Capability exemplar statements – Psychiatry of Learning disability 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 higher training.

HLO	Themes
1.1	**Professional relationships and professional standards** Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204) and other relevant faculty guidance.
Year	**Behaviour typical of trainees meeting the expected standard**
ST4	**The trainee:** • Manages time and caseload effectively, including responding to urgent matters in a timely manner • Maintains professionalism in challenging situations, uses supervision to reflect on this and any impact on their wellbeing
ST5	**The trainee:** • Manages workload effectively, balancing competing clinical and non-clinical demands, seeking support from others where required; reflects on this in supervision • Identifies service / organisational dynamics impacting on clinical practice and discuss these in supervision • Knows when and how to draw unprofessional behaviour to the attention of appropriate others
ST6	**The trainee:** • Manages a complex caseload alongside a range of non-clinical responsibilities, employing flexibility where needed • Identifies organisational dynamics impacting on the wider service / trust in which they work and collaborates with colleagues to work for change • Uses appropriate strategies to address unprofessional behaviour in others, escalating concerns where necessary in a timely manner

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 advanced skills 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 within Psychiatry of Learning disability	2.3	**Complexity and uncertainty** Apply advanced management skills within Psychiatry of Learning disability in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.
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**
ST4	The trainee: • Adapts their communication style to different levels of learning disability and to other neurodevelopmental disorders • Demonstrates awareness of the use of communication aids such as Makaton, talking mats • Communicates effectively with the MDT and wider health community around the needs of their patients with learning disability	ST4	The trainee: • Takes a psychiatric history and performs an MSE for new referrals in an outpatient clinic for patients with learning disability and discusses with supervisor • Completes risk assessment and risk management plans as part of routine patient reviews in community settings for patients with learning disability.	ST4	The trainee: • Works respectfully with the wider multidisciplinary team to formulate a holistic management plan. • Recognises the limitations of their clinical competence and actively seek support and advice in a timely manner, including during supervision discussions.

ST5	The trainee: • Demonstrates adherence to guidance from RCPsych when communicating with primary care professionals • Familiarises themselves with alternative communication aids and explores their use with expert practitioners • Communicates effectively with the wider care system around the needs of their patients with learning disability	ST5	The trainee: • Takes a psychiatric history and performs an MSE for complex new referrals in a variety of community settings • Completes risk assessment and risk management plans as part of routine and emergency patient reviews for patients in community and inpatient settings	ST5	The trainee: • Demonstrates skills in managing conflicting views within the multidisciplinary team with support from their clinical supervisor • Recognises the limitations of their clinical competence and actively address learning needs through education, training and supervision
ST6	The trainee: • Supports and drives adherence to RCPsych communication standards within their organisation • Communicates with external agencies on behalf of their organisation, for example with commissioners and regulators, conducting gatekeeping assessments	ST6	The trainee: • Independently takes a complex psychiatric history and performs an MSE for routine and emergency referrals in a variety of inpatient and community settings • Assesses risk in specialist settings using appropriate tools, for example using HCR20 in a forensic setting for patients with learning disability.	ST6	The trainee: • Independently demonstrates skills in managing conflicting views within the multidisciplinary team. • Shows commitment to lifelong learning in preparation for future career.

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 and safely manage risk within all psychiatric specialties.	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**
ST4	**The trainee:** • Starts to work autonomously within relevant legislative framework in routine clinical practice • Completes required paperwork in compliance with expected legal standards	ST4	**The trainee:** • Familiarises self with local structures and networks in health and social care and discusses role of psychiatrist within these • Takes steps to build relationships with key stakeholders
ST5	**The trainee:** • Determines the appropriate legal framework under supervision and applies it • Completes statutory reports accurately and in compliance with expected legal standards	ST5	**The trainee:** • Applies knowledge of NHS and organisation structures to enhance patient care locally • Works successfully with key stakeholders across different networks / third sectors • Understands their service within a wider context – e.g internal and external organisational drivers / national policies

ST6	The trainee: - Advise others on appropriate use and application of appropriate statutory and legal frameworks - Provides evidence at legal proceedings where required	ST6	The trainee: - Shows understanding of national governance and regulatory structures and how to drive change within those - Begins to use performance / quality indicators / participation in committees to improve organisational effectiveness - Develops an understanding of the role and function of senior leaders in different organisations (e.g. by shadowing)

HLO	Theme
4.1	Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Psychiatry of learning disability and the wider community
Year	**Behaviour typical of trainees meeting the expected standard**
ST4	The trainee: - Considers evidence for diagnostic overshadowing in their patients and discusses this in supervision - Advocates for comprehensive health assessments for their patients through primary and secondary care - Observes an annual health check from beginning to end and reflects on the outcomes from this in supervision
ST5	The trainee: - Engages in a case-based discussion with psychiatric supervisor on diagnostic overshadowing where a mental health condition was the presenting concern - Requests additional investigations to be conducted during annual health check via primary care - Liaises effectively with health professionals across primary and secondary care, to advocate for the broader health needs of patients with learning disability

ST6	The trainee:
	• Undertakes best interest meetings in complex cases, where there may be differing clinical opinions on the assessment and/or management of physical health needs in their patients with learning disability.
	• Educates other professionals about the health needs of people with learning disability
	• Attends and contributes to local morbidity/mortality review processes

HLO	Themes		
5.1	**Teamworking** Demonstrate effective teamworking skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	5.2	**Leadership** Demonstrate effective 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**
ST4	The trainee: • Demonstrates that they value the contributions of other professionals • Recognises own team dynamics and reflects on their contribution to those in supervision • Works effectively with other agencies in clinical practice	ST4	The trainee: • Provides clinical leadership within a shared leadership framework across routine and emergency situations • Seeks supervision and support around leadership decisions appropriately • Acts as an advocate for their patients.
ST5	The trainee: • Recognises dynamics between teams in the wider system and reflects on the impact of these on patient care • Maintains focus on patient, family and carer needs during complex team interactions	ST5	The trainee: • Adapts their leadership approach within different teams and in different contexts • Takes opportunities to deputise for a consultant, while still working under supervision • Acts as an advocate for their service

ST6	The trainee:	ST6	The trainee:
	• Flexes their contribution and approach within different teams • Works effectively across clinical and non-clinical teams • Assists professionals from different agencies to maintain focus on patient, family and carer needs during complex team interactions		• Demonstrates the readiness to work independently without supervision

HLO	Themes		
6.1	**Patient safety** Identify, promote and lead activity to improve the safety of patient care and clinical outcomes of a person with mental disorder.	6.2	**Quality improvement** Identify, promote and lead activity to improve the quality of patient care and clinical outcomes of a person with mental disorder.
Year	**Behaviour typical of trainees meeting the expected standard**	**Year**	**Behaviour typical of trainees meeting the expected standard**
ST4	The trainee: • Shows an understanding of the governance structures behind adverse incidents and patient safety-related complaints • Recognises when to complete an adverse incident report form and is able to do so	ST4	The trainee: • Identifies areas that need improvement within their team, with an awareness of different domains of quality (safe, timely, patient-centred, effective, efficient, equitable) • Engages in a quality improvement project • Familiarises self with quality improvement methods and tools • Engages with service users and carers as part of quality improvement activities

ST5	The trainee:	ST5	The trainee:
	• Participates in training on how to investigate adverse incidents and complaints, for example root cause analysis • Drafts responses to adverse incidents		• Engages in quality improvement projects to address areas of need within their own service • Seeks opportunities to capture and share learning from quality improvement work (which can include stories, blogs, videos, posters, presentations, publications) • Able to effectively apply quality improvement methods and tools, and identify how to use different types of data for improvement
ST6	The trainee:	ST6	The trainee:
	• Promotes lessons learned from adverse incidents to other colleagues • Works with the patient safety-related / complaints department to assist with investigations and audits • Identifies and alerts relevant teams to shortcomings in patient safety and care		• Seeks leadership roles within quality improvement projects • Engages and supports a range of multidisciplinary staff, service users and other stakeholders as part of a quality improvement project • Embraces the concept and value of quality improvement projects as a means of providing excellent patient care and promotes them where appropriate.

HLO	Theme
7.1	**Safeguarding** Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Psychiatry of learning disability. Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.
Year	**Behaviour typical of trainees meeting the expected standard**
ST4	**The trainee:** • Undertakes comprehensive assessment of individuals with learning disability, decides on the appropriate legal framework to be applied and enacts the appropriate legal process, with their supervisor • Recognises safeguarding concerns when they arise in learning disability practice • Identifies the appropriate course of action and makes referrals along local safeguarding pathways in a timely manner; discusses these in supervision
ST5	**The trainee:** • Undertakes comprehensive assessment of complex individuals, decides on legal framework to be applied and enacts appropriate legal process, after discussion with supervisor • Advocates for the voice and views of the patient to be heard as part of this process • Seeks opportunities to attend and observe safeguarding board discussions to understand the complexities and next steps in the safeguarding process, discusses reflections on this in supervision
ST6	**The trainee:** • Leads on the psychiatric assessment and management of complex individuals under the relevant legal frameworks • Works together with patients, carers and key agencies to manage risk and vulnerability in patients with learning disability, balancing the needs and views of the different parties. Reflects on this in supervision. • Contributes to a local safeguarding investigation, brings reflections on this to supervision

HLO	Themes		HLO	Themes
8.1	**Education and training** Promote and lead on the provision of 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**
ST4	**The trainee:** • Helps to organise their specialty training programme • Proactively provides clinical teaching to junior colleagues and relevant others • Takes opportunities to chair teaching sessions		**ST4**	**The trainee:** • Uses supervision regularly to develop skills in clinical and non-clinical contexts (e.g. ethics, legislation, governance, teamworking) • Demonstrates a deeper understanding of adverse events and the learning from them • Begins to discuss the intricacies of practicing independently • Uses supervision to plan personal development sessions and how to derive most benefit from them
ST5	**The trainee:** • Leads on devising, planning, delivering and evaluating educational sessions • Contributes to the academic life of the service, e.g. journal clubs / evidence-based medicine • Seeks opportunities to develop understanding of learning theory		**ST5**	**The trainee:** • Shows an understanding of the interrelationships between different teams and systems • Uses supervision to reflect on the dynamics and effective functioning of their service / organisation • Uses supervision to refine their personal development and identify development priorities for the final year of training

ST6	The trainee:	ST6	The trainee:
	• Acts as assessor for workplace based training and other formative and summative assessments • Shows proficiency in using different methods of training delivery • Demonstrates commitment to lifelong learning for themselves and others		• Uses supervision to complete the transition to an independent practitioner • Appreciates the value of peer support and reflective practice within teams and takes steps to put networks in place for transition to consultant level • Provides feedback on clinical work and training delivered by other junior colleagues and team members • Supports and mentors colleagues, including reflecting on their practice

HLO	Theme
9.1	**Undertaking research and critical appraisal** Apply an up-to-date advanced knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.
Year	**Behaviour typical of trainees meeting the expected standard**
ST4	**The trainee:** • Brings evidence-base regularly into clinical decisions in line with best practice • Plans research activity and shows evidence in supervision
ST5	**The trainee:** • Recognises the limit of the evidence base and is able to work safely beyond that • Shows progress being made in the planned research activity and shares outcomes of research
ST6	**The trainee:** • Pursues own areas of academic interests • Disseminates research outcomes in appropriate ways and forums • Uses clinical research to influence MDTs and guide service development • CAP: Shows completion of literature review