

ROYAL AUSTRALIAN & NEW ZEALAND  
COLLEGE OF OBSTETRICIANS & GYNAECOLOGISTS

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# CERTIFICATE OF WOMEN'S HEALTH, DRANZCOG & DRANZCOG ADVANCED CURRICULA



2<sup>nd</sup> edition

A FRAMEWORK TO GUIDE THE TRAINING AND  
PRACTICE OF GENERAL PRACTITIONERS IN  
WOMEN'S HEALTH

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# 1.0 INTRODUCTION

## 1.0 INTRODUCTION

The Royal Australian and New Zealand College of Obstetricians and Gynaecologists (RANZCOG), Royal Australian College of General Practitioners (RACGP) and the Australian College of Rural and Remote Medicine (ACRRM) are committed to improving access to high quality health outcomes for women of Australia and New Zealand. With this commitment comes an acknowledgement that these services are delivered not only by specialists, but a range of medical practitioners that require the clinical expertise, academic abilities and professional qualities necessary to provide these services with confidence, particularly in locations without a tertiary hospital or where specialist assistance is remote. As such, the Certificate of Women's Health, Diploma of the RANZCOG (DRANZCOG) and the DRANZCOG Advanced are offered by the RANZCOG for medical practitioners practicing in all areas of Australia to equip them for practice to enable the delivery of high quality health outcomes for women.

### 1.1 Context

The Women's Health curricula have been developed by the Conjoint Committee for the Diploma of Obstetrics and Gynaecology (CCDOG). The CCDOG comprises representatives from the RANZCOG, the Royal Australian College of General Practitioners (RACGP) and the Australian College of Rural and Remote Medicine (ACRRM). The curricula are presented as a progressive framework of knowledge and skill competencies, designed to guide and support the training of medical practitioners offering care in women's health in Australia in general practice and hospital settings.

The objective of the curricula is to equip medical professionals offering care in women's health with a comprehensive learning program appropriate to the healthcare needs of women in a country that comprises a diversity of cultural and indigenous populations. This learning program enhances and builds upon preexisting knowledge and skills and is underpinned by the following principles of adult learning:

- Adult learners possess a considerable store of knowledge, skills and attitudes that influence their learning experiences;
- Adult learners are motivated by their need to develop professional expertise; and
- Adult learners learn most effectively when new experiences are integrated into their everyday professional practice.

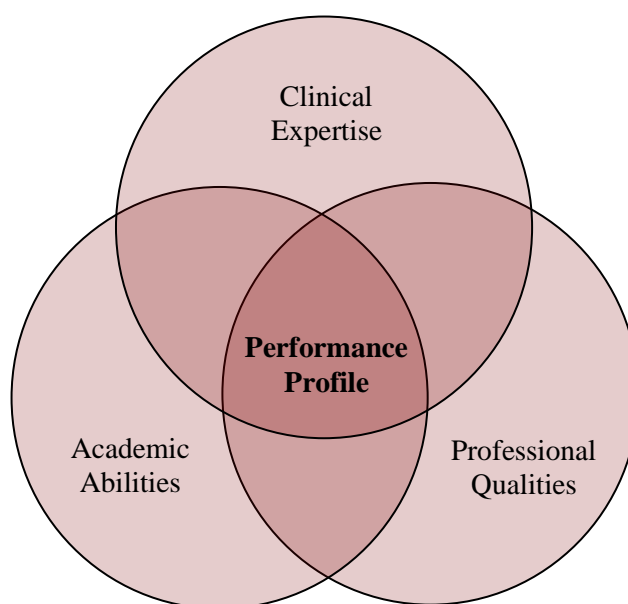
The curricula are also a response to the challenges of functioning in healthcare systems that are in a constant state of flux and facing increasing financial and workforce constraints. Furthermore, it is acknowledged that the professional nature of women's healthcare is undergoing change through advances in technology, an increased emphasis on medical management, rather than surgical options, and the demand for healthcare that involves an informed partnership between medical professionals and the women in their care.

## 1.2 Women's Health practice

The curricula seek to describe the learning domains of medical practitioners offering care in women's health who are equipped to practice effectively in a changing healthcare environment. These learning domains are described as:

- **Clinical Expertise** combining medical expertise and effective communication;
- **Academic Abilities** comprising self-learning abilities and the capacity to teach; and
- **Professional Qualities** encapsulating management responsibilities, practice review and development, team work, ethical attitudes and conduct, a commitment to what is best for the patient, and health advocacy.

### Professional profile of medical practitioner providing women's healthcare



The deliberate amalgamation of medical and communication abilities reflects the strongly held position of the College that clinical expertise is dependent on well-developed abilities in both medicine and communication. Similarly, academic abilities and professional qualities are considered to be essential in the acquisition of clinical competency in the area of women's health. These three learning domains underpin the exemplary performance profile of a medical practitioner providing women's healthcare services.

### **1.3 The RANZCOG Women's Health curricula**

The RANZCOG Women's Health curricula are more than syllabi listing medical topics. Educational objectives are specified to provide clear information of the knowledge and aspects of practice where competency is expected and assessed. Competency is achieved through an incremental process of learning and development, so the curricula indicate ways in which learning might be promoted within the learning domains of Clinical Expertise, Academic Abilities and Professional Qualities. Fellows, Diplomates and Certificants of the RANZCOG who supervise the training of women's health practitioners are crucial to this process, in guiding day-to-day learning and ensuring robust growth of the profession.

The curricula also specify assessment formats selected to determine the articulated objectives have been met and to ensure that all outcome expectations are seen as valued achievements. Developments in defining and assessing the professional competence of medical practitioners has seen significant development in recent times as the applicability of performance-based (or workplace-based) assessments has been acknowledged, and the manner in which the medical education community has come to see the assessment needs of doctors undertaking postgraduate vocational training has evolved. Changes in technology, and the manner in which postgraduate trainees use a range of media to access learning opportunities, has informed this document's first and second editions. Changing workforce profiles, demographics and legislative and regulatory contexts have also need to be acknowledged and appropriately incorporated in this second edition.

The intention of the RANZCOG's Women's Health curricula still remains to enable the training of general practitioners and career hospitalists providing women's healthcare services to be professionally responsive to evolving healthcare needs of women and infants in urban and rural settings. This document will continue to evolve, as such documents should, serving to meet the needs of the communities for which it is intended.

# 2.0 TRAINING PROGRAMS

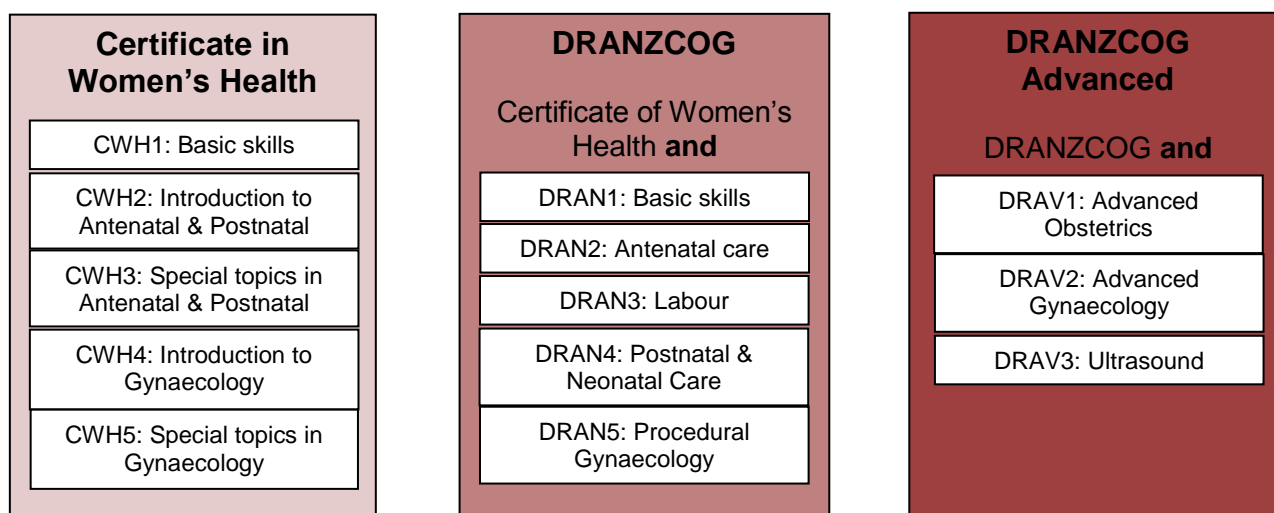
## 2.0 TRAINING PROGRAMS

The College offers three qualifications for medical practitioners providing care in women's health:

- **Certificate in Women's Health (CWH)**
- **Diploma of the RANZCOG (DRANZCOG)**
- **Advanced Diploma of the RANZCOG (DRANZCOG Advanced)**

The knowledge and skill competencies of each qualification are organised into subject areas. Each subject area offers considerable breadth and depth of knowledge and skills that are acquired.

### CWH, DRANZCOG and DRANZCOG Advanced Structure



Fundamental to these qualifications is flexibility in completing training requirements; multiple pathways exist to achieve the desired outcome. Trainees are able to take advantage of a variety of relevant training opportunities and tailor their learning so as to best suit their competency development.

While learning primarily occurs in the workplace with the support of a collaborative community of clinical educators, supervisors and peers, it is further supported by targeted face-to-face workshops and an integrated suite of thirteen self-paced online modules. The online modules guide learners through the literature, and provide access to a range of dynamic resources, active learning tasks and genuinely collaborative learning exercises to encourage peer networking and shared learning. Online modules are mapped directly to the curricula with clearly stated learning outcomes. They can be completed sequentially or non-sequentially at the learner's own pace according to their

individual needs. Each online module guides the learner through selected resources that are tied to active learning tasks. Targeted discussion forums promote peer networking and collaboration. Pre and post-test questions enable learners to test their own knowledge and direct their learning appropriately.

The online modules are also designed to support clinical educators, training supervisors and training mentors, as well as trainees, and serve as a useful point of reference for appraisal and assessment.



# 2.1 CERTIFICATE OF WOMEN'S HEALTH

## 2.1 Certificate of Women's Health (CWH)

This is a training program intended for medical practitioners who desire increased knowledge in aspects of women's health that centre on office-based practice. The subject areas that comprise the CWH are as listed below:

- **CWH1 Basic Skills:** ethics, medico-legal matters, cultural matters, communication.
- **CWH2 Introduction to Antenatal and Postnatal Care:** preconception and early pregnancy counseling, antenatal visits and examinations, normal pregnancy and puerperium.
- **CWH3 Special Topics in Antenatal and Postnatal Care:** teratogenesis, complications of pregnancy, pregnancy-induced disorders.
- **CWH4 Introduction to Gynaecology:** gynaecological examinations, family planning and contraception counseling, domestic violence, sexual abuse, sexual and reproductive health.
- **CWH5 Special Topics in Gynaecology:** gynaecological cancers, endometriosis, subfertility, incontinence, abnormal bleeding, menopause.

CWH trainees must have a designated RANZCOG-accredited Training Mentor in order to complete the requirements of the certificate, including the following:

- **Logbook** record of various aspects of the CWH training experience and completion of assessment requirements
- **Workplace-based Assessments (WBAs)** of competence in a range of clinical and procedural skills
- **Written examination** comprising 100 multiple-choice questions

Candidates are expected to utilise the **online modules**, which include relevant and up-to-date learning resources and formative assessment activities for the planning and evaluation of learning.

An optional interactive **Certificate of Women's Health Practical Skills Workshop** with hands-on activities is offered to CWH trainees to assist them with the development of relevant clinical skills, such as antenatal examination and contraception insertion. Trainees must register for the workshop with the relevant RANZCOG Regional Office.

The Certificate of Women's Health is a re-certifiable qualification that involves participation in appropriate Continuing Professional Development.

## 2.2 DRANZCOG

The RANZCOG Diploma (DRANZCOG) builds on the knowledge and skills developed through the Certificate of Women's Health program. It is intended for medical practitioners who wish to gain skills in obstetrics and gynaecology to a level that will enable them to safely undertake non-complex deliveries and perform basic gynaecological procedures. The DRANZCOG subject areas are as listed below:

- **DRAN1 Basic Skills:** Quality Assurance methodology and practice, documentation and coding practices.
- **DRAN2 Antenatal Care:** management of complications in pregnancy, management of pregnancy-induced disorders, management of pregnancy in women with pre-existing medical conditions.
- **DRAN3 Labour:** management of normal labour and delivery, complications in labour, episiotomy and tear repair.
- **DRAN4 Postnatal and Neonatal Care:** examination of a neonate, management of a sick neonate, problems of the puerperium.
- **DRAN5 Procedural gynaecology:** termination, miscarriage, evacuation of retained products of conception (ERPOC), Bartholin's cysts/abscesses.

There is a clinical component involved that requires a trainee to be in an accredited hospital position with a designated RANZCOG-accredited Training Supervisor in order to complete the requirements of the DRANZCOG.

### DRANZCOG Training and Assessment Requirements

As of 1 January, 2015, trainees commencing the **DRANZCOG Training Program *prior to 1 January 2016*** must satisfactorily complete the following in order to be awarded the DRANZCOG:

- All requirements of the **Certificate of Women's Health** \*(CWH) or, if previously completed, ongoing recertification of the CWH
- Procedural requirements as listed in the **DRANZCOG Logbook**, including sign-off by appropriate Assessors, the Training Supervisor and the State Reference Committee Chair
- **Workplace-based Assessments (WBAs)** assessing a wide range of clinical and procedural skills, as listed in the DRANZCOG Logbook
- **DRANZCOG Written Examination**
- The option of satisfactorily completing
  - the **DRANZCOG Oral Examination, or**

- **additional WBAs** (Labour and Delivery; Dilatation and Curettage) and the Certificate of Women's Health Practical Skills Workshop, or approved equivalent

As of 1 January, 2015, trainees commencing the **DRANZCOG Training Program on or after 1 January 2016** must satisfactorily complete the following in order to be awarded the DRANZCOG:

- All requirements of the **CWH\*** or, if previously completed, ongoing recertification of the CWH
- Procedural requirements as listed in the **DRANZCOG Logbook 2016**, including sign-off by appropriate Assessors, the Training Supervisor and the State Reference Committee Chair
- **Workplace-based Assessments (WBAs)** assessing a wide range of clinical and procedural skills, as listed in the DRANZCOG Logbook 2016
- **DRANZCOG Written Examination**

**NB: Trainees commencing DRANZCOG training on or after 1 January 2016 will not be required to undertake the DRANZCOG Oral Examination**

\* The various components of the CWH and DRANZCOG may be undertaken concurrently.

Candidates are expected to utilise the **online modules**, which include relevant and up-to-date learning resources and formative assessment activities for the planning and evaluation of learning.

The Diploma is a re-certifiable qualification that involves participation in appropriate Continuing Professional Development.

## 2.3 DRANZCOG Advanced

This is a hospital-based training program that extends the skills developed during the DRANZCOG program. It is intended for medical practitioners who have gained skills in obstetrics through the DRANZCOG and who wish to develop them to a level that will enable them to safely undertake complex deliveries and perform more advanced gynaecological procedures. The DRANZCOG Advanced is a re-certifiable qualification that involves participation in appropriate Continuing Professional Development.

The Diploma Advanced subject areas are as listed below:

- **DRAV1 Advanced Obstetrics:** caesarean delivery, management of obstetric complications.
- **DRAV2 Advanced Gynaecology:** basic pelvic laparotomy, hysteroscopy.
- **DRAV3 Ultrasound:** first trimester scanning, late pregnancy scanning.

There is a clinical component involved that requires a trainee to be in an accredited hospital position with two designated RANZCOG-accredited Training Supervisors in order to undertake the DRANZCOG Advanced.

### DRANZCOG Advanced Training and Assessment Requirements

As of 1 January, 2015, trainees commencing the **DRANZCOG Advanced Training Program *prior to 1 January 2017*** must satisfactorily complete the following in order to be awarded the DRANZCOG Advanced:

- All requirements of the **DRANZCOG** or, if previously completed, ongoing recertification of the DRANZCOG
- Procedural requirements as listed in the **DRANZCOG Advanced Logbook**, including sign-off by appropriate Assessors, the Training Supervisors and the State Reference Committee Chair
- **Workplace-based Assessments (WBAs)**, as listed in the DRANZCOG Advanced Logbook
- Five (5) **Case Syntheses** on a range of obstetric conditions
- Where the trainee has previously completed the DRANZCOG **Oral Examination**, the trainee **is not** required to complete the DRANZCOG Advanced Oral Examination. Where the trainee has not previously completed the DRANZCOG Oral Examination, the trainee **is** required to complete the DRANZCOG Advanced Oral Examination

Trainees commencing the **DRANZCOG Advanced Training Program *on or after 1 January 2017*** must satisfactorily complete the following in order to be awarded the DRANZCOG Advanced:

- All requirements of the **DRANZCOG** or, if previously completed, ongoing recertification of the DRANZCOG
- Procedural requirements as listed in the **DRANZCOG Advanced Logbook**, including sign-off by appropriate Assessors, the Training Supervisors and the State Reference Committee Chair
- **Workplace-based Assessments (WBAs)**, as listed in the DRANZCOG Advanced Logbook
- Five (5) **Case Syntheses** on a range of obstetric conditions
- **DRANZCOG Advanced Oral Examination**

Candidates are expected to utilise the **online modules**, which include relevant and up-to-date learning resources and formative assessment activities for the evaluation of learning and planning for further learning.

# 3.0 LEARNING DOMAINS

## 3.0 LEARNING DOMAINS

The College recognises that medical practitioners involved in the provision of health care to women will vary in their reasons for undertaking further education and training: some may wish to offer advice in family planning and office gynaecology; some may wish to offer ante-partum shared care; yet others may wish to practise obstetrics and intra partum/post-partum care. Hence, the scope of practise of these practitioners will differ, as well as the setting and context in which individuals practise. This setting and context may well shape the nature of the education and training pursued by individuals.

As with the practise of specialist obstetrics and gynaecology, the College recognises the need for all those delivering care in women's health to appreciate the increasingly complex issues associated with the delivery of healthcare and the expectations of those with whom they interact. This document specifies the clinical and procedural knowledge and skills that general practitioners offering women's health services need to understand and demonstrate (Clinical Expertise), the well-developed capacity required for independent learning and teaching (Academic Abilities), and the Professional Qualities they need to internalise and demonstrate in their work. These three learning domains underpin the professional profile that guides the practice of these general practitioners throughout their careers:

### ○ **Clinical Expertise**

Building on existing expertise developed in previous learning and practice, this domain combines the possession of the necessary clinical and procedural knowledge and skills, including effective communication with patients, their families and other health professionals.

### ○ **Academic Abilities**

This domain reflects the evolution that occurs from medical graduate to professional practitioner and lifelong learner, underpinned by the capacity for independent learning. Inherent in this maturation, as is specifically articulated in this domain, is the development of the capacity to teach.

### ○ **Professional Qualities**

Society and the medical community demand that practitioners adopt and authentically espouse the values and professional qualities that fundamentally underpin the highest possible standards of clinical care and ethical conduct. This domain of the curricula encapsulates management responsibilities, practice review and development, team work,

ethical attitudes and conduct, a commitment to what is best for the patient, and health advocacy.

Regardless of the level and scope of care involved, there is, thus, a basic professional profile of a medical professional offering care in women's health; one that is common across all three non-specialist qualifications offered.

While it is recognised that there will be some basic core knowledge and skills common across all three qualifications — core knowledge and skills that will underpin them and which can be built on in order to attain further qualifications — it distinguishes between professionals holding any of the three qualifications described in this document in the breadth and depth of the knowledge and skills that they possess.

Thus, the educational objectives are outlined in ways that clearly articulate what knowledge and skills should be possessed by holders of the RANZCOG Certificate in Women's Health, Diploma and Advanced Diploma. Consequently, the nature of assessment methods utilised in the three qualifications is selected to reflect both the broad non-technical competencies expected of all medical professionals working in women's health, as well as the specific groups of clinical competencies expected of the holders of all three qualifications.

# 3.1 CLINICAL EXPERTISE

## 3.1 Clinical Expertise

All practitioners in women's health possess a defined body of knowledge and procedural skills that are used to select and interpret information, make appropriate clinical decisions regarding management of a patient and carry out diagnostic and therapeutic procedures within the boundaries of their discipline and expertise.

Their care is characterised by up-to-date, ethical, cost-effective practice and effective partnerships with a patient and her support group, specialist colleagues and other healthcare professionals.

All practitioners in women's health know that excellent communication skills are fundamental to their day-to-day functioning, in eliciting and conveying information and establishing a therapeutic partnership with women in their care. The advantages of developing effective communication skills are now appreciated by all involved in healthcare.

Particularly, they recognise that effective communication with a patient and her support group can engender satisfaction and cooperation as well as influence the manifestations and outcome of her healthcare situation. Current medical practice can involve having to deal with a range of people in a variety of situations. It is not surprising that medical practitioners report this as one of their biggest workplace challenges.

All practitioners in Women's Health know that clinical expertise is central to the practice of their profession and draw on academic abilities and professional qualities to underpin it.



**A general medical practitioner offering services in women’s health must be able to:**

Competency	Elements of competency	Related learning outcomes
<p><b>Demonstrate medical expertise in core areas of obstetric and gynaecological care</b></p>	<p>Demonstrate clinical expertise in the management of pre-pregnancy, antenatal and postnatal care of obstetric patients with low levels of complexity</p> <p>Demonstrate clinical expertise in the management of pre-pregnancy, antenatal, intrapartum and postnatal care of obstetric patients with low or moderate levels of complexity, in consultation with a specialist</p> <p>Demonstrate clinical expertise in the management of antenatal and intrapartum care of obstetric patients with moderate levels of complexity and where specialist support is not readily available.</p> <p>Practises a multi-dimensional approach to patient management.</p> <p>Demonstrates diagnostic and therapeutic skills for the delivery of ethical and effective healthcare services.</p> <p>Demonstrates surgical skills for the delivery of ethical and effective healthcare services and works collaboratively with operating theatre and allied health staff.</p>	<p>CWH 2 CWH 3</p> <p>DRAN 2 DRAN 3 DRAN 4</p> <p>DRAV 1 DRAV 3</p> <p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH 2 – 5, DRAN 1 - 5 DRAV 1 - 3</p> <p>DRAN 3, DRAN 5 DRAV 1, DRAV 2</p>
<p><b>Demonstrates effective communication</b></p>	<p>Establishes therapeutic relationships with women in their care, their partners and families, using effective and sensitive listening.</p> <p>Establishes effective professional relationships with medical, midwifery, nursing and other healthcare colleagues.</p> <p>Demonstrates understanding of relevant social and cultural issues that impact upon the provision of healthcare to women.</p>	<p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH – all, DRAN – all, DRAV – all</p>

# 3.2 ACADEMIC ABILITIES

## 3.2 Academic Abilities

All practitioners in women's health engage in professional learning and development during the span of their career.

They function within their profession as learners and researchers, seeking further understanding in their discipline and its practice through the systematic collection, interpretation and reporting of data. They recognise that ongoing learning is central to optimal professional practice and that advances in technology and clinical management require changing attitudes and organisational flexibility.

All practitioners in women's health recognise that the area is continuously evolving and that continuing productive and ethical research is necessary to benefit the healthcare of women and infants. Consequently, they appreciate the importance of scientific research and the importance of intimate familiarity with and critical appraisal of its findings.

They recognise that the ability to teach is fundamental to the medical practice. In particular, practitioners in women's health recognise that effective teaching is central to ensuring the strength of the future profession and equipping patients, colleagues and other healthcare professionals with needed knowledge and skills.

They understand that the essential characteristic of an effective teacher is an ongoing enthusiasm for learning, that an effective teacher creates an environment conducive to learning, provides supervision and assistance that is safe and stimulating, and discusses learning progress constructively and through specific examples.

**A general medical practitioner offering services in women’s health must be able to:**

<b>Competency</b>	<b>Elements of competency</b>	<b>Related learning outcomes</b>
<b>Learn independently</b>	<p>Demonstrates self-learning in women’s health and other relevant areas of medical practice, including limits of their own knowledge and abilities.</p> <p>Actively seeks relevant information to enhance their knowledge and practices and to ensure that they maintain a contemporary service to women in their care.</p> <p>Understanding the underlying physiology and pathology, and the available assessment and management options in order to provide safe and effective care.</p> <p>Understand the principles and practice of evidence-based medicine and research in a clinical setting.</p> <p>Develops, implements and monitors a personal, ongoing professional development/continuing education strategy.</p>	<p>CWH 1</p> <p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH 1 DRAN 1</p>
<b>Teach</b>	<p>Facilitates learning of patients to enhance their patient autonomy, decision making and compliance.</p> <p>Understands and applies principles of apprenticeship learning for trainees, students and other health professionals</p>	<p>CWH – all, DRAN – all, DRAV – all</p> <p>CWH – all, DRAN – all, DRAV – all</p>

# 3.3 PROFESSIONAL QUALITIES

## 3.3 Professional Qualities

All practitioners in women's health function as managers, team workers and health advocates, with high standards of ethical conduct and a commitment to the best interests of the patient. Their practice is in the settings of individual patient care, practice organisations and healthcare systems.

All practitioners in women's health require effective management skills in prioritising, making decisions, allocating resources and minimising risks. They acknowledge the worth of each member of the health service team, recognising that effective healthcare is the result of professionals working together with the knowledge and resources available to them.

The societal expectation is that all practitioners in women's health will dedicate their distinct body of knowledge, skills and professional qualities to improving the health and well-being of women and commit themselves and their collegiate bodies to the highest possible standards of clinical care and ethical conduct. This involves an ongoing commitment to reviewing and updating practices. It also includes showing respect for differing cultural and indigenous perspectives regarding healthcare and understanding the ways in which these might interact with traditional practices.

Through their close involvement with the healthcare needs of women, all practitioners in women's health participate in all areas of patient care, including patient safety and quality programs.

They appreciate the importance of their role in the promotion of disease prevention in women's health, and they accept the health advocacy and policy roles that they are able to play, individually and collectively, through their College, medical societies and institutions.

**A general medical practitioner offering services in women's health must be able to:**

<b>Competency</b>	<b>Elements of competency</b>	<b>Related learning outcomes</b>
<b>Provides effective team management and leadership in the workplace</b>	Practices efficient and effective administrative skills, including time management.	CWH 1 DRAN 1
	Exhibits expected personal and interpersonal behaviours.	CWH – all, DRAN – all, DRAV – all
	Works collaboratively with other healthcare providers.	CWH – all, DRAN – all, DRAV - all
<b>Conducts effective reviews of professional practice</b>	Understands the principles and participates in the practice of clinical governance.	CWH 1 DRAN 1
	Actively engages in the practice of risk management/minimisation by addressing and advocating safety and quality in healthcare practices.	CWH 1 DRAN 1
<b>Solicits and accepts constructive feedback on practice</b>	Demonstrates an ability to accept feedback from colleagues, allied health staff, patients and their families.	CWH 1 DRAN 1
	Recognises limits of own knowledge and experience, and seeks advice and assistance when appropriate.	CWH 1 DRAN 2, 3, 4
<b>Exhibits ethical attitudes and conduct</b>	Delivers the highest quality healthcare with integrity, honesty and compassion.	CWH – all, DRAN – all, DRAV – all
	Practises medicine that is ethically responsible and consistent with the obligations of a self-regulating profession.	CWH – all, DRAN – all, DRAV – all
	Recognises a duty to assist in an emergency situation.	CWH 1
	Recognises patient autonomy, confidentiality and the legal and moral duties to women in their care.	CWH 1
	Recognises duties in regard to courts, legislative and regulatory bodies, and notification obligations.	CWH 1
<b>Shows commitment to the best interest of the patient and the profession</b>	Acts as health advocate for the patient.	CWH 1
	Contributes to the health of women and their babies and the development of the profession of general practitioners providing women's healthcare.	CWH 1

# 4.0 SYLLABUS

## 4.0 RANZCOG WOMEN'S HEALTH SYLLABUS

### **Knowledge and understanding, and clinical and management skills: the building blocks required for the development of expertise in Women's Health**

This section details both the areas of knowledge and the skills that underpin the provision of women's health care. The purpose is to grasp the underlying principles on which modern women's health practice is based, not merely to memorise facts. Medical professionals offering care in women's health perform complex skills that require more than practical experience. Understanding of the principles outlined in this section will further develop with regular clinical experience, for it is the interaction between knowledge and practice that provides the basis for growth in clinical expertise.

The assessable outcomes of each module are described in terms of the level of expertise to be attained:

- **Knowledge and understanding** of principles only, not expected to manage
- **In collaboration with the appropriate members of the healthcare team, as part of a maternity care team or in consultation with a specialist** be able to identify, diagnose, provide management and/or perform
- **Be able to independently** identify, diagnose, provide management and/or perform

In addition to the knowledge and clinical skills required of women's health care providers, this section also briefly outlines the method by which the knowledge and skills will be acquired, and the method of assessment, both formative and summative. These are discussed in further detail in Sections 5 and 6.

Abbreviations used:

- OM: Online module, with up-to-date resources and formative assessment tasks
- WS: Workshop attendance and participation (not compulsory)
- WBA: Workplace-based Assessment of clinical and procedural skills
- WE: Written examination
- OE: Oral examination
- ST: Supervised training
- Log: Logbook completion and satisfactory assessment by supervisor

# 4.1 CERTIFICATE OF WOMEN'S HEALTH

## CWH1 Basic Skills

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Contemporary Quality Assurance principles and methodology	OM	
○ Common statistical terms as they apply to medical practice	OM	WE
○ The impact of social and cultural issues on the delivery of healthcare and outcomes	OM	
○ The legal and ethical implications of practising in women's health, including the Privacy Acts, the legal status of the fetus and of the laws relating to the family court and guardianship boards, obtaining consent, documenting adverse outcomes	OM	WE
○ The right to autonomy of the woman in decision making regarding health care	OM	WE
<b>Be able to independently:</b>		
○ Communicate with patients and health professionals	OM, WS	WBA
○ Facilitate the learning of patients	OM, WS	WBA
○ Maintain accurate and legible records, including diagnosis and plan of management	OM	Log
○ Discuss difficult or sensitive issues in an ethically appropriate manner	OM, WS	WBA
○ Understand the limits of one's own knowledge	OM	WE

### Abbreviations used:

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# 4.1 CERTIFICATE OF WOMEN'S HEALTH

## CWH2 Introduction to Antenatal and Postnatal Care

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge &amp; understanding of:</b>		
○ The role and limitations of ultrasound in antenatal care	OM	WE
○ Maternal physiological adaptation to pregnancy	OM	WE
○ Mechanisms of normal and abnormal labour, including an understanding of the principles of management of normal and abnormal labour	OM	WE
○ State and national maternal and neonatal death rates	OM	
○ Terms such as livebirth, stillbirth, abortion, neonatal mortality, perinatal mortality, maternal mortality, preterm birth and low birth weight	OM	WE
○ Rationale and methodology for antenatal screening tests	OM	WE
○ Rationale and methodology for assessment of maternal and fetal wellbeing	OM	WE
○ Basic principles of fetal biometry	OM	WE
<b>Be able to independently:</b>		
○ Perform preconception counselling, including taking a family history to enable development of a family tree to enable counselling regarding possible inherited/genetic disorders	OM	Log, WE
○ Perform early pregnancy counselling	OM	Log, WE
○ Recognise deviation from normal maternal and fetal assessment	OM	Log, WE
○ Identify obstetric risk factors, initiate appropriate management and appreciate when to refer to generalist practising obstetrics/specialist management, as appropriate.	OM, WS	Log, WE
○ Conduct an initial antenatal visit, including appropriate history, examination and screening tests	OM	Log, WE
○ Provide appropriate advice regarding routine maternity care	OM	Log, WE
○ Perform an antenatal examination, including the gravid abdomen	OM, WS	WBA
○ Provide normal antenatal care, in collaboration with other healthcare practitioners, including ordering and interpreting appropriate screening and diagnostic tests	OM	Log, WE
○ Manage common symptoms of pregnancy	OM	Log
○ Manage puerperium, including perineum, lactation, mastitis	OM	Log, WE
○ Manage immunisation of neonates	OM	Log, WE

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# 4.1 CERTIFICATE OF WOMEN'S HEALTH

## CWH3 Special Topics in Antenatal and Postnatal Care

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Principles of the inheritance of disease	OM	WE
○ Principles of teratogenesis	OM	WE
○ Principles of management of obstetric complications including pre-eclampsia, eclampsia, antepartum haemorrhage, iso-immunisation, gestational diabetes, abnormal fetal growth, premature rupture of membranes, pre-term labour, multiple pregnancy, abnormal presentation, prolonged pregnancy, hyperemesis gravidarum, fibroid complications, cholestasis and ovarian cysts	OM	WE
○ Effect of pregnancy on common diseases and the effects of these diseases on pregnancy	OM	WE
○ Principles of Caesarean section, postoperative management and common postoperative complications	OM	WE
○ Principles of pharmacodynamics of the pregnant woman	OM	
○ Diagnosis and principles of management of miscarriage and ectopic pregnancy	OM	WE
○ Principles of grief counselling	OM	
<b>Be able to independently:</b>		
○ Identify, counsel and initiate appropriate management for women suffering postnatal depression or puerperal psychosis	OM	Log, WE
○ Appropriately prescribe for a pregnant woman and breastfeeding woman	OM	Log, WE

### Abbreviations used:

- OM: Online module, with up-to-date resources and formative assessment tasks
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# 4.1 CERTIFICATE OF WOMEN'S HEALTH

## CWH4 Introduction to Gynaecology

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Anatomy and physiology of the pre-pubertal girl	OM	WE
○ Adult female genital anatomy	OM	WE
○ Endocrinology and stages of puberty	OM	WE
○ Process of conception, including the function of the female hypothalamus, pituitary and gonads	OM	WE
○ Principles of termination of pregnancy, including methods available, after care, complications and legal implications	OM	WE
○ Physiology of the normal menstrual cycle and the pathophysiology of menstrual disorders	OM	WE
○ The effectiveness, indications, contra-indications, mode of action, technique of use and complications of available methods of contraception including natural methods, barrier methods, intra-uterine devices, hormonal methods, tubal ligation and vasectomy	OM, WS	WE
○ Principles of management of vulvar disease, including pruritis and vulvar pain	OM	WE
○ Reporting and principles of management of abnormal pap smears	OM	WE
<b>Be able to independently:</b>		
○ Initiate appropriate management of the adolescent girl with precocious puberty	OM	Log, WE
○ Initiate appropriate management of adolescent menstrual dysfunction, including primary and secondary amenorrhoea, menorrhagia and dysmenorrhoea	OM	Log, WE
○ Initiate appropriate management of adolescent girls with prepubertal gynaecological problems, including vulvovaginitis and labial adhesions	OM	Log, WE
○ Provide non-directive counselling for women with unwanted pregnancy	OM	Log, WE
○ Initiate appropriate management of adult women with menstrual disorders	OM	Log, WE
○ Take a gynaecological history	OM	Log
○ Perform a well woman check	OM, WS	Log
○ Perform a gynaecological examination, including bimanual examination and speculum examination	OM, WS	Log
○ Perform breast examination	OM, WS	Log
○ Counsel women regarding routine sexual and reproductive health screening	OM, WS	Log, WE
○ Take appropriate specimens from the genital tract	OM, WS	Log

○ Take a cervical smear	OM, WS	WBA, WE
○ Insert and remove intra-uterine devices	OM, WS	Log, WE
○ Identify, counsel and initiate appropriate management of women who are victims of domestic violence or sexual abuse	OM	Log, WE
○ Counsel women about abnormal PAP smears	OM	Log, WE
○ Diagnose and manage patients with genital tract infections, STIs and vaginal discharge	OM	Log, WE
○ Counsel women about family planning and contraceptive issues	OM, WS	Log, WE
○ Manage hormonal contraception	OM, WS	Log, WE
○ Insert and remove sub-dermal contraceptive hormonal implants	OM, WS	Log
○ Diagnose and manage women with dermoid cysts	OM	WE

Abbreviations used:

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- WE: Written examination
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# 4.1 CERTIFICATE OF WOMEN'S HEALTH

## CWH5 Special Topics in Gynaecology

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Gross anatomic appearance of common Müllerian abnormalities and disorders of sexual differentiation	OM	WE
○ Principles of common gynaecological operations, post-operative management and common post-operative complications	OM	WE
○ Principles of diagnosis and management of gynaecological cancers, including familial cancers	OM	WE
○ Principles of diagnosis and management of pelvic pain, including endometriosis	OM	
○ Epidemiology, causes and principles of management of subfertility	OM	WE
○ Principles of urinary and faecal continence and management of incontinence and voiding difficulties	OM	WE
○ Principles of management of post-coital, intermenstrual and post-menopausal bleeding	OM	
○ Physical and psychological changes associated with the climacteric	OM	WE
<b>Be able to independently:</b>		
○ Diagnose and initiate management of utero-vaginal prolapse	OM	Log
○ Initiate investigation of subfertility	OM	Log, WE
○ Initiate management of incontinence	OM	Log, WE
○ Diagnose and initiate management of women with urinary tract infections	OM	Log, WE
○ Initiate management of postcoital, intermenstrual and postmenopausal bleeding	OM	Log, WE
○ Manage the menopausal and climacteric woman, including the use of HRT	OM	Log, WE
○ Diagnose and initiate management of fibroids and ovarian cysts	OM	WE

### Abbreviations used:

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## DRAN1 Basic Skills

	Knowledge Acquisition	Assessment
<b>Be able to independently:</b>		
○ Use contemporary Quality Assurance methodology to review personal and institutional practice	OM, ST	Log
○ Write concise discharge summaries and understand contemporary coding practices and their implications	OM, ST	Log

### Abbreviations used:

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- ST: Supervised training
- Log: Logbook completion and satisfactory assessment by Training Supervisor

## DRAN2 Antenatal Care

	Knowledge Acquisition	Assessment
<b>In collaboration with the appropriate members of the healthcare team, be able to:</b>		
<ul style="list-style-type: none"> <li>○ Manage pregnancies in women with pre-existing or current medical conditions such as haematological disorders, diabetes mellitus, renal disease, cardiac disease, gastrointestinal disease or epilepsy</li> </ul>	OM, ST	Log, WE
<ul style="list-style-type: none"> <li>○ Diagnose and provide immediate management of pregnancy-induced disorders, including hyperemesis gravidarum, pre-eclampsia, cholestasis, fibroid complications and ovarian cysts</li> </ul>	OM, ST	Log, WE, OE*
<ul style="list-style-type: none"> <li>○ Diagnose and provide immediate management of obstetric complications including severe pre-eclampsia, eclampsia, antepartum haemorrhage, iso-immunisation, gestational diabetes, abnormal fetal growth, premature rupture of membranes, pre-term labour, obstructed labour, multiple pregnancy, abnormal presentation and prolonged pregnancy</li> </ul>	OM, ST	Log, WE, OE*

### Abbreviations used:

- OM: Online module, with up-to-date resources and formative assessment tasks
- WS: Workshop attendance and participation (not compulsory)
- WBA: Workplace-based Assessment of clinical and procedural skills
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## DRAN3 Labour

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Principles and use of regional analgesia, including the principles of management of complications of regional anaesthesia	OM	
○ Principles of 3 <sup>rd</sup> and 4 <sup>th</sup> degree tear repair	OM	
○ Principles of medical and operative management of postpartum haemorrhage, including uterine balloon tamponade, emergency hysterectomy, bilateral uterine and internal iliac artery ligation and uterine brace sutures	OM	WE
<b>As part of the maternity care team, be able to:</b>		
○ Manage normal labour and delivery, including third stage	OM, ST	Log, WE
○ Assess and chart the progress of labour	OM, ST	Log, WE
○ Counsel a woman regarding pain management in labour	OM, ST	Log
○ Prescribe appropriate analgesia in labour	OM, ST	Log
○ Assess fetal wellbeing in labour by electronic fetal monitoring	OM, ST	Log, WE
○ Manage the following emergencies: shoulder dystocia; maternal collapse; post-partum haemorrhage; retained placenta	OM, ST, WS	WBA, WE, OE*
○ Perform the following procedures: induction and augmentation of labour; low instrumental delivery; episiotomy and repair; repair of perineal and vaginal tears	OM, ST	WBA, WE, OE*
○ Recognise and manage maternal and fetal complications which develop during labour, including pre-eclampsia, fetal compromise, antepartum haemorrhage, poor progress and intrapartum sepsis, including referral for assisted delivery and Caesarean section	OM, ST	Log, WE, OE*
○ Perform cardiopulmonary resuscitation of a pregnant and postpartum woman	OM, ST, WS	WBA
○ Recognise failure to progress and initiate immediate management, including referral for Caesarean section	OM, ST	WE, OE*

### Abbreviations used:

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- WBA: Workplace-based Assessment of clinical and procedural skills
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# 4.2 DRANZCOG

## DRAN4 Postnatal and Neonatal Care

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Requirements of the sick neonate prior to transfer	OM	
○ Changes in the neonate at birth	OM	WE
<b>In consultation with a specialist, be able to:</b>		
○ Recognise, provide immediate management, stabilise and arrange transfer as appropriate of sick neonates, including those with sepsis, respiratory distress, hypoglycaemia and failure to thrive	OM	Log, WE, OE*
○ Evaluate a perinatal death in accordance with PSANZ guidelines	OM	Log
○ Perform basic grief counselling, including counselling parents after a perinatal death	OM	Log
<b>Be able to independently:</b>		
○ Examine a neonate, recognize abnormalities requiring paediatric review (eg congenital dislocation of the hips, oesophageal atresia, cardiac murmurs) and perform appropriate management and testing of the neonate	OM, ST	WBA, WE
○ Manage neonatal jaundice	OM, ST	Log, OE*
○ Provide basic life support to a sick neonate	OM, ST	WBA, OE*
○ Provide postnatal contraception advice	OM, ST	Log
○ Manage maternal problems arising in the puerperium, including primary and secondary post-partum haemorrhage, pyrexia, thrombo-embolism, depression, perineal complications, disorders of lactation, breast complications	OM, ST	Log, WE, OE*
○ Perform post-natal review of mother	OM, ST	Log, WE

### Abbreviations used:

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- WBA: Workplace-based Assessment of clinical and procedural skills
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- Log: Logbook completion and satisfactory assessment by Training Supervisor



## DRAN5 Procedural Gynaecology

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Principles of management of first and second trimester termination of pregnancy	OM	WE
<b>Be able to independently:</b>		
○ Manage first trimester miscarriage, including ERPOC	OM, ST	Log, WE, OE*
○ Perform marsupialisation of Bartholin's cyst/abcess	OM, ST	Log

### Abbreviations used:

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- \*OE: Oral examination (see notes re **DRANZCOG Oral Examination** on p.10-11)
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- Log: Logbook completion and satisfactory assessment by Training Supervisor

# 4.3 DRANZCOG ADVANCED

## DRAV1 Advanced Obstetrics

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Principles of elective breech delivery	OM	
○ Principles of twin delivery	OM	
○ Principles of repair of torn bladder	OM	
○ Principles of repair of lacerated cervix	OM	
<b>Be able to independently:</b>		
○ Diagnose and manage women with hyperemesis gravidarum	OM, ST	Log, OE*
○ Manage antepartum haemorrhage	OM, ST	OE*
○ Manage women with pre-eclampsia	OM, ST	Log, OE*
○ Manage women with eclampsia	OM, ST, WS	Log, OE*
○ Perform instrumental delivery, both vacuum and forceps	OM, ST, WS	Log, WBA, OE*
○ Manage shoulder dystocia	OM, ST, WS	Log, OE*
○ Manage undiagnosed vaginal breech delivery	OM, ST	Log, OE*
○ Perform a Caesarean delivery, both elective and emergency	OM, ST	WBA, Log, OE*
○ Manage postpartum haemorrhage, including operative management (eg, uterine balloon tamponade, laparotomy and uterine brace sutures)	OM, ST	WBA, Log, OE*
○ Resuscitate a neonate, including endotracheal intubation	OM, ST, WS	Log, WS, OE*

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# 4.3 DRANZCOG ADVANCED

## DRAV2 Advanced Gynaecology

	Knowledge Acquisition	Assessment
<b>Demonstrate knowledge and understanding of:</b>		
○ Principles of management of ectopic pregnancy	OM	
○ Principles of management of CL cyst	OM	
○ Principles of management of ruptured/torsion ovarian cyst	OM	
○ Principles of pathological conditions of the cervix	OM	
○ Principles of management of uterine contraceptive device complications	OM	
○ Principles of performing female sterilization at the time of Caesarean section	OM	
<b>Be able to independently:</b>		
○ Perform a pelvic laparotomy, eg for ectopic pregnancy or ovarian cyst complication	OM, ST	WBA, Log, OE*
○ Perform a hysteroscopy	OM, ST	WBA, Log, OE*
○ Manage first trimester termination of pregnancy and/or miscarriage	OM, ST	WBA, Log, OE*
○ Manage and perform uterine evacuation following second trimester pregnancy loss and/or mid trimester termination	OM, ST	WBA, Log, OE*

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# 4.3 DRANZCOG ADVANCED

## DRAV3 Ultrasound

	Knowledge Acquisition	Assessment
<b>Be able to independently</b>		
○ Perform basic first trimester scanning, including localization, dating, viability and plurality of pregnancy, both transvaginally and transabdominally	OM, ST, WS	WBA, Log
○ Perform late pregnancy scanning, including presentation of fetus, placental localization, basic fetal biometry and amniotic fluid volume	OM, ST, WS	WBA, Log

### Abbreviations used:

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# 5.0 ASSESSMENT

## 5.0 ASSESSMENT OF COMPETENCE

### 5.1 Assessment Overview

All domains of practice in women's health must be assessed if judgements are to be made about professional competency. Assessment methods include the demonstration and application of core knowledge and skills in clinical practice through traditional examinations, workplace-based assessments, workshops, logbooks, and case syntheses. It also follows that individuals appointed as assessors by the College must demonstrate knowledge and skills appropriate to the performance being assessed and the processes involved.

The RANZCOG is committed to providing a program of face-to-face training workshops to all trainees in the Women's Health Training Programs. The training workshops promote active learning and include case scenario, role-play and practical activities to optimise individual participation. The content of the workshops has been mapped to the curriculum, with clearly articulated learning outcomes to assist trainees in their development of the relevant clinical and procedural skills and their preparation for assessment. The training workshops are delivered at diverse locations to optimise access for all trainees.

A curriculum includes a program of assessment, in which different learning domains and competencies are assessed in different, targeted ways. This program of summative assessment, successfully completed, certifies competence in the provision of women's health care.

Assessment is also a key tool to inform learners on progress made and identify what still needs to be achieved. Ongoing, formative assessment is therefore central to the curricula as a means to guide and motivate learning and achievement.

## 5.2 Assessment Structure

### Competencies expected and assessment formats

This section outlines the assessment tools utilised within the Women’s Health curricula. Rather than existing as stand-alone entities, the tools are designed to be integrated into the training program and implemented within the context of the training setting to assess elements of competencies expected in the practice of women’s health care. These elements of competencies are assessed over progressive stages of the training program, ensuring that the framework of objectives presented in these curricula is comprehensively tested.

### Certificate of Women’s Health, DRANZCOG and DRANZCOG Advanced Assessment Structure

	CWH	DRANZCOG	DRANZCOG Advanced
Online modules	*	*	*
Logbook	✓	✓	✓
Workplace-based Assessments	✓	✓	✓
Workshop participation	*	*	*
Written Examination	✓	✓	
Oral Examination		✓#	✓#
Case Syntheses			✓

\* Not compulsory, but available to trainees to assist them with the development of relevant knowledge and clinical and procedural skills.

# See notes re the *DRANZCOG* and *DRANZCOG Advanced Oral Examinations* on p10-13.

## Certificate of Women’s Health, DRANZCOG and DRANZCOG Advanced Online Modules

The online modules provide learners with a readily accessible, current and comprehensive suite of resources and guided learning tasks that place them at the centre of a collaborative community of learners. Modules are mapped directly to the curriculum, with clearly stated learning outcomes. They can be completed sequentially or non-sequentially at the learner’s own pace according to their individual needs. Each module guides the learner through selected resources that are tied to active learning tasks. Targeted discussion forums promote peer networking and collaboration. Pre- and post-test questions enable learners to test their own knowledge and direct their learning appropriately. The online modules are designed to support clinical educators, Training Mentors and Training Supervisors, as well as trainees, and serve as a useful point of reference for appraisal and assessment.

<b>COMPETENCIES ASSESSED</b>	<b>ASSESSMENT</b>	<b>ASSESSORS</b>
Possession of knowledge and clinical abilities based on objectives outlined in each of the modules	The resource material provided by the modules should be known and understood prior to presenting for the examinations	Self assessment, with guidance from appointed mentors

### Log book

The Logbook enables trainees to maintain a daily record of the experience relevant to the training undertaken. It is used by the Training Mentor or Training Supervisor(s) and Chair of the relevant State Reference Committee (SRC) to monitor the trainee’s experience to ensure that it is appropriate for the level of training. The information in trainee Logbooks is also used by the RANZCOG to monitor each trainee’s training experience.

<b>COMPETENCIES ASSESSED</b>	<b>ASSESSMENT</b>	<b>ASSESSORS</b>
Procedural skills Communication and counselling skills Documentation Participation in practice review and clinical risk management activities	Observation of regular and active participation Monthly assessment throughout the training program, with required progress towards the scope and level required for practice in women’s health care	Consultants, senior FRANZCOG trainees, Certificants and Diplomates who have supervised and observed practice consistently Training Mentors and Supervisors

## Workplace-Based Assessments

The clinical encounters that trainees face every day provide learning experiences which are assessable. The purpose of Workplace-based Assessments is to assess trainees at the time of *doing*, in real patient scenarios during normal everyday work. When a trainee is involved in a clinical encounter or performing a procedure that may be assessed, a suitable Assessor utilises the relevant form to assess the trainee's performance against the standards described for each criterion. A suitable Assessor is one who has worked with the trainee and who can make a balanced and informed judgement of the trainee's performance; the Training Mentor, Training Supervisor or another 'teacher' who has guided and supported the trainee's knowledge and skill development, namely other consultants or senior registrars (MRANZCOGs), who have been approved by the Training Supervisor to act as Assessors. Embedding this assessment process in the everyday work of trainees formalises the learning opportunities that already exist with each clinical encounter and enhances the overall training experience.

COMPETENCIES ASSESSED	ASSESSMENT	ASSESSORS
<b>Certificate of Women's Health, DRANZCOG, DRANZCOG Advanced:</b> Range of clinical and practical skills	Satisfactory completion of workplace-based assessments of practical and clinical skills	Training Mentors, Training Supervisors, Assessors approved by the Training Supervisor or accredited RANZCOG course facilitators*

## CERTIFICATE OF WOMEN'S HEALTH and DRANZCOG ONLY

### Written examination

The Written Examination consists of 100 multiple-choice questions for Certificate trainees and an additional 50 multi-choice questions for DRANZCOG trainees.

COMPETENCIES ASSESSED	ASSESSMENT	ASSESSORS
Possession of knowledge as outlined in 4.0 Syllabus	Multiple choice questions Passing score set by rigorous standard setting process	Accredited, trained examiners



## DRANZCOG and DRANZCOG Advanced ONLY

### Oral examination - See notes on p10-13

The Oral Examination consists of a series of Objective Structured Clinical Examination stations that simulate clinical scenarios relevant to the DRANZCOG or DRANZCOG Advanced scope of practice.

COMPETENCIES ASSESSED	ASSESSMENT	ASSESSORS
Demonstration of clinical abilities, including: Clinical management History taking Communication requirements Problem solving Resource utilisation Time management, prioritisation of tasks Possession of knowledge and clinical understanding as outlined in 4.0 Syllabus	Structured oral stations simulating clinical scenarios Pre-set criteria and marking scheme Passing score set by rigorous standard setting process	Accredited, trained examiners

## DRANZCOG Advanced ONLY

### Case syntheses

Trainees must submit for assessment five (5) de-identified written Case Syntheses on a range of obstetrics conditions. Cases selected must:

- be particularly unusual and/or problematic,
- be based on patients under the care of the trainee during their DRANZCOG Advanced training,
- be relevant and valuable to the candidate's current and/or intended practice, and
- require the candidate to undertake research so that the final synthesis of each case is representative of evidence-based best practice.

<b>COMPETENCIES ASSESSED</b>	<b>ASSESSMENT</b>	<b>ASSESSORS</b>
Demonstration of clinical skills, including: History taking Differential diagnosis Ordering of appropriate investigations Clinical management Problem solving Resource utilisation Utilisation of evidence-based data	Satisfactory completion of case syntheses based on set criteria and standards	Training Supervisors and State Reference Committee Chairs

### 5.3 Competencies required and Assessment methodologies

	ONLINE MODULES	WORKSHOP PARTICIPATION	WORKPLACE-BASED ASSESSMENTS	WRITTEN EXAMINATION	ORAL EXAMINATION	LOGBOOK	CASE SYNTHESSES
<b>Clinical Expertise</b>							
Medical knowledge	✓	✓	✓	✓	✓	✓	✓
Clinical examination	✓	✓	✓		✓		✓
Clinical reasoning and judgement				✓	✓		✓
Diagnostic, therapeutic & surgical skills	✓	✓	✓		✓	✓	✓
Ethics and legal	✓		✓	✓			
Establish therapeutic relationships		✓			✓		
History taking	✓				✓	✓	
Communication skills	✓	✓	✓	✓	✓	✓	✓
<b>Academic abilities</b>							
Seek and critically appraise information	✓						✓
Consult with colleagues							
Use information technology	✓						
Commit to on-going professional development							
Know one's own limits		✓			✓		
Understanding learning needs of self and others	✓	✓					
<b>Professional qualities</b>							
Be a team player			✓		✓	✓	
Exhibit ethical conduct		✓			✓		
Review & update professional practice	✓					✓	