these meetings.

The Meeting or Supervision Forms on the e-Portfolio have three options.

- Induction and Appraisal
- Educational Meeting
- Team Observation Summary (TO2)

Trainers should encourage trainees to record reflections and review these to support continuous review of the trainee's Personal Development Plan (PDP).

Useful Documentation

- [Annual Educational Supervisory Report for Trainees](#)
- [Team Observation Form](#)
- [Case-based discussion \(CBD\) Supervised Learning Event](#)
- [Mini-clinical Evaluation Exercise \(CEX\) Supervised Learning Event](#)
- [OSATS Assessment of Performance](#)
- [OSATS Supervised Learning Event](#)
- [Guidance for Completion of Form R Parts A & B](#)
- [FSRH Specialty Training Evaluation Form](#)
- [FSRH Guidance to ARCP Panels, Educational Supervisors & Training Programme Directors on bringing forward a CCT date](#)