



Fellowship of RANZCOG Training Program Handbook

Trainees commencing before 1 December 2013

Training Programs
December 2019

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FRANZCOG Training Program Handbook

Pre-2013 trainees

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FRANZCOG Training Handbook

This handbook is an information resource for all trainees who commenced the program *BEFORE 1 December 2013*. Trainees who commenced the program AFTER 1 December 2013 should refer to the FRANZCOG Training Handbook, trainees commencing after 1 December 2013

This handbook details the training requirements and other relevant information pertinent to FRANZCOG training and should be read in conjunction with the *RANZCOG Regulations* and information available on the www.ranzcog.edu.au.

Regulations

For all RANZCOG Regulations including those governing the FRANZCOG Training Program refer to the RANZCOG website <https://ranzcog.edu.au/our-college/governance/constitution-regulations>

RANZCOG training policies

For all policies governing the FRANZCOG Training Program refer to www.ranzcog.edu.au/about/Governance/Policies-Procedures

Updates

Please note that every effort is made to ensure that the information and Regulations in this handbook is correct. This handbook is updated annually and trainees and Fellows are strongly advised to consult the website version when checking information or regulations: www.ranzcog.edu.au/training

College Information

Introduction

The FRANZCOG Curriculum guides the training and practice of obstetricians and gynaecologists. This curriculum applies to all trainees.

The curriculum encompasses learning across the three domains: clinical expertise (including communication), academic abilities, and professional qualities required of a specialist obstetrician and gynaecologist.

Brief History

The Australian College of Obstetricians and Gynaecologists was formally established in 1978. The new College replaced the former Australian Regional Council, which had been governed by the Royal College of Obstetricians and Gynaecologists (RCOG) in the United Kingdom.

The prefix “Royal” was acquired in 1980 when it became the Royal Australian College of Obstetricians and Gynaecologists (RACOG).

In 1983, the RACOG moved its headquarters at 254 Albert Street, East Melbourne, Victoria.

In October 1998, the Royal Australian College of Obstetricians and Gynaecologists amalgamated with the Royal New Zealand College of Obstetricians and Gynaecologists to form the Royal Australian and New Zealand College of Obstetricians and Gynaecologists (RANZCOG).

In 2021, the RANZCOG moved to its current headquarters at 1 Bowen Crescent, Melbourne, Victoria.

Vision and Mission

Vision

Delivery of excellence and equity in women's health.

Mission

To be the leader in education, training and advocacy in obstetrics and gynaecology.

RANZCOG will achieve its Vision by innovative training, accreditation and continuing education supported by active assessment of the effectiveness of those programs.

The College will actively support and communicate with Fellows, members, and trainees in order to ensure that they are capable, physically, psychologically and professionally, of providing the highest standards of care.

The College will support research into women's health and will act as an advocate for women's health care, forging productive relationships with individuals, the community, and professional organisations both locally and internationally.

FRANZCOG Training Program

The FRANZCOG Training Program is a 276-week (six year) structured post-graduate program which leads to certification as a Fellow of the College (FRANZCOG).

Fellowship of RANZCOG is the only post-graduate qualification which leads to recognition as a specialist obstetrician/gynaecologist in Australia or New Zealand.

Fellowship is awarded by the RANZCOG Board after necessary training and assessment is completed, and all requirements are met.

The FRANZCOG Training Program includes:

- a 184-week (four-year) Basic Training Program; and
- a 92-week (two-year) Advanced Training Program

Trainees' in-hospital training is supplemented by the College's eLearning hub, AQUIRE (Curriculum Led Internet Managed Accessible Training Environment). The online, self-directed modules/resources cover all areas of the curriculum. Surgical Skill Companion Resources that align to the Assessment of Procedural and Surgical Skills (APSS) are available on AQUIRE at <https://acquire.ranzcog.edu.au/>.

FRANZCOG Curriculum

The FRANZCOG Curriculum underpins the Training Program and specifies the:

- a) attributes considered essential for a specialist O&G in today's environment across the three key domains of clinical expertise, academic abilities and professional qualities.
- b) educational objectives and learning outcomes of the knowledge and aspects of practice where competency is expected and assessed.
- c) teaching and learning strategies by which acquisition of knowledge is assessed.
- d) assessment formats selected to test the articulated learning outcomes.

A trainee on completion of Basic training can function at 'Senior Registrar' level in obstetrics and gynaecology. Upon completion of Basic training, a trainee then prepares further for their selected career by undertaking Advanced Training in either the Generalist Pathway or Non-Generalist Pathway.

RANZCOG Curriculum: A Framework to Guide the Training and Practice of Specialist Obstetricians and Gynaecologists.

Refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Curriculum-Handbook>

A newly elevated Fellow of RANZCOG is able to function at Consultant level in Obstetrics and Gynaecology (O&G) and possesses several key attributes and competencies.

These attributes as described in the RANZCOG Curriculum provide a framework to guide and support assessment and training that will equip specialists with the knowledge, skills, attributes and professional qualities that are considered necessary to be a Specialist in Obstetrics and Gynaecology in Australia and New Zealand.

The Curriculum outlines the essential attributes and key competencies expected to be acquired for clinical competency across and within the three domains of:

- Clinical Expertise
- Academic Abilities
- Professional Qualities.

Refer to [https://ranzcog.edu.au/statements-guidelines/general/attributes-of-a-ranzcog-fellow-\(c-gen-19\)](https://ranzcog.edu.au/statements-guidelines/general/attributes-of-a-ranzcog-fellow-(c-gen-19))

Pathways to Fellowship

There are currently four pathways to Fellowship: the Generalist Pathway, Academic Pathway, Advanced Obstetric Pathway and Subspecialty Pathway.

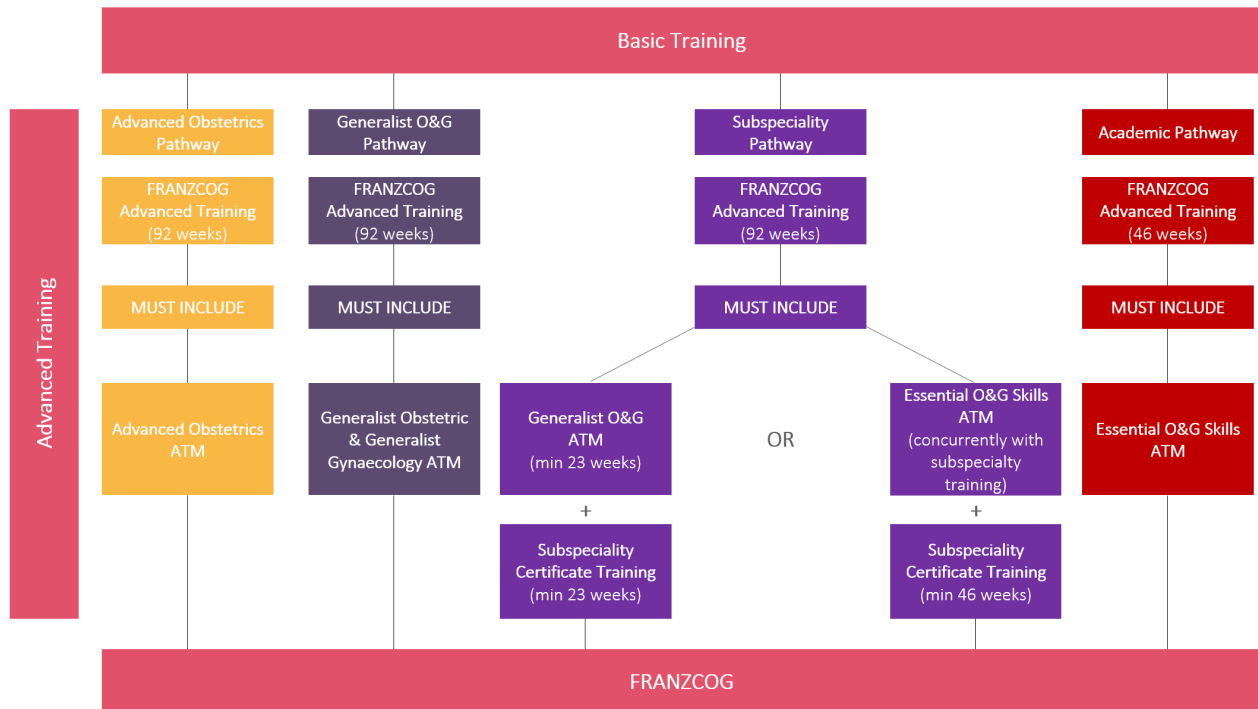


Figure 1. Pathways to Fellowship

NOTE: trainees undertake different Advanced Training Modules (ATM) as well as other requirements for each pathway.

Training Time

All training is calculated in weeks.

A trainee cannot gain credit for more than 46 weeks in any training year.

‘Time in training’ is the aggregate of all time in the training program. This includes annual leave but not time taken as approved Extended Leave or approved Research Leave as part of the ‘Academic Stream’.

Approved fractional training time (i.e. between 0.5 and 1.0 full-time equivalent - FTE) contributes on a pro rata basis.

Basic Time in Training (BTIT)

Basic training must be completed within a maximum of eight (8) calendar years – dated from the commencement of Basic training.

Advanced Time in Training (ATIT)

Trainees have 11 calendar years from their commencement in the training program to complete the requirements of both Basic and Advanced training.

Training in Resource Limited Settings

The guidelines for undertaking training in resource limited settings overseas (e.g. Papua New Guinea, Fiji, India, etc.) are outlined in [FRANZCOG Training in Resource Limited Settings](#).

Basic Training

The 184-week (four-year) Basic Training Program consists of defined clinical and educational experience in training hospitals.

The Basic Training Program includes:

- Rotation through two or more different hospitals, with at least:
 - 46 weeks in a tertiary hospital
 - 23 weeks in a rural hospital
 - 46 weeks in a non-base hospital
- Logged clinical work in obstetrics and gynaecology resulting in attainment of prescribed competency levels in specified procedures;
- Utilising the resources of AQUIRE, the College's eLearning hub;
- Experience in gynaecological oncology sufficient to gain a working knowledge of the anatomy of the pelvic sidewall, particularly in regard to the ureter and major blood vessels;
- Formative three-monthly and Summative six-monthly assessments of the trainee's progress by their Training Supervisor;
- Foundations of Surgery Workshop;
- Neonatal Resuscitation training;
- Fetal Surveillance Workshop;
- Communication Skills Workshop;
- In-hospital Clinical Assessments (IHCA)
- Passing the FRANZCOG Written Examination;
- Passing the FRANZCOG Oral Examination; and
- Competency in Assessments of Procedural and Surgical Skills (APSSs).

Refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Training-Requirements>

Basic Training sites

Accredited Hospitals & Integrated Training Programs for Basic Training (Years 1-4)

An Integrated Training Program (ITP) is a group of hospitals that is accredited to provide Basic training. Each ITP has a home/base hospital and several peripheral and rural hospitals through which trainees rotate in different combinations.

For a detailed list of Accredited Hospitals please refer to <https://ranzcog.edu.au/training/specialist-training/hospitals>

Accreditation Standards for Hospitals in the FRANZCOG Training Program

The accreditation standards for hospitals providing Basic Training are defined in the Accreditation Standards and Guidelines for Hospitals in the FRANZCOG Training Program.

Refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Hospitals>

For further information on the accreditation and reaccreditation processes, or to express interest in joining an accreditation survey as a trainee/assessor, please contact accreditation@ranzcog.edu.au

Basic Training essentials

Basic training is provided through a series of rotations in a group of hospitals accredited by the College for this purpose. Each group of hospitals constitute a discrete Integrated Training Program (ITP).

The following are essential if an ITP is to be accredited by the College:

- A planned rotation over a four-year period, which includes at least 46 weeks' experience in hospitals other than the home hospital, at least 46 weeks in a tertiary hospital* and 23 weeks in a rural hospital;
- An ITP Coordinator with responsibility for co-ordinating the Basic Training that takes place in the ITP;
- An in-hospital education program specifically designed for FRANZCOG trainees to assist them with their learning; and
- Levels of clinical experience which ensure that each trainee obtains the minimum levels of experience over the four years of the program.

Allocated rotations

Where possible, trainees are advised at least 12 months in advance of their rotations throughout the four years of Basic Training, including their rural rotation. It is expected that trainees follow their allocated rotations. Should they miss training time at a particular allocated site (e.g. due to taking extended leave of absence), they should make up that time on their return to the training program, preferably at the same site wherever possible and if this does not impact adversely on other trainees.

Rural training

All trainees in Basic Training must complete at least one prospectively approved and satisfactorily assessed period of at least 23 weeks FTE in a rural location. When being assigned to a rural rotation, trainees must verify that it is a designated rural rotation. Designated rural rotations are marked with an asterisk (*) in the list of accredited hospitals of the *FRANZCOG Training Handbook - Companion*.

The compulsory rural rotation provides all trainees with an understanding of the distinctive issues facing a rural patient and a rural specialist, such as:

- the strategies that are necessary when practising in the absence of proximity to subspecialists and tertiary facilities;
- the importance to rural patients of geographical proximity to health services for health and wellbeing;
- the challenges of patient transfer issues when the need arises.

A rural rotation also provides opportunities for a broader scope of gynaecological surgical training. Trainees working in a tertiary hospital may find that some gynaecological surgical procedures are only performed by subspecialist trainees and are not readily available to them, other than during the rural rotation. As such, the rural rotation provides:

- a greater volume and case-mix of gynaecological surgery (approximately 80% more than the average tertiary rotation and 40% more than the average metropolitan hospital rotation);
- an opportunity to enhance confidence and competence in core operative skills and gain increasing independence in those skills needed for Advanced training and ultimately specialist practice;
- the opportunity to be involved in outpatient and outreach clinics that may not normally be available in metropolitan centres;
- exposure to different models of patient care and follow-up care.

Trainees should be advised by the ITP Coordinator/ Training Supervisor of their planned rotation for the four-year program, at the commencement of Year 1.

Approval for training in a rural rotation will be based on the merits of that training post. Flexibility regarding the model for training supervision will be considered.

Recommended minimum levels of experience

The table below provides a guide for minimum procedural experience. Trainees and training sites should aim for these numbers but will not be penalised if unable to meet them.

Figures for procedures refer to the number of procedures performed, as primary operator including a direct supervisor.

To record a procedure as primary operator, the trainee needs to perform at least 50% of the relevant procedure. It is not necessary to open and close, or to be primary operator for an entire case. For cases with multiple procedures, there may be more than one primary operator.

For example, primary operator can be claimed when the trainee assists the supervisor on one side and then performs the other side with the supervisor assisting. Direct Supervisor can be logged when a more experienced trainee supervises a more junior trainee who is performing the procedure. Trainees who act as direct supervisor must have been credentialed to perform the procedure or must have previously completed the relevant APSS.

Table 1 Recommended minimum procedure numbers

Procedure	Recommended minimum
Vaginal birth	20
Vaginal birth complex (e.g. Multiple birth, Vaginal birth with breech, face or compound presentation)	20
Instrumental vaginal birth- any combination vacuum/forceps	100
Instrumental vaginal birth - mid- cavity/rotational	20
Caesarean section	200
<i>Basic</i>	165
<i>Fully dilated</i>	20
<i>Complex</i>	15
Third & Fourth degree tears	20
Laparotomy - Basic	20
Laparotomy - Intermediate	20
Vaginal surgery - Simple	20
Vaginal surgery - Intermediate (Hysterectomy)	20
Continence surgery	5
Laparoscopic surgery - Level 1 + 2	20
Laparoscopic surgery - Level 3	20
Colposcopies	100
Gynaecological clinics	100 (clinics)
Obstetric clinics	100 (clinics)

Procedure	Recommended minimum
Ultrasound	150 scans. Trainees are encouraged to aim for a minimum of 80 hours over the first two years of the program
Gynaecologic oncology	Ideally, 3 months' experience but not necessarily in a formally designated gynaecologic oncology unit (e.g. a hospital where there is no specific gynaecologic oncology service on-site but multiple gynaecologists are available). If a 3-month term is not feasible, trainees should have sufficient experience in this area to gain a working knowledge of the anatomy of the pelvic sidewall, particularly in regard to the ureter and major blood vessels.

Scope of practice of a trainee on satisfactory completion of Basic training

Basic training allows trainees to develop competency in the Common Scope of Practice of Australian and New Zealand Obstetricians and Gynaecologists.

On satisfactory completion of Basic training, a trainee will be:

- Able to perform complex obstetrics, emergency gynaecology and common office gynaecology under supervision. The degree of supervision will depend on the procedure complexity but for at least some of the common scope of practice, the consultant may not be required in the hospital for a supervisory role. Note that this may vary with local guidelines as the consultant may be required to attend in the event that there is a second emergency, and another expert is required to be in the hospital.
- Able to perform many procedures under supervision that are beyond the Common Scope of Practice in order to: a) provide the trainee with experience of diverse scopes of practice across obstetrics and gynaecology; b) adequately prepare the trainee for whatever advanced training posts they will occupy; and c) facilitate the capacity of the trainee to later expand their scope of practice post-FRANZCOG training.
- Eligible to undertake any position approved for advanced training. These include posts approved under the 'Generalist O & G', 'Advanced Obstetrics', 'Subspecialty Certificate or 'Academic Pathway' Programs.

Advanced Training

Advanced training is post-Basic training (i.e. undertaken in Years 5 and 6), and trainees are expected to develop higher professional maturity and professionalism during these years.

Advanced training can be tailored to meet the needs and interests of the trainee and their aims will vary from trainee to trainee. Trainees who commenced the program after 1 December 2013 must complete all Basic training requirements to commence, and receive credit for, Advanced training.

Each trainee is required to submit a Learning Plan for prospective approval by the relevant State /New Zealand Training Accreditation Committee. Prospective approval is only given after discussion with the trainee and assessment of their training up to that point.

The trainee's Advanced training may focus on:

- extending expertise in general obstetrics and gynaecology;
- extending expertise in gynaecological surgery;
- developing expertise in provincial practice;
- developing research expertise;
- developing expertise in areas of special interest;
- developing expertise in practice in developing countries;
- commencing Subspecialty training.

Additionally, several professional objectives should be common to Advanced training programs. These include the development of:

- confidence and competence in surgery;
- confidence and competence in patient management;
- career direction;
- leadership skills;
- teaching skills;
- financial management skills;
- people management skills.

Advanced Training sites

Advanced Training posts are approved on the merit of the position. The position should give the trainee an opportunity to advance in practice from senior registrar to consultant across the intended scope of practice. This will include reaching a high level of independence in the performance of procedures and advanced communication skills.

Procedurally this will necessitate:

- Primary operator experience, with a junior assistant for those procedures where independent practice and competency has been achieved.
- Supervised primary operator experience (i.e. operating with a consultant) for those procedures where independent practice has not yet been achieved.

Documentation is provided via the Prospective Approval of Training process and needs include:

- confirmation of the appointment to the hospital and the date of commencement of duty;
- confirmation of the name of the person who has agreed to be the Training Supervisor;
- signed statement from the nominated Training Supervisor (a pro forma document is included in the application form);
- weekly timetable of the trainee's activities; and
- information about the type of educational opportunities available to the trainee.

Refer to Advanced Training Posts Criteria at <https://ranzcof.edu.au/training/specialist-training/training-requirements>

Advanced Training under minimum supervision

Approval of Advanced training under conditions of minimal supervision should include access to consultants by telephone, the time it takes for the consultant to be available on-site, and the availability of support from other medical specialists.

Ideally, a FRANZCOG specialist, if not on site, should normally be available within one hour.

If this requirement cannot be achieved, each application will be considered on its individual merits.

Research-based Advanced Training

Trainees may be credited with up to 92 weeks (two years) of the 276 weeks (six years) of FRANZCOG training for experience gained in approved research posts.

These research posts must be prospectively approved by the Chair of the relevant State /New Zealand TAC as being suitable for a particular trainee.

Posts suitable for accreditation as research posts must offer a minimum 50% active clinical component. Positions involving less than 50% will not be approved for training.

Trainees intending to undertake a period of research as a component of their Advanced training should submit both an Advanced Training (Clinical) and an Advanced Training (Research) Prospective Approval form in *My.RANZCOG*.

Documentation that needs to be included with your application for research-based Advanced training includes:

- a detailed research proposal, including project title, aims, hypothesis, name of principal Training Supervisor and proposed timeline;
- signed statement from the principal supervisor confirming approval of the project and an understanding of his/her supervisory responsibilities;
- signed statement from the trainee confirming his/her understanding of responsibilities as a research trainee; and
- weekly timetable of clinical training activities.

Trainees must submit their application for prospective approval of training at least eight weeks prior to the commencement of training.

Scope of practice of a trainee on satisfactory completion of Advanced training

On satisfactory completion of Advanced Training, a trainee will have, at a minimum, the knowledge, skills and attributes needed to independently manage a complex obstetric patient, common gynaecological conditions, and gynaecological emergencies.

The new Fellow will also have acquired further generalist skills and/or one or more areas of special interest such as hysteroscopic and laparoscopic surgery, pelvic floor disorders and sexual reproductive health. These specific 'areas of special interest' will further define the scope of practice of a new Fellow.

Following the awarding of Fellowship, Fellows will continue to develop professionally in their chosen scopes of practice and may elect to extend and enhance their scope of practice by undertaking further training in their area of special interest and/or towards subspecialty certification.

Academic and Subspecialty pathways

FRANZCOG Academic Stream

The FRANZCOG Academic Stream is a pathway for trainees who wish to undertake a PhD. In the Academic Stream, trainees are given up to three years (156 weeks) continuous Research Leave. Upon completion of the PhD, the trainee will be granted 46 weeks (1 year) of Advanced training credit and will meet the research requirement of the FRANZCOG Training Program.

Applications to enter the Academic Stream can be made to the chair of the relevant State/NZ Training Accreditation Committee at any time. Applications should include confirmation of enrolment, details of your PhD and its relevance to women's health.

Trainees accepted into the FRANZCOG Training Program (commencing after 1 December 2013) are eligible to apply for Recognition of Prior Learning for a previously completed PhD.

Refer to <https://ranzcof.edu.au/training/specialist-training/training-requirements> > Academic Stream

Subspecialty Training

Trainees looking to further their career in obstetrics and gynaecology may commence subspecialty training during FRANZCOG Advanced Training or once elevated to Fellowship. RANZCOG offers certification in the following five subspecialty areas.

Refer to <https://ranzcof.edu.au/training/subspecialist-training>

Gynaecological Oncology (CGO)

Specialist Gynaecological Oncologists are competent in the comprehensive management of women with a gynaecological malignancy. A subspecialist Gynaecological Oncologist is responsible for ensuring the highest standards of care for women with gynaecological cancer.

Maternal Fetal Medicine (CMFM)

Specialists in Maternal Fetal Medicine are competent in obstetrical, medical and surgical complications of pregnancy and their effect on both the mother and the fetus. Training includes current approaches to diagnosis and treatment of patients with complicated pregnancies and requisite technical support. Specialists with advanced knowledge of newborn adaptation ensure a continuum of excellence in care from the fetal to newborn stages.

Obstetrical and Gynaecological Ultrasound (COGU)

Specialists in Obstetrical and Gynaecological Ultrasound are competent in all aspects of ultrasound diagnosis relating to obstetrics and gynaecology, including ultrasound guided interventional diagnostic and therapeutic techniques. Within tertiary care institutions, the ultrasound department provides a comprehensive diagnostic service to general and subspecialist obstetrics and gynaecology.

Reproductive Endocrinology and Infertility (CREI)

Specialists in Reproductive Endocrinology are competent in the comprehensive management of patients with reproductive endocrine disorders and infertility. It is not intended that only persons with the CREI should treat infertile couples but that they will be specialists in this area and directors of assisted conception units.

Urogynaecology (CU)

Specialist Urogynaecologists are competent in the comprehensive management of patients with urogynaecological disorders. A Urogynaecologist must spend at least 66 per cent of their clinical time working in the area of their specialty, the remainder being split between either obstetrics or gynaecology.

Applying for FRANZCOG training

FRANZCOG Trainee Selection Process

The aim of the selection process is to recruit the best available trainees for the FRANZCOG Training Program, with the objective of producing specialist obstetricians and gynaecologists who best meet the community needs in women's health across Australia and New Zealand. Please refer to the [selection guidelines](#) available on the College website.

For details on the application process please refer to [Applying for FRANZCOG Training section](#) on the College website.

Deferral of commencement of training

Trainees who have been selected for the FRANZCOG Training Program, but have yet to commence training, may be eligible for deferral. RANZCOG will consider the grounds for deferral of training which would significantly impact on a newly selected trainee's ability to commence training on the designated date. Matters that may be considered as reason for deferral include (but are not restricted to):

- pregnancy;
- temporary impairment or disability (e.g. treatment for serious illness);
- family or carer responsibilities; and/or
- compassionate grounds not covered by the above points, such as the special needs of ageing parents, or family crisis.

Maximum period of deferral

Due to the adverse impact deferrals of training may have on the planning and implementation of trainee rotations over the four years of Basic Training in the relevant state/territory/NZ the maximum amount of time a trainee is permitted to defer is 12 months.

In exceptional circumstances, where a further period of deferment is required due to any of the reasons specified above, the 12-month maximum may be extended upon a new application utilising the "*Special Consideration*" by the trainee. Such applications must be lodged prior to the expiry of the original deferment period.

Please refer to the policy on Deferral of Training <https://www.ranzcog.edu.au/about/Policies-Procedures>

Flexibility in training

Fractional (Part-time) Training

FRANZCOG Training can be undertaken as fractional/part-time training subject to approval from the employing hospital and relevant State/Territory/NZ TAC chair.

Whether training is undertaken full-time or fractionally, the minimum requirement of 276 weeks (six years) FTE training must be completed to be eligible for Fellowship.

For the purposes of credited training, RANZCOG defines fractional training as training undertaken between 0.5FTE up to 1.0FTE at the relevant site for the relevant period of training. Training less than 0.5FTE in a training period will not be credited.

To ensure that those choosing fractional training will not be disadvantaged and RANZCOG standards will be maintained, programs for such trainees should be planned to provide the same breadth of experience, teaching and supervision as their full-time colleagues. The required standard of knowledge and competence is the same, regardless of training mode, as is the supervision required by an approved RANZCOG Training Supervisor.

Further information on fractional training can be found in the *Fractional/Part-time Training Guidelines*.

Refer to <https://ranzcog.edu.au/training/specialist-training/training-requirements>

Leave from training

Extended leave

Trainees may interrupt their training to take extended leave of absence from the training program for a maximum of 156 weeks cumulative. Only 52 weeks' leave of absence can be approved at any one time.

The maximum allowable period of extended leave of absence taken from the training program consecutively is 104 weeks (two years). A minimum period of 10 weeks satisfactorily assessed training (FTE) is required prior to taking any further extended leave of absence.

Unless the trainee has prospectively approved research leave, prospective approval for extended leave of absence is required when:

- a) less than ten (10) weeks FTE training will be credited in a six-month training block; and/or,
- b) the trainee does not (or will not) occupy a prospectively approved training position for any duration, not covered above, at any time during the training period.

Trainees who have not obtained prospective approval of training or who have not taken prospectively approved research leave must obtain prospective approval to be on extended leave from the program for the relevant six-month block(s).

Extended Leave of Absence must be *prospectively* approved in writing by the Chair of the relevant State/Territory/NZ TAC.

Study/Professional Development Leave (PDL)

Trainees are entitled to two weeks (10 days) of study/professional development leave per year. This leave is regarded as part of active clinical service and trainees receive credit for this time. PDL should be recorded in the Additional Requirements section of *My.RANZCOG*.

Transferring between posts, countries, and/or regions

All transfers must be prospectively approved prior to relocation.

Well in advance of any planned move (at least 8-10 weeks prior), a trainee must discuss with their Training Supervisor and/or ITP Coordinator (if in Basic training) before obtaining written approval from the chairs of the two relevant State/Territory/NZ Training Accreditation Committees (TACs). This approval must be obtained by using *RANZCOG Transfer Application form*.

If a trainee is planning to move from one country/region to another - irrespective of whether in Basic or Advanced training – a trainee cannot decide to move training posts and sort out training arrangements afterwards. Nor can a trainee arrange a training post in another country/region and retrospectively inform RANZCOG at the time of submission of an application for prospective approval of training.

Refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Training-Requirements>

Training supervision

Integrated Training Program (ITP) Coordinators

Each Integrated Training Program (ITP) is overseen by an ITP Coordinator, appointed by the relevant State/Territory/NZ TAC for a minimum two-year period.

The ITP Coordinator is responsible for planning the local Basic Training program and coordinating the progress of trainees through the program. The role is similar to the Senior Training Supervisor in major teaching hospitals which offer a program involving rotation to other hospitals.

Refer to www.ranzcog.edu.au/Training/Specialist-Training/Supervisors-Coordiators

Training Supervisors

Training Supervisors are RANZCOG Fellows who supervise the training of individual trainees and are responsible for the overall supervision and mentoring of trainees. They are required to maintain professional development and attend RANZCOG Training Supervisor workshops on a regular basis.

Training Supervisors must be employed at an approved training site, can be a full-time or part-time staff specialist or, where appropriate, a Visiting Medical Officer (VMO). Training Supervisors are responsible for conducting the Formative Appraisals (three-monthly) and Summative Assessments (six-monthly) of their trainees using the appropriate RANZCOG documentation as well as signing off on trainee requirements throughout training.

All hospitals with training posts must have a RANZCOG approved Training Supervisor to coordinate training within that hospital. This is a prerequisite for accreditation of the hospital as an approved training site by RANZCOG. Large teaching hospitals with a number of trainees in the training program must have more than one Training Supervisor.

The standard RANZCOG position description for Training Supervisors is available on the College website in addition to the process for appointment and resignation of supervisors.

Refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Supervisors-Coordiators>

Training administration and resources

Trainee email addresses

RANZCOG provides a hosted email service for all FRANZCOG trainees via Outlook on Office365. This is accessible through any internet browser on any platform. It includes 50GB of storage and can send messages of up to 25MB.

The College uses this address for all email correspondence with trainees for the duration of training.

Login <https://outlook.office365.com/>

My.RANZCOG

My.RANZCOG is the College's online training portfolio. All FRANZCOG training and assessments are recorded and processed through the portal including:

- Prospective approval of training
- Three-Monthly Formative Appraisals
- Six-Monthly Summative Assessments (including consultant feedback)
- Progress summaries for:
 - Training time
 - Training requirements
 - Logbook procedures
- Recording of leave and professional development
- Examination performance

Login via <https://my.ranzcog.edu.au/>

Online Logbook

The Logbook is used by each trainee as a personal record of all required procedural and training experiences in every year of FRANZCOG training.

From the start of the 2016 training year, RANZCOG introduced an online logbook for all FRANZCOG trainees to record procedures, clinics and scans. The Logbook is accessible via any web browser as both a desktop interface, and a mobile friendly interface. Features of the logbook include predictive search for procedures, default hospital settings, and automatic classification and tallying of entries.

Logbook entries made during a semester will be accessible for supervisors to review online as part of the Six-monthly Summative Assessment process.

The Logbook is essential evidence of training. Trainees should keep their Logbooks up to date to all times.

Login via <https://my.ranzcog.edu.au/>

The Training Assessment Record (TAR)

Only used by trainees prior to December 2015.

The Training and Assessment Record (TAR) book was a record of a trainee's completed assessments and training history prior to introduction of *My.RANZCOG*. All trainees were issued with a TAR at commencement of training and expected to keep it updated during training.

Trainees who commenced after December 2015 use the online system *My.RANZCOG* to record training and assessments. ITP Coordinators and Training Supervisors can request to see the TAR of pre-December 2015

trainees (i.e. containing pre-December 2015 documentation) at any time, particularly when commencing a new rotation.

The TAR contains the following:

- the trainee's training history - his/her summary of completed training (updated each year);
- annual leave and special leave details;
- the trainee's average weekly timetable - to be entered on the TAR for each six-month training period;
- completed training requirements including workshops, In-hospital Clinical Assessments, Assessment of Procedural and Surgical Skills (APSSs);
- Research Project proposal and completion (where relevant);
- participation in other professional activities;

Acquire E-learning Hub

AQUIRE eLearning provides online learning support for all RANZCOG trainees and members. All resources can be accessed by secure login at <https://acquire.ranzcog.edu.au>. Most resources are readily accessible using mobile devices.

Resources available on AQUIRE include:

- Modules that map key texts, resources and learning activities to RANZCOG Curriculum;
- Training support modules such as operating with respect, mentoring, and feedback;
- Surgical Skills Companion Resources mapped against the APSS;
- Landmark Clinical Trials as recommended by RANZCOG Education and Assessment Committee;
- MCQs drawn from RANZCOG Examination Bank (answers not provided);
- Research modules to guide trainees through the completion of their Research Project;
- The Clinical Educator Training Program to support training supervisors and senior registrars;
- Webcast presentations from recent RANZCOG Annual Scientific Meetings.

Refer to <https://acquire.ranzcog.edu.au/>.

Dates & deadlines for submission of requirements

Appraisals and assessments

Deadlines for submission of Three-Monthly Formative Appraisals and Six-Monthly Summative Assessments are published annually on the College website.

Refer to <https://ranzcog.edu.au/training/specialist-training/online-portfolio-assessments/deadlines-for-submission>

Training requirements

Due dates for mandatory training requirements are trainee specific and available via the *Requirements Summary* on My.RANZCOG.

Login to https://my.ranzcog.edu.au/Progress/Progress_Summary.aspx

Training Program requirements

Prospective approval of training positions

All trainees for each year of training must submit a Prospective Approval of Training or Prospective Approval of Extended/Research Leave form via *My.RANZCOG* prior to the start of each semester of training.

A revised application for prospective approval should be submitted if there are any changes to the planned training rotation. Applications for prospective approval should be made at least eight weeks before the start of the relevant training/leave period.

Refer to <https://ranzcoг.edu.au/training/specialist-training/online-portfolio-assessments/training-approval-fees>

Appraisals and assessments

Three-monthly Formative Appraisal

This is a compulsory appraisal which all trainees are required to complete with their Training Supervisor.

The key features of the online form are:

- self-assessment of progress and performance by the trainee across three key domains;
- training Supervisor comments on relevant domains of the assessment where they or the trainee have identified improvement is needed;
- training Supervisor and trainee both complete the declaration confirming that they have discussed the Formative Appraisal.

It is the responsibility of the trainee to initiate and submit the online three-monthly form via *My.RANZCOG* in order for the Training Supervisor to be able to comment.

Trainees are responsible for submitting the form by the deadline for approval by the relevant State/Territory/NZ TA Chair.

Refer to <https://www.ranzcoг.edu.au/Training/Specialist-Training/Online-portfolio-assessments/Formative-Appraisal>

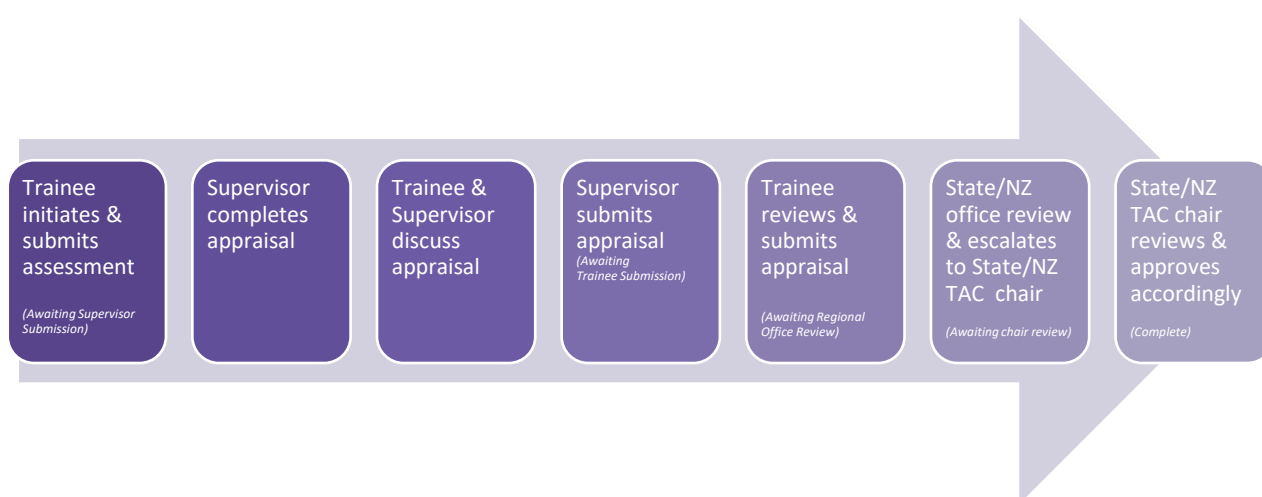


Figure 2. Three-Monthly Formative Appraisal workflow

Six-monthly Summative Assessment Report

After each six-month period in the Training Program, a formal summative assessment is made by the Training Supervisor of the trainee's performance and progress.

The Six-Monthly Summative Assessment Report is vital. It is both a means of giving feedback to the trainee and an essential assessment tool for Training Supervisors and State/Territory/NZ TACs.

The Training Supervisor bases the report on ratings and comments collected from individual consultants who have worked with the trainee. To do this, the Training Supervisor disseminates the Consultant Assessment of Trainee Form online to the consultants. These forms should be distributed to the relevant consultants two-three weeks before the end of the training period.

The Training Supervisor must discuss the report with the trainee in person before they complete the online form. The trainee is then responsible for submitting the online form to the relevant State/New Zealand TAC Chair for approval.

It is important that the trainee initiates and submits the online six-monthly form as soon after the end of a semester for the supervisor to circulate consultant assessment forms and collect feedback and prepare the report for submission prior to the deadline.

Refer to <https://ranzcog.edu.au/training/specialist-training/online-portfolio-assessments/summative-assessment>

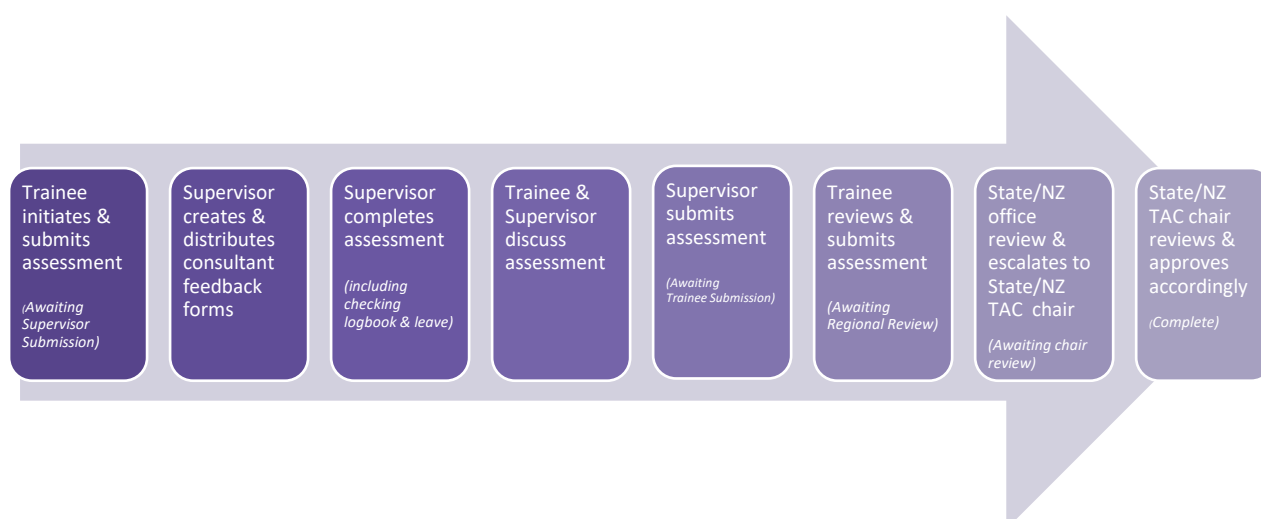


Figure 3. Six-Monthly Summative Assessment workflow

Satisfactory Six-monthly Summative Assessment

Once the trainee and supervisor have completed the report, the trainee is responsible for submitting the online report for review and approval by the relevant State/New Zealand TAC Chair.

Referred to State/Territory/NZ TAC Six-monthly Summative Assessment

The Training Supervisor *may* refer any trainee of concern for review to the State, territory and or New Zealand TAC and *must* be refer for review to State/Territory/NZ TAC if two or more consultants rate a trainee as 'BELOW expectation for year level of training' for two or more competencies, regardless of the domain(s) in which the competencies are located.

If the report is referred for review, a Learning Development Plan (LDP) must be developed with the trainee.

For preparing an LDP refer to <https://www.ranzcog.edu.au/Training/Specialist-Training/Support-Resources>

The State/Territory/NZ TAC shall meet and discuss the report and at its discretion decide whether it should be assessed as 'Satisfactory' or 'Not Satisfactory'. In making this decision, the Committee will also take into consideration the trainee's past performance and consult with the relevant supervisor.

Six-monthly Trainee Evaluation/Feedback Questionnaire

This is a compulsory confidential questionnaire (not for assessment purposes) which all trainees are required to complete online at the end of each six-month period. Submission of this questionnaire is compulsory for all trainees. It provides essential information to inform the continuing review and refinement of the FRANZCOG training program.

Trainees will be emailed a link to the online questionnaire (via an online survey), at the end of the relevant training period. All feedback is treated confidentially and is pooled and de-identified.

Additional requirements

Evidence of completion of all additional requirements must be uploaded to the relevant section of My.RANZCOG for confirmation.

Mandatory workshops and courses

Refer to <https://ranzcof.edu.au/training/specialist-training/online-portfolio-assessments/workshops-courses>

Foundations of Surgery (formerly Basic Surgical Skills Workshop)

All Basic trainees are required to complete a compulsory Foundations of Surgery Workshop coordinated by RANZCOG. The course is a practical, interactive one covering: principles of team surgery and theatre etiquette; instruments; sutures and knots; incision and closure; abdominal open and closure; episiotomy and tear repair; electrosurgery; laparoscopic stack; hysteroscopy; laparoscopy; and surgical audit.

Courses are organised in each Australian state/territory and New Zealand. All Year 1 trainees will be notified of the dates and venues of the course in their region and will be sent registration information and copies of the course manual.

Exemption from this requirement may be granted if an approved equivalent workshop or course has been completed in the 24 months prior to entry to the training program.

Basic Obstetric Skills Workshop

From 1 December 2016, all Basic Trainees are required to complete a compulsory course in basic obstetric skills. The course is practical and involves a number of simulation skills stations. Skills/topics can include:

- intrapartum vaginal examination;
- induction of labour;
- spontaneous vaginal birth- 1st and 2nd stage of labour;
- fetal scalp electrode;
- fetal blood sampling;
- pudendal block;
- performing and repairing an episiotomy;
- ventouse delivery in the occipito-anterior position;
- vaginal outlet forceps delivery in the occipito-anterior position;
- 3rd stage of labour including manual removal of the placenta;
- perineal examination and recognition of 3rd and 4th degree tears;
- managing PPH including bakri balloon.

This workshop may be delivered in a variety of models (e.g. by training site/ITP/region and as a stand-alone workshop or in tandem other workshops). Your training unit will inform you about how the workshop will be delivered. The workshop manual is available online via <https://acquire.ranzcog.edu.au/>.

Exemption from this requirement may be granted if an approved equivalent workshop or course has been completed in the 24 months prior to entry to the training program.

Neonatal Resuscitation Training

This training is conducted as part of Year 1 training at the trainee's home or base hospital. The training includes:

- examining a newborn baby and recognise neonatal abnormalities requiring paediatric care (e.g. congenital dislocation of hips, oesophageal atresia, cardiac murmurs).
- resuscitating a newborn baby. This includes rapid clinical assessment of neonatal asphyxia, external cardiac compression of neonate, use of bag and mask ventilation and use of endotracheal adrenaline.
- Investigation and provision of initial treatment of neonatal jaundice.

Exemption from this requirement may be granted if an approved equivalent workshop or course has been completed in the 24 months prior to entry to the training program.

Fetal Surveillance Workshop

Completion of an approved Fetal Surveillance Education Program is mandatory for all trainees.

Exemption from this requirement may be granted if an approved equivalent workshop or course has been completed in the 24 months prior to entry to the training program.

For the list of RANZCOG approved programs refer <https://www.ranzcog.edu.au/Training/Specialist-Training/Online-portfolio-assessments/Workshops-Courses>

Communication skills

Communication skills training is a compulsory component of the Basic training. Trainees are required complete communication skills in Basic Training.

From 2020, a series of online resources relating to communication skills are a mandatory requirement of Basic Training. These resources align to the curriculum and introduce you to skills and concepts to help you in training.

For trainees who commenced training prior to 1 December 2019: Trainees who have attended the RANZCOG Communication Skills Workshop (CSW) prior to 1 December 2019 will be considered to have met the communications education requirement. Trainees are not required, but can of course also complete, the online communication skills training.

If the CSW was not attended prior to 1 December 2019, Trainees are required to complete the RANZCOG communication skills module in [AQUIRE](#) in place of the CSW in order to complete the requirement.

For trainees who commence training after 1 December 2019: Trainees are required to complete the RANZCOG communication training module via [AQUIRE](#). This will be available early in 2020.

Assessment of Procedural & Surgical Skills (APSS)

As part of the training curriculum trainees are assessed on their competence to perform obstetric and gynaecological surgical procedures.

The APSS focuses on key procedures which reflect the general skills - and related principles - which RANZCOG expects of its trainees at the relevant year levels indicated. The APSS are in no way intended to represent the full breadth of surgical exposure or ability expected of a trainee. At the same time, the College does expect trainees to demonstrate competence in all the procedures listed by the time they are elevated to Fellowship.

Refer to [https://ranzcof.edu.au/training/specialist-training/online-portfolio-assessments/assessment-of-procedural-surgical-skills-\(apss\)](https://ranzcof.edu.au/training/specialist-training/online-portfolio-assessments/assessment-of-procedural-surgical-skills-(apss))

In-Hospital Clinical Assessments (IHCAs)

As part of the FRANZCOG training curriculum, trainees' performance of key obstetric and gynaecological surgical procedures must be assessed.

To achieve the required skill level, trainees must be assessed and signed off as competent to perform the tasks independently.

Refer to <https://ranzcof.edu.au/training/specialist-training/online-portfolio-assessments/in-hospital-clinical-assessments>

Colposcopy IHCA

From 1 February 2021 the Colposcopy IHCA has been replaced by a Colposcopy APSS.

Ultrasound IHCA

In 2019 a new APSS was introduced to cover ultrasound training; *APSS Ultrasound B – Parts 1 – 4* for trainees commencing training from December 2016. This APSS replaces the Ultrasound IHCA for trainees in the relevant cohorts. Requirements are as follows:

Table 2 Ultrasounds IHCA – trainee requirements

Cohort	APSS Ultrasound A	APSS Ultrasound B	IHCA Ultrasound
Trainees commencing <i>1 December 2018</i>	Required	Required	Not accepted
Trainees commencing between <i>1 December 2016</i> and <i>30 November 2018</i>	Required	Required (unless Ultrasound IHCA was completed prior to 29 February 2021)	No assessments accepted after 29 February 2021
Trainees commencing prior to <i>1 December 2016</i>	Not required	Not required	Required

Research requirements

Satisfactory completion of research study is mandatory for trainees except for those formally recognised as undertaking the Academic Stream.

Refer to <https://ranzcof.edu.au/training/specialist-training/online-portfolio-assessments/research-requirement>

Research Project

For trainees who commenced *prior to 1 December 2017* and who did not opt-in to the Research Study (points-based) are required to submit a Research Proposal and Project to the College for approval.

A Research Project Proposal must be submitted to the College, and approved, *before* the Project can be started. Research must be on a topic within the health sciences.

Points-based Research Study

All trainees entering the FRANZCOG training program *from 1 December 2017* are required to meet their research requirements based on the Points-based Research Activity model and must accrue three (3) research points by the end of 52 weeks FTE of time in Advanced Training as described in College Regulations B9/C8 and the [FRANZCOG Research Training Requirement Policy](#)

Trainees are encouraged to discuss with their Training Supervisor how they plan to carry out their research activities during their time in training. The *Planned Research Activity form* can be used to facilitate this

discussion. It is suggested that trainees complete the discussion, and have the form signed off by their Training Supervisor, by the end their second year of Basic Training. A copy should be uploaded to the *Additional Requirements* page of *My.RANZCOG* using the Research Proposal option, however this is not mandatory.

A list of approved research activities, acceptable study designs and their associated points allocation can be found at: <https://ranzocg.edu.au/training/specialist-training/online-portfolio-assessments/research-requirement>

FRANZCOG Examinations

FRANZCOG Trainees must satisfactorily pass both the written and oral examinations in Basic Training (i.e. prior to commencing Advanced Training).

Application opening and closing dates are advertised on the College website. Application is via an online form which must be submitted by the closing date. Late applications will not be accepted.

All RANZCOG examinations are provided and must be answered in English.

Refer to [https://ranzcof.edu.au/training/specialist-training/franzcog-examinations-\(1\)](https://ranzcof.edu.au/training/specialist-training/franzcog-examinations-(1))

FRANZCOG Written Examination

The FRANZCOG Written Examination is part of the assessment for the FRANZCOG qualification. This examination is based on knowledge that underpins the educational objectives and outcomes listed in RANZCOG Curriculum. Trainees are encouraged not to attempt the written examination until they are confident that they have assimilated the necessary knowledge. Candidates are required to sit all RANZCOG Written Examinations in an electronic format.

Eligibility for the Written Examination

Registered and financial trainees will be eligible to apply to sit the FRANZCOG Written Examination when a minimum of 66 weeks FTE of prospectively approved and satisfactory Basic Training has been credited at the closing date for applications for that examination.

Written Examination attempts

The maximum number of attempts at the FRANZCOG Written Examination is four (4). Trainees who are unsuccessful on their fourth attempt at the FRANZCOG Written Examination will be referred to the Progression Review (PRC) and recommended for removal from the Training Program.

Format of the Written Examination

The FRANZCOG Written Examination consists of three two-hour examinations, all completed on the same day.

- the first two examinations each comprise six Short Answer Questions (SAQs).
- the third examination comprises 100 Multiple Choice Questions (MCQs).

Candidates are provided with a break of up to 30 minutes between the two SAQ examinations and a break of up to 60 minutes between the SAQ2 and MCQ examinations.

RANZCOG Written Examinations are held in major cities and some regional locations in Australia and New Zealand. All candidates sit the examinations in an electronic format.

Written Examination resources

For Written Examination Resources, please log into your assessment portal:

assessment.ranzcog.edu.au/login/index.php

Pre-examination Workshops

FRANZCOG Written Examination Revision courses are organised by the State/Territory/NZ Offices. Trainees who are interested in participating at these workshops are advised to contact their local office at <https://ranzcof.edu.au/Contact-Us>

FRANZCOG Oral Examination

Eligibility for the Oral Examination

To attempt the FRANZCOG Oral examination you must have first successfully completed the FRANZCOG Written Examination.

Registered and financial trainees will be eligible to apply to sit the FRANZCOG Oral Examination when a minimum of 112 weeks FTE of prospectively approved and satisfactory Basic Training has been credited at the closing date for applications for that examination.

Oral Examination attempts

The maximum number of attempts at the FRANZCOG Oral Examination is four (4). Trainees who are unsuccessful on their fourth attempt at the FRANZCOG Oral Examination will be referred to the Progression Review (PRC) and recommended for removal from the Training Program.

Format of the Oral Examination

The examination follows an SOE (Structured Oral Examination) format:

- The oral examination will be conducted as a face-to-face examination or online using web conference technology
- The examination comprises 10 stations developed from the fields of Obstetrics and Gynaecology
- Each station is scored out of 20 marks; a total of 200 marks are available in the examination
- Stations will be scored using a global scoring method
- Candidates are allowed four (4) minutes reading time before each station and are examined for 10 minutes at each station.

NOTE: # In 2020 due to COVID 19 pandemic the face-to-face oral examination was transitioned to an online format using web conferencing technology.

Please check the website prior to your oral exam whether these arrangements are still in-place.

Global scoring of candidate performance

Candidate performance will be assessed according to the following domains. A selection of these domains will be assessed within each station.

- History and Examination
- Investigations and Interpreting Results
- Treatment/Management
- Clinical Knowledge
- Complex, Urgent or Unusual Clinical Presentations
- Appropriate Prioritisation of Patient Management
- Rapport with Patient, Support Person and/or Colleague
- Respect of Patient, Support Person and/or Colleague
- Communication Skills

Language and the FRANZCOG Oral Examination

Candidates for the FRANZCOG Oral Examination are advised of the following as guidelines for the type of language that should be used when interacting with examiners and standardised patients (SPs) during stations.

- Where a candidate is interacting with a standardised patient, that patient should be treated as a lay person and lay language used with the standardised patient.

Where a candidate is interacting with an examiner, be it directly or in a scenario involving a telephone conversation with a doctor or other health professional, candidates may use technical medical language.

Availability of Places

RANZCOG may limit the number of trainees accepted for the FRANZCOG Oral Examination on any occasion.

Please refer to the website for up-to-date information.

RANZCOG reserves the right to determine trainees for acceptance at examination. The decision of the College shall be final and binding. The decision of the College in this regard shall not be reviewable or subject to appeal. Applications for examinations are made on this basis, and with implicit agreement to these terms.

Oral Examination resources

Oral Examination Resources can be found on the FRANZCOG Examinations page

[www.ranzcog.edu.au/Training/Specialist-Training/FranzCOG-Examinations-\(1\)](http://www.ranzcog.edu.au/Training/Specialist-Training/FranzCOG-Examinations-(1))

Elevation to Fellowship

A trainee is eligible to apply for Fellowship when:

- at least 250 weeks of satisfactory training has been completed; and,
- all assessment requirements have been satisfactorily completed

Important: the onus is on the trainee to contact the College to apply for Fellowship.

Workflow and timeline for Fellowship applications

Table 3 Workflow and timeline for Fellowship applications

Activity	Detail
Trainee contacts RANZCOG Specialty Programs team at College House	Trainee requests application information and will be sent an application form to complete summarising their training history and confirming that all training requirements have been met. It is recommended that ample time prior to the deadline be allowed for completion of the form. <i>Applications are only prepared if ALL requirements have been met (with the exception of ATMs).</i>
Deadline for submission of applications	<ul style="list-style-type: none"> • 1 February • 1 June • 1 October
Application is sent to trainee for verification	A confirmed application form and Elevation to Fellowship Declaration is sent to trainee. Trainees are asked to confirm that all details on application form are correct; or, if corrections are required, a revised form prepared and returned to the trainee for signing. Elevation to Fellowship date agreed and confirmed by trainee.
Application ratification by TAC and consideration by Board	The confirmed application is reviewed and endorsed by the RANZCOG TAC and then sent to the RANZCOG Board recommending elevation to Fellowship.
Application approved	<p>Upon confirmation of Board approval of the recommendation the trainee will be advised by letter of the outcome and next steps.</p> <p>Please Note: Eligibility to apply for Fellowship and Board approval, do not equate to elevation. See below;</p>
After approval	<p>Trainee is required to:</p> <ul style="list-style-type: none"> • satisfactorily complete 276 weeks (72 months) of training (if applicable) including approval of the final Six-Monthly Summative Assessment by the relevant State/Territory/NZ TAC chair. • Arrange final sign-off of Certificate of Satisfactory Completion of Training (CSCT) by the relevant State/Territory/New Zealand office: <ul style="list-style-type: none"> ○ <i>Trainees with paper records</i> – submission all paper logbooks completed prior to introduction of <i>My.RANZCOG</i> in 2016, Training Assessment Record (TAR). • <i>OR</i> ○ <i>Trainees without paper records</i> - contact the relevant State/Territory/NZ office to arrange chair review of online training documentation. • Sign RANZCOG post-Board Fellowship declaration • Pay elevation to Fellowship fee (as invoiced by RANZCOG Finance Department upon confirmation of Board approved elevation) • Complete mandatory Six-Monthly Trainee Feedback Survey • Complete mandatory Trainee Exit Survey

Activity	Detail
	<p><i>Important:</i> As per Regulation B/C 11.2 applicants for elevation to Fellowship must complete all administrative requirements, including completion of relevant documents and payment of fees within six months of the Fellowship elevation date or the date of the Board meeting at which their application for elevation to Fellowship is approved, whichever is the latter, or the offer of Fellowship will lapse and an additional application will need to be made.</p>
<p>Upon completion of all outstanding requirements</p>	<p>Trainees will be sent your FRANZCOG certificate upon satisfactory completion of all outstanding requirements. Certificates cannot be sent prior to the Board approved Fellowship date.</p> <p>Medicare (Australian Fellows) and the Medical Council of New Zealand (New Zealand Fellows) are notified of the trainee's elevation date to Fellowship.</p> <p>For Australian trainees, AHPRA are notified of the trainee's elevation date to Fellowship.</p>

RANZCOG: The College and Governance

Training and Assessment Governance

Committees of the RANZCOG Board and Council formulate and review training and assessment requirements leading towards attainment of the FRANZCOG and Subspecialty qualifications.

Council Committees usually meet in March, July, and November. All Committee Chairs can be contacted via College Place via training@ranzcog.edu.au.

Trainees' Committee

The Trainees' Committee is responsible for representing the interests and concerns of RANZCOG trainees in the FRANZCOG, Certificate of Women's Health/DRANZCOG/DRANZCOG Advanced, Subspecialty training programs and pre-Fellowship Specialist International Medical Graduates (SIMG), as well as RANZCOG trainees undertaking approved training in locations outside Australia and New Zealand.

For contact details of your local representative refer to the College website at <https://ranzcog.edu.au/our-college/state-and-territory-offices/trainee-representatives>

Training Accreditation Committee (TAC)

The TAC is responsible for the ongoing development, coordination, and administration of the FRANZCOG Training Program in cooperation with the State, Territories and New Zealand Training Accreditation Committees (TACs), and for reviewing the processes for accreditation and reaccreditation of training sites leading towards the attainment of Fellowship of the College.

The TAC reports to the Education Standards Committee (ESC). Where appropriate TAC also works closely with the Examination and Assessment Committee (EAC) on training, assessment, and certification issues of mutual concern.

State/Territory and New Zealand TACs

The State/Territory/NZ TACs are responsible for the oversight of Basic and Advanced FRANZCOG training in the relevant region. Including monitoring and reviewing trainees in the relevant region, reviewing trainee Six-Monthly Summative Assessments assessed as other than satisfactory, and approving the appointment of ITP Coordinators and Training Supervisors.

The Chairs of The State/Territory/NZ TACs are also responsible for reviewing and approving trainee Prospective Approval of training forms, Three-Monthly Formative Appraisals and Six-monthly Summative Assessments and granting extensions to training requirements for six (6) months or less. Extensions of more than six (6) months must be referred to the College TAC for consideration.

Examination and Assessment Committee (EAC)

The EAC is responsible for ensuring, maintaining, and enhancing the integrity, validity and reliability of the individual and collective education and assessment components and associated processes pertaining to training programs run and administered by RANZCOG.

Education Standards Committee (ESC)

The ESC oversees the ongoing development and implementation of educational standards across all RANZCOG education, training, assessment, and accreditation. The Committee is responsible for the College's training programs, including regular monitoring and evaluation, and is delegated by the Board to make decisions relating to its area of responsibility.

Research Assessment Subcommittee

The Research Assessment Subcommittee, a subcommittee of RANZCOG Education & Assessment Committee (EAC), oversees FRANZCOG Research Study requirements.

The main functions of the Research Assessment Subcommittee are the approval of candidate research proposals and activities, the assessment of research projects and studies, and the approval of exemptions from undertaking further research.

Trainee Support

Training Support Unit (TSU)

For more information on the TSU, refer to www.ranzcog.edu.au/Training/Training-Support-Unit) or contact RANZCOG traineeliasion@ranzcog.edu.au

Support resources

A range of resources is available for all RANZCOG trainees and those involved in their training, including Training Supervisors, ITP Co-ordinators, committee chairs, mentors, consultants, other health professionals, and hospital management.

Resources include:

- Preparing & Implementing Learning Development Plans for Trainees in Difficulty (LDP)
- Multi-Source Feedback (MSF) Formative Assessment for Basic & Advanced
- Evidence-informed Facilitated Feedback
- Assessment and Feedback of Communication Skills

Refer to www.ranzcog.edu.au/Training/Specialist-Training/Support-Resources

Regulations, policies, guidelines, statements

Regulations

The RANZCOG Regulations guide the conduct and management of the College. These Regulations should be read in conjunction with all relevant College policies and guidelines as from time to time approved by the RANZCOG Board. To the extent that there is any inconsistency, the Regulations shall prevail.

The RANZCOG Board may amend the Regulations from time to time to change, alter, add, or remove any provisions. Any amendments will apply with effect from the date of the Board meeting at which they are approved (unless otherwise stated).

Sections B and C govern FRANZCOG training:

- *Section B*: Membership/Fellowship Training (Trainees commencing from 1 December 2013)
- *Section C*: Membership/Fellowship Training (Trainees commencing from 1 December 2003 to 30 November 2013)

Refer to <https://ranzcog.edu.au/our-college/governance/constitution-regulations>

Policies

Trainee in Difficulty Policy

RANZCOG is committed to providing a training support structure that is fair, consistent, transparent, and robust. The purpose of the Trainee in Difficulty policy is to provide guidance on the identification, support and management of trainees who encounter difficulties during their training. This policy sets out what 'in difficulty' means in the context of RANZCOG training.

It defines the principles to be employed by the trainee, the supervisor and RANZCOG when a difficulty is identified, and the roles and responsibilities of the parties involved. The policy applies to all RANZCOG trainees and Specialist International Medical Graduates (SIMGs) on the pathway to Fellowship.

Refer to: <https://ranzcof.edu.au/about/Governance/Policies-Procedures>

A Guide to Supporting Trainees in Difficulty

This guide provides guidance on the identification, support and management of trainees who may be experiencing difficulty in meeting the RANZCOG training requirements. Some challenges may include: clinical performance - knowledge, skills and professional behaviour; exam performance; mental and physical health issues; environmental/organisational issues - workplace culture, lack of support, lack of appropriate clinical management or resources, trainee/supervisor difficulties.

Refer to: www.ranzcof.edu.au/Training/Specialist-Training/Support-Resources

Mentoring of Trainees Policy

The Mentoring of Trainees in FRANZCOG Training Program Policy (C-Trg 06) relates to the mentoring of trainees in the FRANZCOG Training Program, and other RANZCOG programs, who may request assistance from the College in finding an appropriate mentor.

The purpose of the policy is to ensure appropriate processes are in place for the mentoring of trainees, in accordance with RANZCOG's commitment to providing trainees with appropriate support in the workplace throughout their training.

Refer to: <https://ranzcof.edu.au/Statements-Guidelines/> (Training > General)

Bullying, Harassment and Discrimination in the Workplace Policy

This policy outlines RANZCOG's position on bullying, harassment and discrimination as informed by the relevant legislation and to describe the behaviour expected of all members, including Fellows, trainees, and staff.

RANZCOG is committed to ensuring fair and equitable workplace practices exist, where all members are treated with dignity, courtesy and respect, and as such does not tolerate bullying, harassment or unlawful discrimination in any workplace. All persons have a responsibility to contribute to achieving a workplace environment free from bullying, harassment and discrimination by avoiding actions which lead to, support or condone such activities.

Refer to: <https://ranzcof.edu.au/about/Governance/Policies-Procedures>

Conflict of Interest Policy

RANZCOG is committed to the highest standards of integrity and ethical conduct, and to providing a governance structure that is consistent, transparent and robust.

This policy provides guidance in identifying and handling potential and actual conflicts of interest involving RANZCOG and its activities, and to raise awareness of actual, potential or perceived conflict of interest issues to all those who fulfil a representative role, conduct College business or hold a College appointment. The policy applies to all members, including Fellows, trainees, staff and other representatives involved in any RANZCOG entities, including the Board, Council, Committees, Subcommittees, Working Groups or other bodies authorised to carry out activities or functions of the College.

Refer to: <https://ranzcog.edu.au/about/Governance/Policies-Procedures>

Recognition of Prior Learning (PRL)

Trainees who have been selected for the FRANZCOG Training Program and have obtained an accredited first year training position may be eligible to apply to have some previous experience or training to be recognised toward the specialist training program – subject to the approval of the RANZCOG RPL Assessment Subcommittee.

RPL applications must be made in writing and submitted as soon as possible after the trainee has accepted a place in the FRANZCOG Training Program, and before commencement of training.

Refer to <https://ranzcog.edu.au/training/specialist-training/applying>

Recording of Assessments Policy

This policy defines the; purpose, scope, access, and retention terms relating to all recordings obtained by RANZCOG throughout the RANZCOG assessment processes. The process of recording assessments has been implemented to ensure the successful delivery of assessments. This policy will apply to all persons ('recorded person') involved in the assessments.

This policy will be in line with all relevant RANZCOG policies and is subject to the governing Australian State/Territory and Federal Laws, and New Zealand Legislation.

Refer to: <https://ranzcog.edu.au/about/Governance/Policies-Procedures>

Exceptional Circumstances and Special Consideration

All trainees are subject to RANZCOG regulations and policies; trainees are, however, able to apply for variation to the normal requirements on the grounds of exceptional circumstances that may justify special consideration.

Applications for special consideration, supported by relevant documentation, must be made on the appropriate College form, and submitted before or within 72 hours of the relevant event and prior to the making of any decision in relation to the College requirement in question. An application fee applies.

Full details, including what the College regards as valid exceptional circumstances that may lead to the granting of some form of special consideration, are set out in the Exceptional Circumstances, Special Consideration & Reconsideration Policy.

Refer to: <https://www.ranzcog.edu.au/about/Governance/Policies-Procedures>

Reconsideration and Appeals

The College seeks to provide appropriate support to its trainees, while also affording trainees natural justice/procedural fairness in circumstances where they are dissatisfied with a College decision. As such, there are a range of mechanisms available to trainees seeking to address a decision with which they are dissatisfied.

Specifically:

- Request for reasons;
- Reconsideration;
- Review; and
- Formal pursuant to other College policies.

Further information, including the policies and forms, are available by searching Exceptional Circumstances, Special Consideration & Reconsideration Policy

Refer to <https://www.ranzcog.edu.au/about/Governance/Policies-Procedures>

Request for reasons

Requests for reasons must be made in writing to the Chair of the body responsible for the original decision, within fourteen (14) days of the date of the decision in question. There is no fee payable when seeking reasons for a College decision.

Reconsideration

Where a trainee considers that College policy and/ or procedure was not followed in the making of the decision, or that relevant facts were not known and/ or properly considered by the relevant decision- making body, they may request reconsideration of the decision. Reconsideration will be undertaken by the body responsible for the original decision or a subgroup of that body, as deemed appropriate by the Chair of the body in question, in accordance with the processes set out in the Exceptional Circumstances, Special Consideration & Reconsideration Policy

Applications for reconsideration, supported by relevant documentation, must be submitted in writing to the relevant Chair within six (6) weeks of the date of the decision in question. An application fee is payable.

Review

Where a trainee remains dissatisfied with a College decision they are able to seek a review of the decision in accordance with the College's Appeal Procedures. The review will be conducted by a separately constituted Review Committee, which will consider material available to the College, including in relation to adherence to College regulations, policies and procedures, as well as whether the principles of natural justice/procedural fairness were followed.

Any request for review must be made in writing to the College Chief Executive Officer within three (3) months of the date of the original decision.

Formal Appeal

The final mechanism available to a trainee who is dissatisfied with a College decision is formal appeal.

The Appeals Committee is convened as required on a case-by-case basis and is the only College committee whose voting membership consists of a majority of non-College members. Decisions of the Appeals Committee are final, being notified to RANZCOG Board.

The Appeals Committee will decide each appeal on its merits and is not bound by the rules of evidence and, subject to the rules of natural justice/ procedural fairness, may inform itself on any matter and in such a manner as it thinks fit.

Pursuant to the College's Appeals Procedures, formal appeals must be lodged in writing to the College Chief Executive Officer within six (6) months of the date of the original decision. An appeal fee is payable.

Refer to <https://www.ranzcog.edu.au/about/Governance/Policies-Procedures/Appeals-Procedures>

Version	Date of Version	Pages revised / Brief Explanation of Revision
V0.1	December 2019	
V1.1	March 2022	Updated RANZCOG branding, minor amendments to training information (for clarification)



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