

End of year standards guidance – Core curriculum

These statements (for each of the HLO themes) reference the behaviours that should be observable in a trainee who is meeting the expected standard **at the end of each year of core training**.

HLO	Themes		
1.1	Professional relationships Demonstrate the professional values and behaviours required of a medical doctor in psychiatry, with reference to Good Medical Practice, and Core Values for Psychiatrists (CR204) and other relevant faculty guidance.	1.2	Professional standards Demonstrate the professional values and behaviours required of a medical doctor in psychiatry, with reference to Good Medical Practice, and Core Values for Psychiatrists (CR204) and other relevant faculty guidance.
Year	Behaviour typical of trainees meeting the expected standard		
CT1	The trainee consistently: <ul style="list-style-type: none"> Includes patients, families and carers of all ages in assessment and management discussions Demonstrates effective communication, dignity, empathy, fairness, honesty, humility, respect and trust in interactions with others Identifies protected characteristics in their patients and discusses the impact of these, together with intersectionality, in supervision Discusses person-centred care in supervision and reflects on how this can be applied in practice 	CT1	The trainee consistently: <ul style="list-style-type: none"> Shows a conscientious approach to their work, for example by being punctual, responsive, notifying leave / absence in a timely manner Keeps clear, accurate and contemporaneous records Engages with regular psychiatric supervision, accepts performance feedback, adjusts behaviour in response to feedback Reflects on their practice under guidance in supervision Engages with training activities in a timely manner
CT2	The trainee consistently: <ul style="list-style-type: none"> Demonstrates person-centred care in their practice Discusses and reflects on how to balance optimism with realism in patient care 	CT2	The trainee consistently: <ul style="list-style-type: none"> Initiates own reflections on practice and discusses with supervisor Initiates and seeks out training opportunities such as WPBA completion Shows an understanding of how their emotions and behaviours impact on practice

			<ul style="list-style-type: none"> Manages their clinical diary effectively, prioritising tasks and including urgent demands on their time
CT3	The trainee consistently: <ul style="list-style-type: none"> Identifies and highlights inequalities within the wider health and social care system and takes steps to mitigate them where possible Reflects therapeutic optimism in conversations with patients 	CT3	The trainee consistently: <ul style="list-style-type: none"> Balances the competing demands of training, service delivery, being on-call, psychotherapy Delegates simple tasks to other members of the team and assures completion Takes the lead on the proactive and timely completion of their own training requirements

HLO	Themes				
2.1	Communication Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.	2.2	Clinical skills Demonstrate skill in the psychiatric assessment, formulation, diagnosis and person-centred holistic management of an appropriate range of presentations in a variety of clinical and non-clinical settings.	2.3	Complexity and uncertainty Demonstrate an understanding of the various factors that contribute to complexity and uncertainty within psychiatric practice and the impact that they have on self, patients, carers of all ages, and colleagues.
Year	Behaviour typical of trainees working towards the expected standard	Year	Behaviour typical of trainees working towards the expected standard	Year	Behaviour typical of trainees working towards the expected standard
CT1	The trainee consistently: <ul style="list-style-type: none"> Communicates with patients, families, carers of all ages and other professionals in a spirit of partnership and shared decision-making. 	CT1	The trainee consistently: <ul style="list-style-type: none"> Takes comprehensive and detailed histories and mental state examinations from patients as well as gathering relevant collateral information in routine and urgent situations 	CT1	The trainee consistently: <ul style="list-style-type: none"> Identifies complexity within their clinical cases and brings these to supervision

	<ul style="list-style-type: none"> • Gathers information related to a patient's ideas, values, concerns and expectations, bringing this information back in a timely way to supervision / other more senior clinicians • Appreciates the intricacies of communication resulting from differing communication needs and styles such as cognitive, language or sensory impairment 		<ul style="list-style-type: none"> • Identifies relevant risk factors for their patients and effectively communicate these to appropriate others in both urgent and non-urgent situations • Presents information gathered in a concise and structured way and in a timely manner • Shows a good understanding of the basics of prescribing in psychiatry and can effectively write prescriptions for psychiatric medications under supervision • Engages in psychotherapy experience including case-based discussions / Balint groups • Conducts physical examinations and undertakes appropriate physical investigations 		<ul style="list-style-type: none"> • Identifies their own emotional responses and appreciates the impact of these on both clinical and non-clinical situations. Discusses these in supervision • Identifies when intended management plans are sufficient, insufficient or ineffective in non-complex cases • Recognises their own strengths and limitations. • Seeks support when necessary, does not act beyond their capabilities
CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Shows an awareness of the conscious and unconscious meaning behind patients' communication, both verbal and non-verbal • Ensures that clinical encounters are patient-led • Discusses issues related to communication difficulties in supervision and ensures these are addressed within clinical encounters 	CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Takes comprehensive and detailed histories and mental state examinations from patients with dual diagnoses, neurodevelopmental and cognitive disorders • Produces formulations and management plans for non-complex clinical cases • Begins to make some prescribing decisions under supervision • Suggests referrals for relevant psychotherapeutic interventions for their patients 	CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Manages increasing complexity within their clinical cases and discusses this in supervision • Shows consideration of how both their patients' emotions and their own emotions affect the therapeutic relationship • Begins to adapt management plans when they are insufficient or ineffective in non-complex cases, under supervision

			<ul style="list-style-type: none"> • Applies learning from psychotherapy experience and case-based discussion / Balint groups to clinical practice 		
CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Reflects on communication within encounters with patients, families and carers of all ages and colleagues; uses this reflection to build therapeutic alliances • Uses information related to patients' ideas, values, concerns and expectations to facilitate shared decision-making • Applies an in-depth knowledge of techniques and approaches used to overcome communication difficulties in clinical encounters 	CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Produces formulations and management plans for complex clinical cases in conjunction with patients, families and carers of all ages, under appropriate supervision • Demonstrates increased independence in making prescribing decisions • Develops and institutes relevant risk management plans in complex cases, both in routine and urgent situations 	CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Reflects on issues related to transference, counter-transference and other unconscious processes during clinical encounters and uses their learning from reflection when providing psychiatric care • Institutes alternative management plans in collaboration with patients and others, for complex cases, when current plans are deemed to be insufficient or ineffective

HLO	Themes		
3.1	Knowledge of legal and organisational frameworks in your UK jurisdiction Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients.	3.2 Working within NHS and organisational structures Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
CT1	The trainee consistently: <ul style="list-style-type: none"> Identifies those sections of mental health and Capacity / Incapacity legislation that are relevant to their patients and knows how they are applied 	CT1	The trainee consistently: <ul style="list-style-type: none"> Demonstrates awareness of the structure of local health and social care services
CT2	The trainee consistently: <ul style="list-style-type: none"> Understands the legislation in the wider legal context, for example the Human Rights Act Delivers least restrictive care, balancing this with the need to ensure the safety of their patients and others 	CT2	The trainee consistently: <ul style="list-style-type: none"> Identifies appropriate health and social care services for their patients and begins to liaise with them
CT3	The trainee consistently: <ul style="list-style-type: none"> Understands and applies Mental Health and Capacity / Incapacity legislation in clinical practice with increasing autonomy to ensure readiness for statutory approval 	CT3	The trainee consistently: <ul style="list-style-type: none"> Liaises, with increasing autonomy, with a range of health and social care professionals in both emergency and routine circumstances Understands how to work effectively within the wider regulatory landscape

HLO	Theme
4.1	Apply core knowledge of mental and physical health promotion and illness prevention for patients and the wider community.
Year	Behaviour typical of trainees meeting the expected standard
CT1	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Identifies factors contributing to health inequalities in their patients • Covers socio-cultural factors in their assessment of patients • Understands the impact of stigma and discrimination on their patients
CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Recommends resources promoting mental and physical wellbeing to their patients • Refers patients for interventions to promote their physical and mental wellbeing • Identifies where stigma may be impacting on their patients and takes steps to address this, with appropriate support
CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Actively engages with measures in the wider health and social care system, that support health promotion and illness prevention in patients with mental disorders • Takes steps to challenge stigma, in clinical and other settings relevant to their training

HLO	Themes		
5.1	Teamworking Apply teamworking and core leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	5.2	Leadership Apply teamworking and core leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
CT1	The trainee consistently: <ul style="list-style-type: none"> • Works collaboratively with different members of the multi-disciplinary team • Attends and actively participates in multi-disciplinary team meetings • Reflects on the role(s) of the psychiatrist and other professionals within the MDT in supervision 	CT1	The trainee consistently: <ul style="list-style-type: none"> • Identifies differing leadership roles within their team • Observes and reflects on the behaviours of leaders within their clinical team
CT2	The trainee consistently: <ul style="list-style-type: none"> • Displays autonomy in working with the multi-disciplinary team • Discusses in supervision the various roles and responsibilities of team members including assessing and managing risk • Reflects on their personal contributions to team-working 	CT2	The trainee consistently: <ul style="list-style-type: none"> • Reflects on the leadership expectations for psychiatrists in differing clinical settings • Leads on delivering a management plan agreed with their supervisor in straightforward clinical cases
CT3	The trainee consistently: <ul style="list-style-type: none"> • Engages in active clinical decision-making with the MDT 	CT3	The trainee consistently: <ul style="list-style-type: none"> • Works within the limits of their capability to take the leadership role in clinical meetings or ward reviews • Obtains feedback on their developing leadership style and reflects on this in supervision

	<ul style="list-style-type: none"> Discusses team dynamics and their role within this in supervision. Adapts their approach accordingly 		
HLO	Themes		
6.1	Patient safety Participate in and promote activity to improve the safety and quality of patient care and clinical outcomes in your psychiatric practice of a person with mental disorder.	6.2	Quality improvement Participate in and promote activity to improve the safety and quality of patient care and clinical outcomes in your psychiatric practice of a person with mental disorder.
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
CT1	The trainee consistently: <ul style="list-style-type: none"> Identifies patient safety risks and discusses them with a senior clinician in a timely manner Communicates patient safety information to relevant others in a timely manner Shows that they know how to use local processes for patient safety and clinical governance Demonstrates safe prescribing practices and seeks timely supervision from senior clinicians 	CT1	The trainee consistently: <ul style="list-style-type: none"> Participates in local quality improvement project or audit project or seeks training in quality improvement. Discusses the principles of quality improvement and contrasts this with audit and research in psychiatric supervision.
CT2	The trainee consistently: <ul style="list-style-type: none"> Uses local processes (e.g. incident reporting) appropriately to ensure that patient safety issues are raised in a timely manner 	CT2	The trainee consistently: <ul style="list-style-type: none"> Involved in a quality improvement project.
CT3	The trainee consistently: <ul style="list-style-type: none"> Applies their knowledge of patient safety principles and local clinical governance processes in multi-disciplinary and multi-agency contexts. 	CT3	The trainee consistently: <ul style="list-style-type: none"> Involved in a quality improvement project.

HLO	Theme
7.1	<p>Safeguarding</p> <p>Identify patients, their families and others from the wider community who may be vulnerable and work collaboratively in safeguarding their welfare.</p>
Year	Behaviour typical of trainees meeting the expected standard
CT1	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Recognises possible safeguarding concerns during clinical work and raises these in a timely manner • Maintains their safeguarding knowledge
CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Takes a systemic approach to actively identifying safeguarding concerns during clinical work • Raises safeguarding concerns in a timely manner with a senior clinician • Engages with safeguarding reporting processes, with appropriate level of support
CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Participates in multi-disciplinary and multi-agency working to safeguard their patients • Reflects on complex safeguarding issues during supervision and impact on them as a clinician

HLO	Themes		
8.1	Education and training Plan and provide effective education and training in clinical, academic and relevant multi-disciplinary settings.	8.2 Supervision Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
CT1	The trainee consistently: <ul style="list-style-type: none"> Actively engages with local teaching and learning opportunities Discusses the importance of education and training in psychiatric supervision Works with others to provide learning opportunities in their clinical setting 	CT1	The trainee consistently: <ul style="list-style-type: none"> Attends and participates in weekly supervision Appropriately seeks support from experienced senior clinicians (medical and non-medical) when required, in both emergency and routine situations Regularly updates and adds activities and evidence to their e-portfolio
CT2	The trainee consistently: <ul style="list-style-type: none"> Plans and delivers training as agreed with their supervisor Reflects on teaching delivered with their supervisor Takes steps to develop skill as an educator, seeking supervision when deemed necessary 	CT2	The trainee consistently: <ul style="list-style-type: none"> Shows initiative in setting the agenda for weekly supervision Brings clinical decisions to weekly supervision for discussion and reflection Supervises junior colleagues (e.g. foundation year doctors, physician associates and medical students) in focused day to day clinical activities
CT3	The trainee consistently: <ul style="list-style-type: none"> Identifies training opportunities independently Proactively researches a training topic Plans and delivers training for multiple audiences and in different settings Gathers and responds to feedback on their teaching 	CT3	The trainee consistently: <ul style="list-style-type: none"> Makes good use of psychiatric supervision, educational supervision and appropriate mentoring opportunities to advance personal development Mentors junior colleagues on a range of clinical and non-clinical activities

HLO	Theme
9.1	<p>Undertaking research and critical appraisal</p> <p>Apply an up-to-date knowledge of research methodology, critical appraisal and best practice guidance to your clinical practice.</p>
Year	Behaviour typical of trainees meeting the expected standard
CT1	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Demonstrates understanding of research methodologies • Brings academic research relevant to clinical practice to supervision for discussion • Participates in a Journal Club Presentation
CT2	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Critically appraises a paper and presents in a Journal Club • Uses learnings from research to inform their clinical practice
CT3	<p>The trainee consistently:</p> <ul style="list-style-type: none"> • Shows initiative in bringing evidence-base into clinical decisions • Uses learnings from research in discussion and decision-making with patients and carers