

Guide to Foundation Training in Women's Health Care

Tier 1: All Foundation doctors – can be achieved in many Foundation placements

Tier 2: Foundation doctors undertaking a placement in obstetrics and gynaecology/women's health care

Purpose and background

Full details of the Purpose and background are provided in a separate information sheet (please click [here](#) for full details).

As an overview, this guide provides information for Foundation doctors and their Trainers/Supervisors, to highlight areas of knowledge and competency learning outcomes relevant to women's health care, which can be achieved throughout the Foundation Programme. In order to help trainees and trainers identify how these can be used to meet the requirements of the Foundation Curriculum, specific reference to the syllabus areas of the Foundation Programme Curriculum 2012 are provided.

Key points to remember:

- it is not expected that every area of knowledge and competency will be achieved; this guide should be used as a menu of learning goals, which can be applied to learning opportunities
- this resource is not exhaustive and does not cover every aspect of women's health in the broader sense
- the guide is mapped to the Foundation Curriculum as a resource for learning and is not a Curriculum
- colour-coding is used to identify where areas of knowledge can be obtained in many different Foundation placements (Tier 1), and where learning opportunities are more likely to be available in obstetrics and gynaecology/women's health placements (Tier 2).

Evidence and assessment

Foundation doctors are encouraged to demonstrate and provide evidence of their learning by utilising the usual Foundation Programme tools, including Supervised Learning Events, Reflective Practice and TAB, and record this within their Foundation ePortfolio.

www.foundationprogramme.nhs.uk

Domains	Key knowledge areas	Competency	Foundation curriculum 2012
Clinical skills <ul style="list-style-type: none"> • History • Examination • Investigation • Resuscitation – pregnant and non-pregnant women • Human factors and 	Recognise patterns of symptoms in women presenting with obstetric and gynaecological complaints	Take a comprehensive obstetric and gynaecological history	7.1
	Recognise 'red flag' symptoms relevant to obstetrics and gynaecology	Take a focussed obstetric and gynaecological history tailored to the clinical situation (outpatients/urgent care/emergency presentations)	7.2
			7.3
			7.5
			7.7
	Describe key elements of antenatal examination – blood pressure, peripheral oedema, signs of systemic disease, fundal height, lie, presentation, position, station of presenting part, presence of fetal	Undertake an antenatal examination and ask for help when uncertain of key findings	8.1
	Be able to accurately identify key findings of antenatal	9.1	
		11	



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
<p>patient safety</p>	<p>movements, and auscultation of fetal heart sounds</p> <p>.....</p> <p>Describe key elements of vaginal examination</p> <p>Understand indications for vaginal examination and appropriate place for Cuscoe/Sims/bimanual examination</p> <p>.....</p> <p>Understand which further investigations may be relevant to obstetrics and gynaecology, for example blood tests, ultrasound scan, microbiology tests</p> <p>Understand which investigations are appropriate in individual clinical circumstances</p> <p>Understand changes in normal parameters of investigations which occur in pregnancy</p> <p>.....</p> <p>Understand immediate intermediate life-support measures</p> <p>Understand advanced life-support measures and adjustments required due to physiological changes of pregnancy, including left lateral tilt/uterine displacement and airway management</p> <p>.....</p> <p>Understand safe and appropriate use of blood products</p> <p>Understands safe use and risks of blood products in massive haemorrhage</p> <p>.....</p> <p>Understand concept of situational awareness and relevance to patient safety</p>	<p>examination</p> <p>.....</p> <p>Undertake vaginal examination (Cuscoe speculum and bimanual) under supervision until competence is confirmed</p> <p>Undertake vaginal examination (Cuscoe and Sims speculum and bimanual) independently and be aware of when further opinion is required. Demonstrate ability to take vaginal and cervical swabs for microbiology, and perform cervical smear for cervical cytology competently</p> <p>.....</p> <p>.....</p> <p>Institute intermediate life-support as member of team</p> <p>Institute advanced life-support, including adjustments required for pregnant women, as part of team</p> <p>Demonstrates ability to lead resuscitation team if required immediately</p> <p>.....</p> <p>Demonstrate understanding of safe and appropriate use of blood products</p> <p>Able to assist in the safe use of blood products in cases of massive haemorrhage</p> <p>.....</p> <p>Demonstrate awareness of human factors in clinical situations</p> <p>Demonstrates ability to influence impact of human factors in clinical situations</p>	



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
Professional skills <ul style="list-style-type: none"> • communication • team working • ethics and legal issues, including consent • evidence-based care • quality improvement 	<p>Understand the basic elements of good communication</p> <p>Understand aspects of communication specific to women's health care</p> <p>Acknowledge and respect social factors and cultural diversity</p> <p>Understand the impact of women's wishes and beliefs within her social context</p> <p>.....</p> <p>Understand the importance of completing tasks within appropriate timescales</p> <p>Understand the importance of organising workload, taking responsibility for own actions</p> <p>Understand the importance of asking for help</p> <p>Understand how to prioritise and delegate</p> <p>Correctly identify members of clinical team in variety of clinical situations in obstetrics and gynaecology, and understand own role within the team</p> <p>Understand role of multiprofessional team members</p> <p>.....</p> <p>Understand the process of consent for all patient contact, including formal consent for surgical procedures</p> <p>Understand the process for taking consent for surgical procedures for competent adult procedures where consciousness is/is not impaired for adults lacking competence and children</p> <p>Understands the concepts of Gillick and Fraser competence</p> <p>.....</p> <p>Aware of situations requiring presence of chaperones in women's</p>	<p>Demonstrate an ability to develop rapport with women</p> <p>Demonstrate empathy in variety of clinical situations</p> <p>Demonstrate ability to adapt communication strategies according to the need of the individual patient and clinical situation</p> <p>Demonstrate ability to manage more challenging communication situations, for example, breaking bad news, sensitive area of history taking, discomfort regarding intimate examination</p> <p>Effective use of interpreters</p> <p>.....</p> <p>Able to complete concise and accurate documentation</p> <p>Demonstrate an ability to prioritise tasks appropriately</p> <p>Demonstrate an ability to review and reprioritise workload</p> <p>Show respect for all members of multiprofessional team</p> <p>Demonstrate an ability to actively contribute to multiprofessional team</p> <p>Demonstrate effective structured handover</p> <p>.....</p> <p>Demonstrate an ability to take consent for all patient contact</p> <p>Demonstrate an ability to take consent for common obstetric and gynaecological surgical procedures following appropriate training for specific procedures</p> <p>Demonstrate an appropriate use of chaperones</p> <p>Demonstrate an understanding of specific issues about confidentiality in women's health care, for example, safeguarding concerns and the treatment of under-16-year-old girls</p> <p>.....</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>6.2</p> <p>7.1</p> <p>7.2</p> <p>7.5</p> <p>7.8</p> <p>7.9</p> <p>8.5</p>



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
	<p>health care Understand the role of chaperones and situations where a chaperone may not be appropriate</p> <p>.....</p> <p>Understand the principles of patient confidentiality Aware of situations in women’s health care where confidentiality may be a specific concern, for example, safeguarding concerns and treatment of under-16-year-old girls Aware of domestic violence affecting women Aware of situations in women’s health care where legal requirements may be a specific concern, for example, certification of birth, death and stillbirth, termination of pregnancy, female genital mutilation, referral to the coroner, and how to seek advice Understand the responsibility for safeguarding children and vulnerable adults and how to raise concerns</p> <p>.....</p> <p>Aware of where and how to locate local guidelines Aware of where and how to locate national guidelines and recommendations for evidence based practice</p> <p>.....</p> <p>Understand the process of audit Understand how to complete full audit cycle Understand role of risk management and quality improvement measures to improve patient care</p>	<p>.....</p> <p>Demonstrate an awareness of legal issues In women’s health care</p> <p>.....</p> <p>Demonstrate the use of local guidelines Demonstrate knowledge of national guidelines and recommendations for evidence-based practice</p> <p>.....</p> <p>Complete audit with support and supervision Complete all aspects of audit independently Demonstrate using audit to improve patient care Demonstrate engagement with risk management and quality improvement measures in addition to audit to improve patient care</p>	
<p>Prevention/screening</p> <ul style="list-style-type: none"> • advice for healthy pregnancy • antenatal screening • cervical screening programme 	<p>Aware of the preconceptual role of folic acid Understand the advice for healthy pregnancy in healthy women Understand the advice for specific concerns of women during pregnancy</p> <p>.....</p> <p>Understand screening tests offered to all pregnant women –</p>	<p>Able to advise healthy women regarding maintaining a healthy lifestyle in pregnancy Able to provide advice to women for specific individual concerns and knows where to obtain further information</p> <p>.....</p> <p>Able to counsel pregnant women regarding screening tests,</p>	10.5



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
<ul style="list-style-type: none"> infant feeding 	<p>conditions and for other conditions to impact on pregnancy</p> <p>.....</p> <p>Be aware of need to seek advice before prescribing medication in pregnancy and breastfeeding mothers and where to obtain advice</p> <p>Know which drugs are generally safe and which are generally contraindicated in pregnancy and breastfeeding</p> <p>Know where to seek further information regarding drug safety in pregnancy and breastfeeding</p> <p>.....</p> <p>Understand normal labour (diagnosis, stages) and management of normal labour (monitoring of maternal and fetal wellbeing, assessment of progress, and pain relief)</p> <p>.....</p> <p>Understand the importance of risk assessment for thromboembolism in pregnancy</p> <p>Understand how to assess risk and appropriate measures for prevention of venous thromboembolism in pregnancy and puerperium</p> <p>.....</p> <p>Understand the principles of infant feeding and promotion of breastfeeding</p>	<p>.....</p> <p>Demonstrate an understanding of drug safety in pregnancy and need for further advice</p> <p>Demonstrate an understanding of indications and contraindications of specific drugs in pregnancy and breastfeeding</p> <p>Demonstrate an ability to find further information regarding prescribing in pregnancy from appropriate sources</p> <p>.....</p> <p>Able to counsel women regarding normal labour and its management</p> <p>.....</p> <p>Able to correctly assess venous thromboembolism risk in pregnancy</p> <p>Able to assess risk correctly and institute appropriate prophylactic measures according to risk</p> <p>.....</p> <p>Able to counsel women regarding infant feeding and encourage women to breastfeed</p>	
<p>Complicated pregnancy</p> <ul style="list-style-type: none"> antepartum haemorrhage pre-eclampsia/eclampsia diabetes in pregnancy fetal growth restriction prolonged pregnancy rashes and itching in pregnancy 	<p>Know the 'red flag' symptoms and their associated signs that could indicate complications in pregnancy</p> <p>.....</p> <p>Understand epidemiology, pathophysiology, presenting symptoms and signs, the appropriate examination and investigation, and immediate management of common complications in pregnancy, including:</p> <ul style="list-style-type: none"> antepartum haemorrhage hypertension in pregnancy, including pre-eclampsia and eclampsia 	<p>Able to identify 'red flag' symptoms and signs that could indicate complications in pregnancy</p> <p>.....</p> <p>Demonstrate an ability to recognise, undertake initial investigations and provide immediate management for common complications in pregnancy with appropriate supervision</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p> <p>8.6</p>



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
<ul style="list-style-type: none"> • abnormal progress in labour • fetal compromise in labour • labour after previous caesarean section • instrumental delivery • caesarean section • perineal trauma • shoulder dystocia • breech presentation • multiple pregnancy • induction of labour • preterm labour/rupture of membranes • postpartum haemorrhage • sepsis in pregnancy • collapse in pregnancy • perinatal mental health • neonatal resuscitation 	<ul style="list-style-type: none"> • diabetes in pregnancy • fetal growth restriction • prolonged pregnancy • rashes and itching in pregnancy • reduced fetal movements • mental health conditions • substance abuse <p style="text-align: center;">.....</p> <p>Understands causes, recognition, and immediate and subsequent management of common intrapartum and postpartum complications and procedures, including:</p> <ul style="list-style-type: none"> • abnormal progress in labour • fetal compromise in labour • labour after previous caesarean section • instrumental delivery • caesarean section • perineal trauma • shoulder dystocia • cord prolapse • breech presentation • multiple pregnancy • induction of labour • preterm labour/rupture of membranes • neonatal resuscitation • postpartum haemorrhage • postpartum mental health disorders – depression and psychosis <p style="text-align: center;">.....</p> <p>Understand prevention/recognition and treatment of specific infections in pregnancy, including HIV, rubella, toxoplasmosis, cytomegalovirus, measles, chicken pox, parvovirus, herpes simplex virus and Group B <i>Streptococcus</i></p>	<p style="text-align: center;">.....</p> <p>Demonstrate an ability to assist in the recognition, initial investigations and immediate management for common intrapartum and postpartum complications as part of the multidisciplinary team</p> <p>Able to counsel women regarding some specific complications, including vaginal birth after caesarean section, prolonged pregnancy, breech presentation, multiple pregnancy management, risk of shoulder dystocia, and previous third- and fourth-degree tears, with appropriate supervision and senior support</p> <p>Able to correctly identify normal from abnormal cardiotocogram following specific training and confirmation of competence, and seek senior advice appropriately</p> <p>Able to commence basic neonatal life-support independently, following specific training, call for help appropriately, and assist the multidisciplinary team</p> <p style="text-align: center;">.....</p>	<p>9.1 11</p>



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
	<p>.....</p> <p>Understand the recognition and immediate management of severe sepsis in pregnancy</p> <p>.....</p> <p>Understand the causes and immediate management of sudden collapse in pregnancy</p> <p>.....</p> <p>Understand the importance of identifying rhesus status for potential sensitising events</p> <p>Understand the appropriate use of AntiD prophylaxis for potential sensitising events</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>Able to identify and administer AntiD prophylaxis correctly in the presence of sensitising events</p>	
<p>Fertility</p> <ul style="list-style-type: none"> • normal menstrual cycle • normal fertility • subfertility • fertility regulation 	<p>Understand the physiology of normal menstrual cycle</p> <p>.....</p> <p>Understand normal fertility – normal time to conceive, fertility during the menstrual cycle</p> <p>Understand the causes of subfertility</p> <p>Understand the investigation and treatment options for subfertility, and when referral to a specialist fertility service is appropriate</p> <p>.....</p> <p>Understand fertility regulation and contraception choices</p> <p>Demonstrate an understanding of common side effects, relative and absolute contraindications, and failure rates for available methods of contraception</p> <p>Understand options regarding unwanted pregnancy, as well as professional duty and ethical and legal issues of pregnancy termination</p>	<p>Able to explain normal menstrual cycle with associated common symptoms to a woman</p> <p>.....</p> <p>Able to explain normal fertility to a woman and/or her partner</p> <p>Able to take a focussed fertility history from a woman and her partner</p> <p>Able to initiate initial investigations for subfertility and interpret results correctly</p> <p>.....</p> <p>Able to explain contraceptive options to a woman and assist her in making an appropriate choice</p> <p>Able to provide initial counselling for a woman regarding options for unwanted pregnancy and refer appropriately</p>	<p>7.2</p> <p>10.5</p> <p>11</p>
<p>Early pregnancy problems</p> <ul style="list-style-type: none"> • hyperemesis gravidarum • bleeding in early 	<p>Understand the importance of considering possibility of pregnancy in all clinical situations, and particularly importance of recognition of ectopic pregnancy</p> <p>.....</p>	<p>Demonstrate an ability to recognise/rule-out ectopic pregnancy in variety of clinical situations</p> <p>.....</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
<p>pregnancy</p> <ul style="list-style-type: none"> miscarriage ectopic pregnancy hydatidiform mole 	<p>Understand the epidemiology, pathophysiology, presenting symptoms and signs, appropriate examination and investigation, and immediate management of common complications in early pregnancy including:</p> <ul style="list-style-type: none"> hyperemesis gravidarum bleeding in early pregnancy miscarriage ectopic pregnancy hydatidiform mole <p>.....</p> <p>Understand the importance of identifying rhesus status</p> <p>Understand the appropriate use of AntiD prophylaxis</p>	<p>Demonstrate an ability to undertake initial clinical assessment, investigation, and immediate treatment of common complications in early pregnancy</p> <p>Able to counsel women and/or their partner following miscarriage and ectopic pregnancy</p> <p>.....</p> <p>Able to identify and administer AntiD prophylaxis correctly in the presence of sensitising events</p>	<p>8.1</p> <p>8.2</p> <p>8.4</p> <p>8.5</p> <p>11</p>
<p>Gynaecological conditions</p> <ul style="list-style-type: none"> heavy menstrual bleeding and other menstrual disorders endometriosis fibroids premenstrual syndrome menopause and postmenopausal bleeding polycystic ovary syndrome sexually transmitted diseases pelvic inflammatory disease gynaecological malignancies – cervical, endometrial 	<p>Understand the investigation and management of common gynaecological conditions in settings other than secondary gynaecology services</p> <p>.....</p> <p>Understand the epidemiology, pathophysiology, presenting symptoms and signs, appropriate examination and investigation, and immediate management of common gynaecological conditions, including:</p> <ul style="list-style-type: none"> heavy menstrual bleeding and other menstrual disorders amenorrhoea – primary and secondary endometriosis fibroids benign ovarian cysts premenstrual syndrome menopause and postmenopausal bleeding polycystic ovary syndrome sexually transmitted diseases pelvic inflammatory disease benign vulval conditions gynaecological malignancies – cervical, endometrial or 	<p>Able to initiate investigations and first-line management of common gynaecological conditions in primary care and other settings</p> <p>.....</p> <p>Able to undertake appropriate investigations and interpret results for common gynaecological conditions</p> <p>Able to initiate appropriate management with appropriate supervision</p> <p>Able to counsel women about common gynaecological conditions and treatment options</p> <p>Able to initiate and continue treatment with vaginal ring pessary independently following specific training and confirmation of competence</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>8.2</p> <p>8.4</p> <p>8.5</p> <p>9.1</p> <p>9.2</p> <p>10.1</p> <p>10.2</p> <p>11</p>



Domains	Key knowledge areas	Competency	Foundation curriculum 2012
<ul style="list-style-type: none"> or ovarian uterovaginal prolapse urogynaecological problems 	<ul style="list-style-type: none"> ovarian uterovaginal prolapse urogynaecological problems 		
Gynaecological surgery <ul style="list-style-type: none"> preoperative assessment postoperative care recognition and management of complications asepsis and surgical assistance 	<p>Understand preoperative assessment and routine investigations</p> <p>Understand preoperative risk assessment, including those specific to obstetric and gynaecological procedures, and relevant to anaesthesia, as well as when and how to refer for further investigation and assessment</p> <p>.....</p> <p>Understand the strategies used to prevent common complications of surgery, including infection and thromboembolism</p> <p>.....</p> <p>Understand surgical asepsis</p> <p>.....</p> <p>Understand the key elements of postoperative care (i.e. pain management, fluid and electrolyte management, catheter and drain management, wound management, and recognises deviations from normal)</p> <p>Understand the early signs of postoperative complications, including infection, haemorrhage, thromboembolism, damage to the bladder, ureter and bowel</p>	<p>Able to complete routine preoperative assessment in accordance with local guidelines and ask for help appropriately</p> <p>Able to recognise high-risk operative patients and refer for appropriate further investigation and assessment</p> <p>.....</p> <p>Follows local guidelines for standard prevention strategies to prevent operative complications</p> <p>.....</p> <p>Able to scrub, gown and glove ready for surgery</p> <p>Able to assist in common obstetric and gynaecological surgical procedures</p> <p>.....</p> <p>Able to conduct standard postoperative management</p> <p>Able to recognise postoperative complications, institute immediate management, and seek senior advice</p>	7.7 10.4 11

Suggested Learning Resources

Workplace-based suggested learning experiences (depending on local services):

- Antenatal Clinic
- Midwifery Booking Antenatal Clinic
- Diabetic Antenatal Clinic
- Other Specialist Antenatal Clinics



- External Cephalic Version Clinic
- Obstetric Drills
- Perinatal Review Meetings
- CTG Meetings
- Menstrual Disorder Clinic
- Colposcopy Clinic
- Pelvic Floor Dysfunction Clinic
- Urodynamic Clinic
- Menopause Clinic
- Fertility Clinic
- Paediatric and Adolescent Gynaecology Clinic
- Gynaecology Oncology Clinic
- Multidisciplinary Team Meetings
- Community Antenatal Clinic
- Sexual and Reproductive Health Clinic
- Family Planning Clinic

Royal College of Obstetricians and Gynaecologists learning resources:

- RCOG [Guidelines](#)
- RCOG [Ethics issues and resources](#)
- RCOG [Patient Information](#)
- RCOG [StratOG](#) (eLearning resource available to doctors on the [Trainees' Register](#))
- RCOG [TOG](#) (The Obstetrician and Gynaecologist – journal available to doctors on the [Trainees' Register](#) or by subscription)

Faculty of Sexual and Reproductive Health learning resources

- www.fsrh.org
- FSRH Guidelines
- FSRH e-learning (e-SRH) – accessed from e-Learning for Health

e-Learning for Healthcare: Health Education England e-learning programme, which provides a number of modules relevant to women's health care

- www.e-lfh.org.uk
- Electronic Fetal Monitoring
- Sexual Health and HIV



- Blood Transfusion
- End of Life Care
- Equality and Diversity
- Safe Prescribing
- Safeguarding (Children and Adults)
- VTE
- e-SRH

British Medical Journal Learning - learning programme which provides a number of modules relevant to Women's Health Care (may require subscription)

- <http://learning.bmj.com/learning>

Textbooks – there are a number of textbooks of Obstetrics and Gynaecology available from medical libraries and bookshops (including the RCOG Information Services for doctors on the [Trainees' Register](#))

General Medical Council – GMC publishes a wide range of advice and guidance for doctors

- www.gmc-uk.org

National Institute for Health and Care Excellence – NICE publishes guidelines on a variety of topics relevant to women's health care

- www.nice.org.uk

Scottish Intercollegiate Guidelines Network – SIGN publishes guidelines on a variety of topics relevant to women's health care

- www.sign.ac.uk

UK Screening Portal – provides links to all UK Screening Programmes relevant to women's health care, including antenatal screening and the Cervical Screening Programme

- www.screening.nhs.uk

Department of Health: Reference Guide to Consent for Examination or Treatment (2009)

- www.gov.uk/government/publications

Public Health England/Health Protection Agency – publishes information that includes topics relevant to women's health care

- www.hpa.org.uk

Health and Social Care Information Centre: A Guide to Confidentiality in Health and Social Care (2013)

- www.hscic.gov.uk/



National Patient Safety Agency: WHO Surgical Safety Checklist (also provides a range of other resources regarding patient safety)

- www.nrls.npsa.nhs.uk

Medical and Healthcare Products Regulatory Agency (MHRA) – includes information on medicines used in women’s health care, for example, hormonal contraception and HRT

- www.mhra.gov.uk

British National Formulary

- www.bnf.org

Specialist Societies – there are a number of Specialist Societies, which provide learning resources/links relevant to women’s health care

- British Society for Colposcopy and Cervical Pathology
- British Maternal and Fetal Medicine Society
- British Society of Urogynaecology
- British Fertility Society
- British Society for Paediatric and Adolescent Gynaecology
- The Association of Early Pregnancy Units
- Action on Pre-eclampsia

Patient Associations – there are a number of patient associations/charities that provide information for health professionals (this is not an exhaustive list)

- The Miscarriage Association
- SANDS – Stillbirth and Neonatal Death Charity
- ARC – Antenatal Results and Choices
- Endometriosis UK

Courses – there are no courses that are essential to undertake as a Foundation doctor working in women’s health care. Some Foundation doctors choose to undertake specific obstetrics and gynaecology-related courses; however, these are not required and do not directly impact on subsequent specialty recruitment should you be considering a career in obstetrics and gynaecology, and are usually undertaken during Specialty training. (see RCOG: [Supporting Students](#) for more information regarding a career in obstetrics and gynaecology)

- Basic Practical Skills Course
- Advanced Life Support Obstetrics