





**Key:**

Common competency framework competencies Medical leadership framework competencies Health inequality framework competencies

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>pathways. Know how to formulate these and be aware of the advantages and disadvantages</p> <p>Understand the different methods of obtaining data for audit including patient feedback questionnaires, hospital sources and national reference data</p> <p>Understand the role of audit i.e. improving patient care and services, risk management etc</p> <p>Understand the steps involved in completing the audit cycle</p> <p>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</p>		<ul style="list-style-type: none"> <li>▪ Formulate policy</li> </ul> <p>Develop and implement a clinical guideline</p> <ul style="list-style-type: none"> <li>▪ Purpose and scope</li> <li>▪ Identify and classify evidence</li> <li>▪ Formulate recommendations</li> <li>▪ Identify auditable standards</li> </ul> <p>Contribute to the construction, review and updating of local (and national) guidelines of good practice using the principles of evidence based medicine</p> <p>Contributes to local and national audit projects as appropriate e.g. NCEPOD, SASM</p> <p>Support audits being undertaken by junior medical trainees and within the multidisciplinary team</p>		quality assurance		StratOG.net: The Obstetrician and Gynaecologist as a Professional. Clinical governance e-tutorial.	
<b>CLINICAL GOVERNANCE: CLINICAL STANDARDS</b>							
<p>Understand the definitions and relevance of levels of evidence</p> <p>Understand the development and implementation of clinical guidelines, integrated care pathways and protocols</p> <p>Understand the organisational framework for clinical governance at local, regional and national levels</p> <p>Understand standards e.g. NSF, NICE, RCOG guidelines</p> <p>Understand quality improvement methodologies and a range of methods</p>	<p>1</p> <p>1,2</p> <p>2</p> <p>2</p> <p>2</p>	<p>Review evidence</p> <p>Evaluate guidelines</p> <p>Prepare a protocol</p> <p><span style="color: #00A651;">Critically appraise publications and evaluate multicentre trials to address a clinical question</span></p> <p>Critically evaluate a care pathway</p> <p>Apply conclusions from critical appraisal to clinical care</p> <p><span style="color: #00A651;">Analyse feedback and comments and integrate them into the service</span></p> <p><span style="color: #00A651;">Recognise the common need to practice outside</span></p>	<p>1,3</p>	<p>Have the skills to be able to discuss the relevance of evidence in the clinical situation</p> <p><span style="color: #00A651;">Aims for the best clinical practice (clinical effectiveness) at all times, as informed by evidence-based medicine</span></p> <p><span style="color: #00A651;">Recognises knowledge gaps and keeps a logbook of clinical questions</span></p> <p><span style="color: #00A651;">Keeps up to date with national reviews, key new research and guidelines of practice e.g. NICE and SIGN</span></p> <p>Acknowledge and show regard for individual patient needs when using guidelines</p>	<p>1,3</p> <p>1</p>	<p>RCOG. Searching for Evidence guideline.</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a Professional. Clinical governance e-tutorial.</p>	<p>Logbook</p> <p>Reflective diary</p> <p>Presentation to colleagues</p> <p>Log of experiences</p> <p>Reflective diary</p> <p>MSF (TO1 and TO2)</p>



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		clinical guidelines  Act as an advocate for the service		Be aware of advantages and disadvantages of guidelines and protocols, and use them appropriately.  Accept responsibility	1		
<b>CLINICAL GOVERNANCE: RISK MANAGEMENT</b>							
<p>Know the principles of risk management and their relationship to clinical governance</p> <p>Understand the basic measures of risk and uncertainty</p> <p>Be aware of particular issues pertinent to the specialty and to trainees specifically</p> <p>Understand potential sources of risk and risk management tools, techniques and protocols</p> <p>Understand best practice, transparency and consistency</p> <p>Outline the features of a safe working environment</p> <p>Outline the hazards of clinical equipment in common use</p> <p>Recall side effects and contraindications of prescribed medications</p> <p>Recall the components of safe working practice in the personal, clinical and organisational settings</p> <p>Outline human factors theory and understand its impact on safety</p> <p>Understand root cause analysis</p> <p>Understand significant event analysis</p>	1,2	<p>Report and review critical incidents</p> <p>Use a reflective approach to practice with an ability to learn from previous experience</p> <p>Participate in risk management</p> <p>Be able to access advice on occupational hazards from a range of sources</p> <p>Assess and analyse situations, services and facilities in order to minimise risk to patients, the public and colleagues</p> <p>Monitor the quality of equipment and safety of environment relevant to the specialty</p> <p>Adopt strategies to reduce risk</p> <p>Discuss risks with patients</p> <p>Document adverse incidents</p> <p>Investigate a critical incident <ul style="list-style-type: none"> <li>▪ Assess risk</li> <li>▪ Formulate recommendations</li> <li>▪ Debrief staff</li> </ul> </p> <p>Prepare a report relating to an adverse incident</p> <p>Recognise limits of own professional competence and only practices within these</p> <p>Recognise when a patient is not responding to</p>	3,4	<p>Demonstrate respect and accept patients' views and choices</p> <p>Seek advice/assistance when concerned about patient safety</p> <p>Display eagerness to use evidence in support of patient care when evaluating risk</p> <p>Communicate risk information, and risk benefit trade-offs, in ways appropriate for individual patients</p> <p>Willingness to take responsibility for clinical governance activities, risk management and audit in order to improve the quality of the service</p> <p>Show probity by being truthful and be able to admit error to patients, relatives and colleagues</p> <p>Demonstrate the ability to act constructively when a complaint is made and use assessment, appraisal and reflection as insight to understand ones' own development needs</p> <p>Awareness of equity in healthcare access and delivery</p> <p>Maintain a high level of safety awareness and consciousness at all times</p>	1,4	<p>RCOG. Clinical Risk Management for Obstetricians and Gynaecologists. RCOG website.</p> <p>GMC Management for Doctors. GMC website.</p> <p>Department of Health. Clinical Governance Bulletin series</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a professional. Clinical governance e-tutorial</p> <p>Attend a perinatal morbidity and mortality multidisciplinary meeting</p> <p>Clinical Negligence Scheme for Trusts website.</p>	<p>Logbook</p> <p>Reflective diary</p> <p>Presentation at risk management meetings</p> <p>MSF (TO1 and TO2)</p>



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<p>Outline local procedures and protocols for optimal practice including early warning systems</p> <p>Understand root cause analysis</p> <p>Understand significant event analysis</p> <p>Understand processes for dealing with and learning from clinical errors, including the management of complaints procedures risk management incidents/ near miss reporting complaints management litigation and claims management</p> <p>Keep abreast of national patient safety initiatives including NPSA. NCEPOD reports, NICE guidelines</p> <p>Be aware of how healthcare governance influences patient care, research and educational activities at a local, regional and national level</p> <p>Ensure patient/ user involvement</p> <p>Outline methods and associated problems of quantifying risk e.g. cohort studies</p> <p>Outline the concepts and drawbacks of quantitative assessment of risk or benefit e.g. numbers needed to treat</p> <p>Describe commonly used statistical methodology</p> <p>Know how relative and absolute risks are derived and the meaning of the terms: predictive value, sensitivity and specificity, in relation to diagnostic tests</p>		<p>treatment, reassess the situation, and encourages others to do so</p> <p>Ensure the correct and safe use of clinical equipment, ensuring that faulty equipment is reported appropriately</p> <p>Improve patients' and colleagues' understanding of the side effects and contraindications of therapeutic intervention</p> <p>Sensitively counsel a colleague following a significant untoward event, or near incident, to encourage improvement in the practice of individuals and the unit</p> <p>Construct concise and applicable problem lists using available information</p> <p>Apply quantitative data of risks and benefits of therapeutic intervention to an individual patient</p> <p>Search and comprehend medical literature to guide reasoning</p>		<p>Encourage feedback from all members of the team on safety issues and encourages discussion amongst colleagues on evidence-based practice</p> <p>Show willingness to take action when concerns are raised about performance of members of the healthcare team, and act appropriately when these concerns are voiced to you by others</p> <p>Continue to be aware of own limitations, and operates within them competently</p> <p>Maintain a portfolio of information and evidence, drawn from own clinical practice</p> <p>Engage with an open no blame culture</p> <p>Respond positively to outcomes of audit and quality improvement</p> <p>Co-operate with changes necessary to improve service, quality and safety</p>		<p>National Patient Safety Agency website</p> <p>The National Confidential Enquiry into Patient Outcome and Death (NCEPOD) website</p>	



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<b>RESEARCH</b>							
Understand the difference between audit and research  <span style="color: #00A651;">Know how to apply statistics in scientific and medical practice</span>  Understand how to plan and analyse a research project  Understand statistical methods  Know the principles of research ethics and conflicts of interest  Outline the GMC guidance on good practice in research  Know about local and national research guidelines  Know the principles of research governance. Describe how clinical guidelines are produced  Demonstrate a knowledge of research principles  Outline the principles of formulating a research question and designing a project  Comprehend principal qualitative, quantitative, biostatistical and epidemiological research methods  Demonstrate good verbal and written presentations skills  <span style="color: #00A651;">Have knowledge of research methods and how to evaluate scientific publications</span>	1	Appraise a scientific paper  Evaluate a multicentre trial  Understand the principles of critical reading, and undertake critical review of scientific literature  <span style="color: #00A651;">Compare and benchmark healthcare services</span>  Use critical appraisal skills and applies these when reading literature  Demonstrate the ability to write a scientific paper  Apply for appropriate ethical research approval  Demonstrate the use of literature databases  Understand the difference between population-based assessment and unit-based studies and is able to evaluate outcomes for epidemiological work	1   1,2	Be receptive to innovations resulting from research publications  Acquire skills to put research into practice  <span style="color: #00A651;">Understand issues and potential solutions before acting</span>  Be aware of the issues underlying plagiarism and how this relates to the duties of a doctor  Follows guidelines on ethical conduct in research and consent for research  Shows willing to encourage and take part in research  <span style="color: #00A651;">Be aware of situations where patient consent, where desirable, is not required for disclosure e.g. serious communicable diseases, public interest</span>	1  1  4	GMC Duties of a Doctor  Local courses and RCOG courses  StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher e-tutorials  Introduction to Research Methodology RCOG book	Logbook  Presentations at Journal Club meetings  Reflective diary  Presentations of research  Log of experiences
	3						



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<p>including the limitations of different methodologies for collecting data</p> <p>Define the role of the Caldicott Guardian and Information Governance lead within an institution, and outline the process of attaining Caldicott approval for audit or research</p>							
<b>PATIENT PUBLIC INVOLVEMENT</b>							
<p>Understand the principles of patient and public involvement</p> <p>Involve patients in decision making</p> <p>Know about quality improvement methodologies including a range of methods for obtaining feedback from patients and the public</p>	1,2	<p>Undertake a project on patient and public involvement</p> <p>With respect to management and leadership, consider the involvement of the public and patients in decision-making</p>	1,2	<p>Aim to practice patient-centred care at all times</p> <p>Involve patient/carers in decision making at all times</p> <p>Demonstrate skill in information giving at a level the patient will understand</p>	3,4	<p>Local courses</p> <p>NHS Direct website</p>	<p>Observation of clinical practice</p> <p>Patient surveys</p> <p>Project on patient involvement</p>



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Core Module 3 Logbook	Competence level					
	Basic level <input type="checkbox"/>		Intermediate level <input type="checkbox"/>		Advanced level <input type="checkbox"/>	
	Not required <input type="checkbox"/>					
	Level 1		Level 2		Level 3	
	Date	Signature	Date	Signature	Date	Signature
<b>Audit</b>						
Perform an audit						
<b>Clinical governance</b>						
Prepare or revise a guideline or care pathway			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopts a structured approach to managing complaints <b>OM</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appraisal</b>						
Participate in NHS appraisal					<input type="checkbox"/>	<input type="checkbox"/>
<b>Risk management</b>						
Present at risk management meeting					<input type="checkbox"/>	<input type="checkbox"/>
<b>Research</b>						
Critically appraise a scientific paper						



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Training Courses or sessions		
Title	Signature of educational supervisor	Date

Authorisation of signatures (to be completed by the clinical trainers)	
Name of clinical trainer (please print)	Signature of clinical trainer





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<b>COMPLETION OF MODULE 3</b> <b>I confirm that all components of the module have been successfully completed:</b>		
<b>Date</b>	<b>Name of educational supervisor</b>	<b>Signature of educational supervisor</b>