

The new curriculum – a college, trainer and trainee perspective

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RCPSych Curricula for 2022

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Why Review our Curricula?

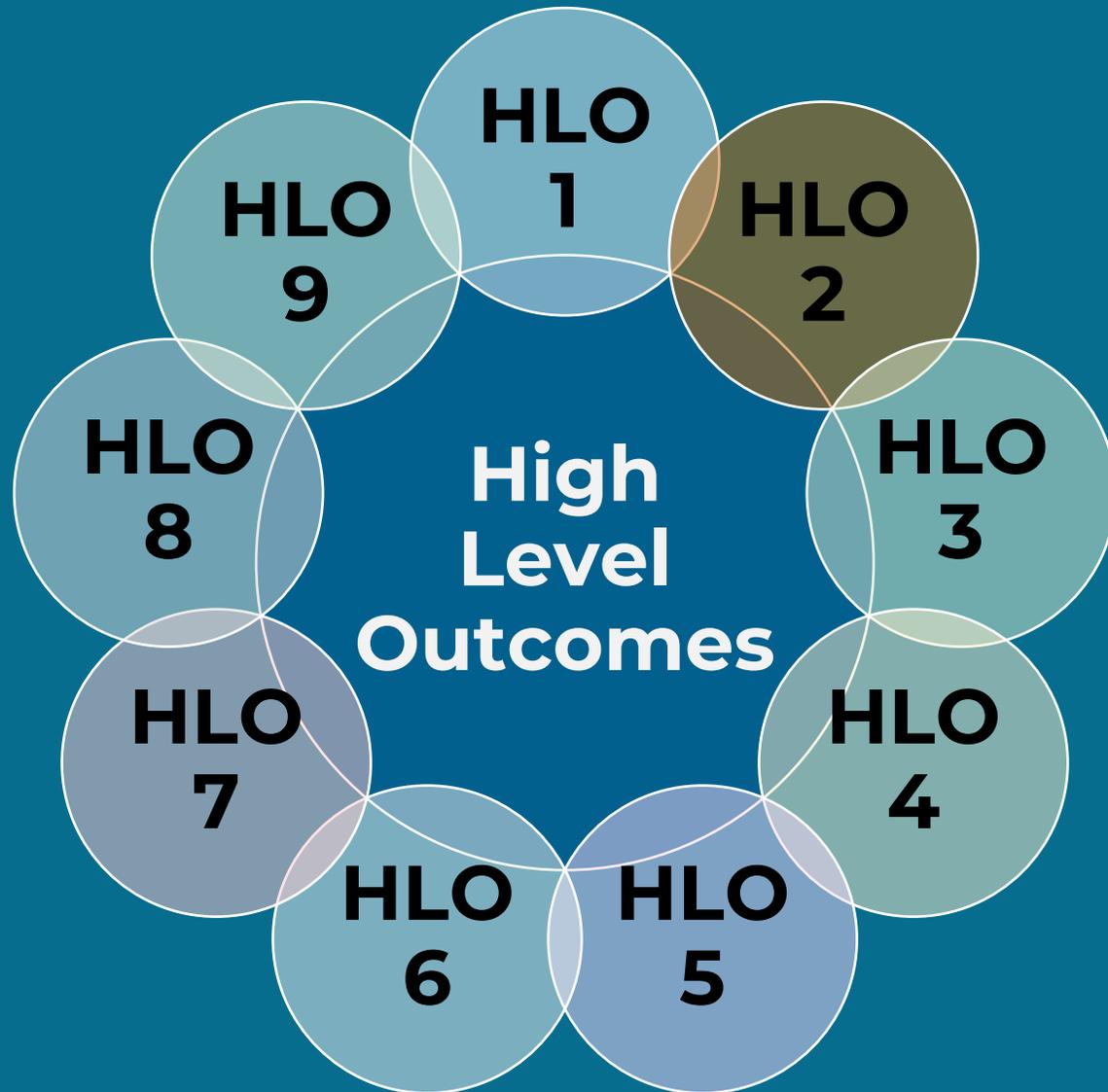
- GMC developed Generic Professional Capabilities Framework and Excellence by Design standards in response to Shape of Training Review.
- All Medical Royal Colleges reviewing their curricula to ensure alignment to the GPC Framework.
- GPC Framework has **NINE** key domains.
- Producing doctors with a generic skillset, whilst also maintaining specialisms to support transferrable skills for service delivery.



Extensive consultation

- Officers – President and Dean (past and present), Associate Deans
- Faculties
- Specialty Advisory Committees
- Sub-specialty Advisory Committees
- Special Interest Groups
- Committees: Education and training, Curriculum and assessment, Examinations, Psychiatric Trainees', Equivalence
- Patient, lay and carer / Quality assurance / Race and equality representatives
- Statutory educational bodies : HEE (England), NES (Scotland), HEIW (Wales) NIMDTA (Northern Ireland)
- Key stakeholders: PHE, Deaneries, DHSC, CQC, BMA, HOS, TPDs
- General Medical Council

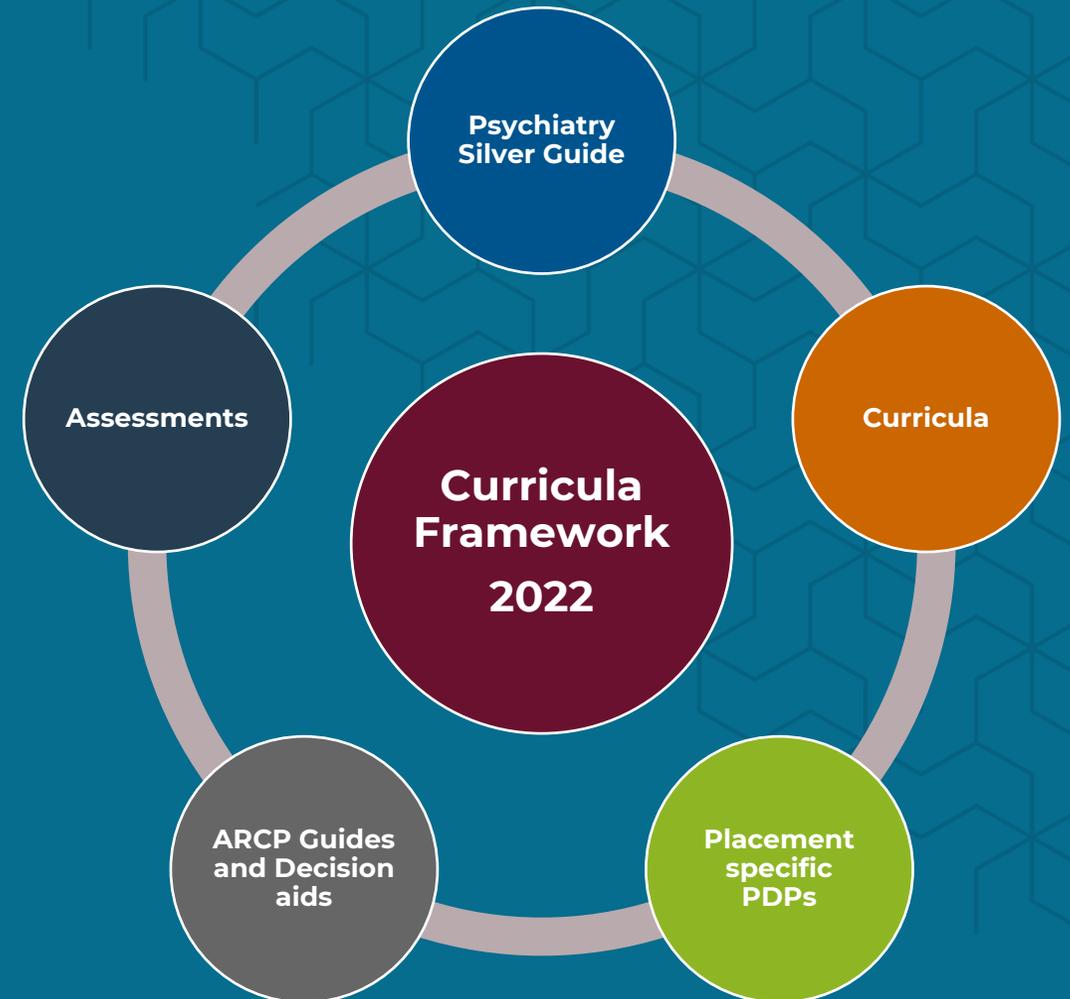
High Level Outcomes (HLOs)



- 1.1. Professional Relationships
- 1.2. Professional Standards
- 2.1. Communication
- 2.2. Clinical Skills
- 2.3. Complexity and Uncertainty
- 3.1. Legal and organisational frameworks in your UK jurisdiction
- 3.2. Working within NHS organisational structures
- 4.1. Health promotion and illness prevention
- 5.1. Teamworking
- 5.2. Leadership
- 6.1. Patient Safety
- 6.2. Quality Improvement
- 7.1. Safeguarding
- 8.1. Education and Training
- 8.2. Supervision
- 9.1. Undertaking research and critical appraisal

Our Curricula Framework

- **Psychiatry ‘Silver Guide’** – overarching guide to training in psychiatry.
- **Core, specialty and sub-specialty curricula.**
- **Placement-specific PDPs** - to support trainees through training.
- **ARCP Guides & Decision aids** – to support trainers, trainees and ARCP panels to sign off trainee progression.
- **Assessments** – formative and summative assessments throughout training.



Psychiatry 'Silver Guide'

**Curriculum framework
and key features**

**Taking time out of
training**

**Training pathways in
psychiatry**

CESR and equivalence

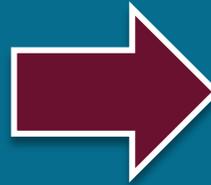
Assessment Strategy

**Roles and
Responsibilities**

Mapping from old to new

**19 Intended
Learning Outcomes
(ILOs)**

319 competencies



**9 High Level
Outcomes (HLOs)**

75 key capabilities

Core Psychiatry Curriculum

The below table outlines the High Level Outcomes (HLOs) and Key Capabilities (KCs) to be achieved under 16 key themes.

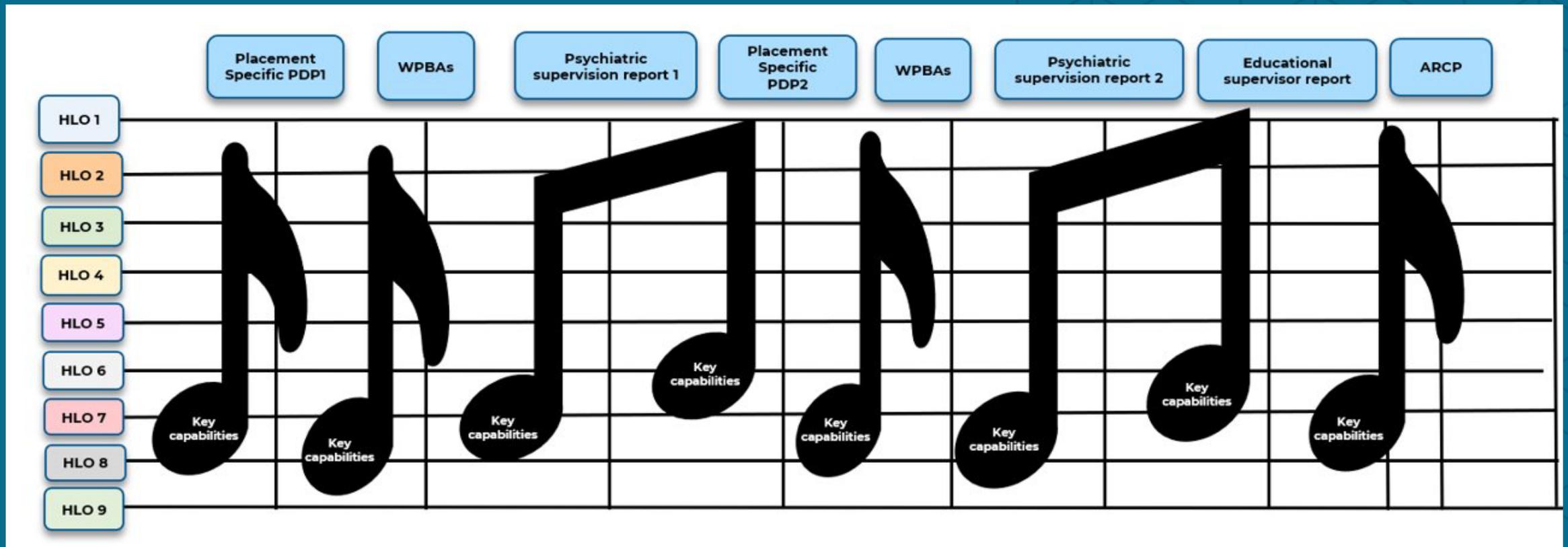
By the end of CT3 you will be able to:

GPC	High Level Outcomes (HLOs)	Themes	Key Capabilities (KCs)
1	Demonstrate the professional values and behaviours required of a medical doctor in Psychiatry, with reference to Good Medical Practice, and Core Values for Psychiatrists and other relevant faculty guidance.	1.1 Professional Relationships	<p>Work collaboratively with patients, families, their carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.</p> <p>Understand, recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and carers of all ages and on working relationships with colleagues.</p> <p>Consistently demonstrate a person-centred holistic clinical approach to patients that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism and boundaries.</p> <p>Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.</p>
		1.2 Professional Standards	<p>Understand the impact of workload, patient and organisational dynamics on your own well-being.</p> <p>Use supervision and reflection effectively recognising your skills, limitations and your duty of candour.</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and guidance, including acknowledging if you have a protected characteristic which might impact on your training or if you are having difficulties adapting to working in the UK.</p>

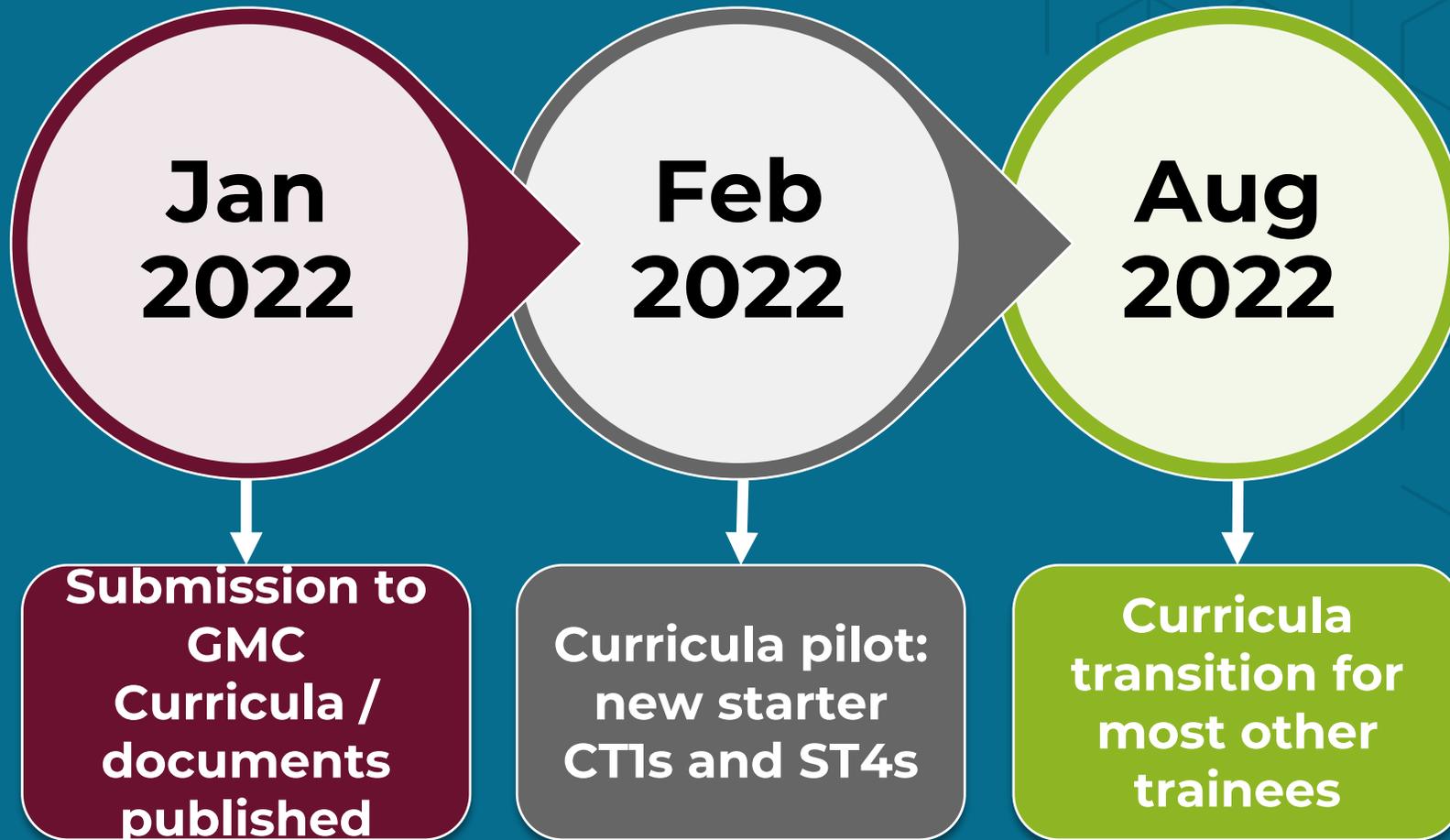
Placement-specific PDPs

- The **individualised, flexible PDPs** (underpinned by the HLOs) allow the trainee and trainer to select various relevant key capabilities at the beginning of the placement and discuss activities that should be undertaken to achieve these capabilities.
- Evidence of achievement will be via **WPBAs** (which are also **underpinned by the HLOs**), reflective practice, amongst others.
- In **Psychiatric Supervision** (1 hour per week), the trainee and trainer will be able to review progress on a regular basis and add further capabilities and **adjust the activities** as required.
- By the end of the placement, the **PDP will evidence the journey** that the trainee has undertaken during the placement and will **form the basis of the Psychiatric Supervision Report**.
- This will then inform the **Educational Supervisor Report and ARCP decision** when appropriate. It will also inform the next PDP, especially if the trainee is needing performance support.

Journey through training



Timescales



Implementation support



**Updating portfolio
online**



**Training resources,
videos and tailored
webinars**



**Communication
around trainee
transition**



**Deanery liaison,
meetings and support**



Implementation hub
which will include
information by specialty



**Curricula accessible
online (on hub)**

Implementation hub





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RCPsych Curricula 2022 Implementation Hub

Welcome to the new RCPsych Curricula for 2022

On 19 October 2021, we received confirmation from the General Medical Council (GMC) that we have been granted **"Approval – subject to actions"** for our new curricula framework. This represents a key milestone for the College and means that we can now move towards implementation.

We have developed this hub to support implementation, and to provide information in the lead up to transition.

Please note that we are still working through our final actions for the GMC, and final published curricula will be available from January 2022.

On this hub you will be able to find:

- details of transition to the new framework and timescales
- frequently asked questions
- details of our weekly curricula drop-in sessions.

- New Higher Specialty Curricula (2022)
- Example Personal Development Plan (PDP)
- Click here to join us on Teams at 10am on a Thursday for a Curricula drop-in session
- History of the Project: the framework and review process
- Frequently asked questions

- Transition timescales and Trainee Events
- Events for Trainers
- Psychiatry Silver Guide
- New Core Psychiatry Curriculum (2022)

Questions

Ask us anything...

After this meeting, for any queries, please contact
curricula@rcpsych.ac.uk

Also weekly 'drop-in' sessions Thursdays 10-11am!

Please visit the Hub!

Thanks for your time and contributions.

Working with the new curriculum

Dr Mary Barrett
Chair, ID Specialty Advisory Committee

Navigating the new HLOs in ID

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 (Intellectual) Disability.

2.2 Clinical Skills

Demonstrate proficiency in the assessment and diagnosis of mental and neurodevelopmental disorders in patients with intellectual disability across the spectrum of cognitive ability using classification systems as appropriate.

Demonstrate proficiency in the assessment of risk in people with intellectual disability leading to a formulation and risk management plan.

Demonstrate proficiency in the construction of a comprehensive clinical formulation relevant to patients with intellectual disability and use this to devise a safe, effective and evidence-based management plan.

<https://www.rcpsych.ac.uk/training/curricula-and-guidance/curricula-implementation/draft-higher-specialty-curricula-2022>

The new PDP...ID ST5 example

HLO 2.2: 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 Learning (Intellectual) disability psychiatry.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.2 Clinical Skills	Demonstrate proficiency in the assessment and diagnosis of mental and neurodevelopmental disorders in patients with intellectual disability across the spectrum of cognitive ability using classification systems as appropriate.	<ul style="list-style-type: none"> Undertake ASD Professional Development Session and apply learning to clinical practice 	PDS supervisor report CbD
	Demonstrate proficiency in the assessment of risk in people with intellectual disability leading to a formulation and risk management plan.	<ul style="list-style-type: none"> Undertake a review of someone in crisis, with appropriate support, and formulate a management plan. 	CbD Mini-ACE Mini-PAT Supervisor report
	Demonstrate proficiency in the construction of a comprehensive clinical formulation relevant to patients with intellectual disability and use this to devise a safe, effective and evidence-based management plan.		

- <https://www.rcpsych.ac.uk/training/curricula-and-guidance/curricula-implementation/example-pdp>

Getting started



- <https://www.rcpsych.ac.uk/training/curricula-and-guidance/curricula-implementation/training-videos>

Trainee perspective

Dr Ilyas Ali

ST5 in Psychiatry of Intellectual Disability

Any questions?

