
Dual curriculum Guidance

Psychiatry of learning disability / Child and adolescent psychiatry

Royal College of Psychiatrists Higher Specialty
Curriculum (ST4 – ST6)

Version 1.0

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Purpose Statement

Child and Adolescent Psychiatrists assess and treat children and young people presenting with a wide range of mental health and developmental disorders.

A Child and Adolescent Psychiatrist recognises the different clinical presentations across the age-span and developmental stages, from infancy to the onset of adulthood, and works with parents/carers for the child as appropriate. The Child and Adolescent Psychiatrist works across age-related transitions, or service transitions with other psychiatric specialties when appropriate, and works within the systems and networks related to the child, which will include general practice and paediatric services. The Child and Adolescent Psychiatrist has the specialist knowledge to recognise the developmental changes in children and young people's competency and capacity to make decisions about their treatment.

Psychiatrists working with people with Learning disabilities assess and treat people with Learning disabilities who present with a wide range of psychiatric disorders and associated behavioural challenges. They also assess and manage Autism, ADHD and other neurodevelopmental conditions as well as epilepsy in this patient group.

The need for psychiatrists across the specialties is growing throughout the UK. People with Learning disabilities have higher rates of mental illness than the general population. The prevalence of clinically diagnosed mental ill-health in adults with Learning disabilities has been found to be around 40%; across the Learning disability population, there is an association between severe to profound Learning disability and mental ill-health. Psychiatrists work with people with Learning disabilities across service transitions with other psychiatric specialties across the UK.

The dual specialty of **Child and Adolescent Learning Disability Psychiatry** incorporates wide-ranging skills and the knowledge base from both Child and Adolescent Psychiatry and Psychiatry of Learning Disability. Psychiatrists working in the field would routinely provide assessment and treatment for children and adolescents with a learning disability and with additional emotional, behavioural and/or mental health needs.

Whilst many of the skills required to practice effectively in the field would be developed through experience in either or both sub-specialties through training, the dual specialty training programme offers the opportunity to develop unique experience and a comprehensive knowledge base. Examples of this include:

- developing an in-depth understanding of child development and the impact of a learning disability on this

- the impact of having a learning disability on the clinical presentation of mental disorders in children and young people within the developmental perspective
- understanding the impact on family wellbeing and functioning of having a child with a learning disability
- having an in-depth knowledge of the medicolegal frameworks involved in assessing competence and capacity in children and young people with learning disability; applying this to ensure collaborative work and their active participation in decision making; and balancing this with the role of people with parental responsibility
- understanding the developing role of medication and safe and effective prescribing for children and adolescents in this vulnerable group.

An in-depth understanding of the interface between the two specialties would also be developed through training, with a particular focus on effectively supporting young people with a learning disability, and their families, through the transition to adulthood and to adult clinical and support services.

How to use this PDP

The below table details the respective content of both the Learning Disability and Child and Adolescent Curricula, with their key capabilities (KCs) aligned as far as possible. The primary purpose of the table is to support the trainee to navigate the two Curricula and plan out their training pathway; in particular it will support the setting of learning outcomes for the fifth year of training (CAP-LD placement).

Guidance indicates where a KC may be achieved, with some being possible during placements in either specialty, some during placements only in one of the two specialties, while others will be achieved in both specialties and then the capability worked on further in the final CAP-LD placement to further refine the skills gained.

Key Capabilities deemed as needing refinement in the CAP-LD placement have been supplemented with examples of activities and evidence that a trainee could upload to their PDP.

Examples of activities and evidence for KCs not requiring refinement can be found in the example PDPs for CAP and LD respectively on the Curriculum Hub.'

As the curricula become embedded, we may adjust this first version of the guidance, but hope you find this helpful for now.

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

The reference in brackets below each HLO is to the GMC Generic Professional Capabilities. HLOs are mapped to the nine GPCs.

High Level Outcome 1 (GPC 1)	Demonstrate the professional values and behaviours required of a Consultant Psychiatrist with reference to Good Medical Practice, <u>Core Values for Psychiatrists (CR204)</u> and other relevant faculty guidance. Learning Disability	Demonstrate the professional values and behaviours required of a Consultant Psychiatrist with reference to Good Medical Practice, <u>Core Values for Psychiatrists (CR204)</u> and other relevant faculty guidance. Child and adolescent	When key capability should be achieved / refined.	Activity	Evidence
Themes	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
1.1 Professional Relationships	Work collaboratively and effectively with patients with learning disability, their families, their carers of all ages, and colleagues, while managing complex risk and system dynamics.	Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.	This can be achieved in either specialty.		
	Recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and their carers of all ages, and on working relationships with colleagues	Recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and their carers of all ages and on working relationships with colleagues.	This can be achieved in either specialty.		
	Consistently demonstrate, and promote in others, a person-centred holistic approach to patients with learning disability, their families and their carers of all ages that is empathic, compassionate and respects their dignity, whilst remaining	Consistently demonstrate person-centred holistic clinical approach to children and young people/patients aged 0-18 years and their families and carers, that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism.	This can be achieved in either specialty.		

	realistically optimistic and honest.				
	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.	This can be achieved in either specialty.		
	Understand the fundamental role of multidisciplinary team working in learning disability practice and the role of the psychiatrist within this.		This can be achieved in either specialty.		
	Apply an understanding of how culture and community influence patients with learning disability and their families, affecting their interaction with services.		This can be achieved in either specialty.		
	Set and maintain professional boundaries with stakeholders, for example adult services, commissioners, support providers, legal professionals, the police and primary and secondary care.		This can be achieved in either specialty.		
	Advocate for your patients with learning disability; where necessary do so separately to the needs and wishes of other systems, for example families and carers, primary and secondary care and social care.		This can be achieved in the LD specialty		
1.2 Professional Standards	Understand the impact of workload, patient, team and organisational dynamics on your own well-being.	Understand the impact of workload, patient factors, and organisational dynamics on your own well-being and help trainees and other colleagues in doing so too.	This can be achieved in either specialty.		

Use supervision and reflection effectively, recognising your skills, limitations and your duty of candour.	Use supervision and reflection effectively recognising your skills, limitations, and your duty of candour.	This can be achieved in either specialty.		
Apply 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, and support trainees and other colleagues to do so too.	Apply 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.	This can be achieved in either specialty.		
Actively use and promote reflective practice in your team to address the emotional impact of work on yourself, the individual and the team.	Use the method of receiving, reflecting and responding as a clinical leader within the team and actively promote reflective practice as a means of understanding the emotional impact of the clinical work (including trauma, suicide and homicide) on an individual and systemic level.	This should be achieved in both specialties		
Consistently demonstrate a positive and conscientious approach to the completion of your work.	Consistently demonstrate a positive and conscientious approach to the completion of your work.	This can be achieved in either specialty.		
Make clear, accurate and contemporaneous records.	Make clear, accurate and contemporaneous records.	This can be achieved in either specialty.		
Promote psychiatry of learning disability as a specialty, including acting as an advocate for patients, families and carers.	Promote CAP as a specialty, including acting as an advocate for patients aged 0-18, and parents, family members and carers of all ages.	This should be achieved in both specialties and refined in the final year.	<ul style="list-style-type: none"> Engage with the sub-specialty meetings 	<p>Certificate of attendance at CAIDPN network Reflection</p>

				<ul style="list-style-type: none"> • Join a Regional specialty academic programme in your Deanery and present on a CAP / LD associated topic 	AOT
				<ul style="list-style-type: none"> • Offer to host medical and specialty trainees in your CAP / LD clinic to show how the specialty might work 	Supervisor notes
	Maintain appropriate professional standards whilst working clinically, as a leader within a healthcare organisation and with other stakeholders.		This can be achieved in either specialty.		
	Maintain appropriate confidentiality in learning disability practice and advise other professionals within and outside the health and social care setting.		This can be achieved in either specialty.		
	Identify and challenge stigma and discrimination against people with learning disability.		This should be achieved in both specialties		
	Promote the resources available within the specialist team to the wider health and social care system, in order to enable optimal physical health of patients.		This can be achieved in the LD specialty		
	Take responsibility for raising and addressing issues of patient safety and quality of care in a timely manner.		This can be achieved in either specialty		

	Maintain appropriate professional attitudes and behaviour when managing situations of ambiguity and uncertainty		This can be achieved in either specialty		
	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice.	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice	This can be achieved in either specialty		
		Work with colleagues in a way that demonstrates appropriate professional values and behaviours, in terms of supporting colleagues, respecting difference of opinion, and working as a collaborative member of a team.	This can be achieved in either specialty		
		Work autonomously and provide clinical leadership to MDT colleagues within an appropriate supervision structure.	This can be achieved in either specialty		
High Level Outcome 2.1 (GPC 2)	Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals. Learning Disability	Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals. Child and adolescent	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
2.1 Communication	Demonstrate an understanding of your own style of verbal and nonverbal communication and the impact of this on professional relationships.	Consistently demonstrate high level skills (independent practice) in effective communication with children and young people across the age range 0-18, adopting developmentally appropriate	This should be achieved in both specialties and refined in the final year.	During routine clinical practice in a specialist CAMHS/ ID context, tailor your communication skills to take into account both developmental and	ACE Mini-ACE Mini-PAT DONCS

		techniques in assessment, communication and interaction.		chronological ages of patients	
Consistently communicate effectively with patients across the spectrum of cognitive ability, including those with neurodevelopmental disorders and relevant others, utilising a range of methods and adapting your style of communication to the patient's needs, making reasonable adjustments as appropriate.	Consistently demonstrate effective communication approaches with patients and relevant others, including those with neurodevelopmental disorders making reasonable adjustments and adaptations where appropriate, including the use of new technologies.	This should be achieved in both specialties and refined in the final year.	Work with other professionals to extend understanding of / skill in use of assisted communication techniques	ACE Mini-ACE Mini-PAT DONCS	
Demonstrate skills in supporting those for whom English is not their first language, including the use of interpreters, and providing information in other languages	Demonstrate skills in supporting those in whom English is not their first language, including the use of interpreters, and providing information in other languages	This can be achieved in either specialty			
Develop and maintain therapeutic relationships with your patients with learning disability, their families and their carers of all ages.		This can be achieved in the LD specialty and refined in the final year	Spend time with families to appreciate the impact on them of caring for a child/young person with a learning disability, as well as the complexity of professional networks around those patients and their impact on therapeutic relationships	Mini-Ace Reflection CbD Discuss in supervision Mini-PAT	
Communicate effectively with colleagues in the multidisciplinary team and promote interagency working through effective liaison with external organisations.		This can be achieved in either specialty			
Analyse complex information and express your professional opinion	Collect, assimilate, formulate and share information effectively with	This can be achieved in either specialty			

coherently through both written and verbal communication.	others, systemically, in a timely manner.			
Produce written reports within the limits of your expertise, which are coherent, comprehensive, timely, accurate, relevant, and as appropriate taking into account legal principles and requirements.	Produce specialist reports that are comprehensive, timely, accurate, appropriate to context, and within the limits of your expertise in CAP.	This should be achieved in both specialties		
Effectively explain to patients with learning disability, their families and their carers of all ages, the outcome of the assessment and the recommended care plan, considering their ideas, concerns and expectations.		This can be achieved in the LD specialty and refined in the final year.	Working with children / young people with learning disability and their families across a range of clinical contexts, maintain therapeutic optimism whilst also setting realistic goals for treatment	ACE Mini-ACE CbD DONCS DOPS Reflection
	Consistently use active listening skills and empathic language which respects the individual, removes barriers and inequalities, ensures partnership and shared decision-making and is clear, concise, non-discriminatory and non-judgemental.	This can be achieved in either specialty		
	Demonstrate an adaptable approach which considers communication, sensory and cognitive needs, as well as the ethnic, social, cultural, spiritual and religious context of a patient making reasonable adjustments where appropriate.	This should be achieved in both specialties		
	Effectively ensure active participation and collaboration with patients, families, carers of	This can be achieved in either specialty		

		all ages, and other relevant persons in a variety of clinical and non-clinical settings.			
		Manage the impact of different communication styles on patients and relevant others adapting formats tools and technologies to need.	This can be achieved in either specialty		
High Level Outcome 2.2 (GPC 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 Psychiatry of Learning Disability.	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 Child and Adolescent Psychiatry.	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
2.2 Clinical Skills	Demonstrate a person-centred holistic approach to the assessment and treatment of mental disorders in patients with learning disability considering relevant social, cultural, spiritual and religious factors.	Demonstrate an appropriate understanding of a person-centred holistic approach to mental disorders, including a knowledge of developmental, genetic and epigenetic risks (including resilience and vulnerability factors) and neurobiological influences on mental disorder.	This should be achieved in both specialties and refined in the final year.	Join, and latterly run (under supervision) clinics in different settings for young people with a learning disability plus associated mental disorders / neurodevelopmental conditions	ACE CbD Mini-ACE Reflection
	Demonstrate a working knowledge of the genetic causes of learning disability and the associated behavioural phenotypes.		This can be achieved in the LD specialty and refined in the final year.	Attend professional development sessions in clinical genetics Attend the community / developmental paediatric clinic	Log of sessions attended Reflection CbD

<p>Demonstrate an appropriate understanding of learning and behavioural stages of human development through the lifespan including awareness of normative as well as variations in presentations, for example with neurodevelopmental conditions and across cultures.</p>	<p>Apply expert knowledge of learning and behavioural stages of human development across the age range of 0-18 years, including knowledge of normative as well as variations in presentations, for example with neurodevelopmental conditions, and across cultures and apply this knowledge to daily clinical practice.</p>	<p>This should be achieved in both specialties and refined in the final year.</p>	<p>Apply expert knowledge of normal developmental trajectories to the assessment of children and young people with moderate, severe and profound learning disabilities</p> <p>Attend specialist child learning disability clinics</p> <p>Shadow school nurses based in special schools</p>	<p>ACE Mini-Ace CbD DONCS Reflections</p>
<p>Understand the principles of life span issues that affect people with learning disability and their families, and how these influence the management of transitions.</p>		<p>This can be achieved in the LD specialty and refined in the final year.</p>	<p>Participate in the local transition process to gain experience of preparing young people with different levels of learning disability, and their families, for the transition to adulthood</p> <p>Gain good understanding of local service provision and the legal and ethical implications for young people at 16 and 18, relating to transition</p>	<p>ACE Mini-Ace CbD DONCS Reflections Mini-PAT</p>
	<p>Actively promote and help patients and their families/carers to develop self-management strategies and use help from experts by experience.</p>	<p>This should be achieved in the CAP specialty.</p>		
	<p>Apply expert knowledge of the impact of human psychology, including the importance of early relationships, attachment styles, parenting, adverse childhood experiences and traumatic events</p>	<p>This should be achieved in the CAP specialty.</p>		

	on the clinical presentation of children and young people across the age range of 0-18 years.			
Demonstrate proficiency in the assessment of capacity to consent to care and treatment in patients with learning disability.		This can be achieved in the LD specialty		
Demonstrate an understanding of the social determinants of health, including economic deprivation, inadequate nutrition, educational and environmental factors and the impact of these on the aetiology and presentation of mental disorders in patients with learning disability.	Apply expert knowledge of the social determinants of health, and systemic factors including the “lived environment”; environmental factors, technologies and the impact these have on the aetiology and presentation of mental disorder across the 0-18 years age span.	This should be achieved in both specialties and refined in the final year.	Shadow a specialist child learning disability social worker and an occupational therapist Enquire about social media use amongst children and young people with learning disabilities and their parents / carers and assess the impact on mental health and safety Discuss in supervision the risks and benefits of the use of technology by children and young people with learning disabilities	ACE Mini-Ace CbD Reflections Notes in supervision
Assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate an understanding of how protected characteristics may impact on clinical presentation.	Assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate an understanding of how protected characteristics may impact on clinical presentation.	This can be achieved in either specialty		
Apply advanced knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions and adverse effects of psychotropic medication in patients with	Provide consultation to other professionals regarding the impact of psychotropic medication, psychological and psychotherapeutic interventions for patients in the 0-18 age group	This should be achieved in both specialties and refined in the final year.	Familiarise yourself with the evidence base and discuss in supervision scenarios where there is a need for off licence and symptomatic treatment	ACE Mini-Ace CbD Reflections

learning disability as appropriate when initiating, reviewing, changing or discontinuing regimes.	in a wide range of situations and settings, and regarding the interaction between physical health and mental health.		Gain clinical experience of prescribing a range of psychotropic agents in children and young people with learning disability Attend CAIDPN conference	Notes in supervision Attendance certificate
Demonstrate proficiency in obtaining a detailed psychiatric history and performing a mental state examination in patients with learning disability in both routine and urgent settings.	Receive a full psychiatric history from the patient and collateral history from a range of informants and perform a Mental State Examination (MSE) across the range of mental and neurodevelopmental as well as neuropsychiatric disorders in the 0-18 age group.	This should be achieved in both specialties.		
	Assess independently patients across the age range of 0-18 and establish management plans across a wide range of clinical settings (including Tier 4 services) and wide range of clinical situations (routine, urgent and emergency).	This should be achieved in the CAP specialty .		
Conduct a thorough physical examination, request relevant investigations and make referrals to other specialists where appropriate.	Conduct a thorough physical examination and undertake and advise on relevant physical investigations.	This can be achieved in either specialty		
Assess the general health of your patients, taking into account the impact of their physical health on their mental health needs and vice versa. This assessment should include consideration of nutritional, metabolic, endocrine and reproductive factors and disorders, and the physical and mental impact of substance use	Assess the general health of your patients (including consideration of nutritional, metabolic, endocrine and reproductive factors and disorders and the physical and mental impact of substance use and addiction on clinical presentation), taking into account the impact of their	This should be achieved in both specialties		

and addiction on clinical presentation.	physical health on their mental health needs and vice versa.			
Demonstrate proficiency in the assessment and diagnosis of mental and neurodevelopmental disorders in patients with learning disability across the spectrum of cognitive ability using classification systems as appropriate.		This should be achieved in both specialties and refined in the final year.	Compare and contrast the use in CAMHS LD of different assessment tools for adaptive behaviour and neurodevelopmental disorders Use these tools appropriately in clinical practice across the range of learning disability	Mini-Ace CbD Reflections Notes in supervision
Demonstrate proficiency in the assessment of risk in people with learning disability leading to a formulation and risk management plan.	Construct a management plan to ensure continuity of care which manages the risk of self-harm, suicide, risks to others, as well as other risks, and lead on the formulation and review of a risk management plan in collaboration with the patient, parents, persons with parental responsibility, and other professionals involved in the network around the patient.	This should be achieved in both specialties		
	Lead on managing the impact of unconscious processes through the provision of supervision and reflection, to ensure that the patient continues to receive safe and effective clinical care.	This can be achieved in both specialties		
Demonstrate proficiency in the construction of a comprehensive clinical formulation relevant to patients with learning disability and use this to devise a safe, effective and evidence-based management plan.	Establish a formulation based on the clinical presentation using an appropriate framework and share with patients and others in a timely and appropriate manner.	This should be achieved in both specialties		

Demonstrate proficiency in use of formulation to support the understanding of challenging behaviour in patients with learning disability, including the link between communication and behaviour.		This can be achieved in the LD specialty and refined in the final year.	Undertake training in positive behaviour support Shadow and work with the MDT to deliver positive behavioural support for children and young people	Attendance certificate Mini-Ace CbD Reflections
	Take into account the impact of other health issues (including feeding and nutrition, substance use, and development) in devising safe and effective medication treatment	This should be achieved in both specialties.		
Demonstrate an understanding of the utility and limitations of clinical rating scales and psychometric testing for people with learning disability with learning disability.		This should be achieved in both specialties.		
	Apply relevant classification systems to establish a psychiatric diagnosis and differential and use these in a developmentally and systemically informed manner when communicating with patients and others.	This can be achieved in either specialty		
Demonstrate skills in the assessment and management of acute mental health crises in patients with learning disability.		This should be achieved in both specialties and refined in the final year.	Take the lead in constructing the management plan for a child or young person with a learning disability in crisis, involving the complex support networks that surround them	Mini-Ace CbD DONCS Reflections Notes in supervision

	Make independent assessment and seek appropriate consultation regarding other biological treatments for mental disorders.	This can be achieved in either specialty		
Demonstrate specialist skills in the assessment and management of cognitive impairment in older patients with learning disability.		This should be achieved in the LD specialty .		
	Undertake assessment and treatment in two evidence-based psychological or psychotherapeutic modalities.	This should be achieved in the CAP specialty .		
Demonstrate an understanding of the assessment and treatment of epilepsy in patients with learning disability.		This should be achieved in the LD specialty .		
	Manage the impact of unconscious processes through the provision of supervision and reflection, to ensure that the patient continues to receive safe and effective clinical care. A good way to attain this is via regular attendance at a Balint group or case-based discussion group.	This can be achieved in either specialty		
Demonstrate advanced knowledge of psychological and psychotherapeutic treatments in the management of mental and behaviour disorders in adults with learning disability.	Assess the suitability of psychotherapeutic interventions and their effectiveness especially when used in conjunction with other treatment modalities such as psychopharmacology and other biological/physical treatments.	This should be achieved in both specialties.		

Understand the range of community and inpatient treatment options for mental and behaviour disorders in patients with learning disability.		This should be achieved in both specialties.		
Work effectively across professional interfaces by collaborating and liaising with other medical and psychiatric specialities to support provision of holistic care and treatment for your patients with learning disability.		This can be achieved in either specialty		
Demonstrate proficiency in prescribing safely and effectively for patients with learning disability in routine and urgent settings, considering the research evidence base, prescribing guidelines, individual patient factors and the views of patients and their support networks.		This should be achieved in both specialties		
Demonstrate an understanding of how physical treatments can be used for the treatment of mental disorders and apply this under supervision.	Demonstrate an understanding of how physical treatments can be used for the treatment of mental disorders and apply this under supervision.	This can be achieved in either specialty		
Work with others using a person-centred holistic approach to safely manage behavioural challenges and to support behavioural and environmental change.		This can be achieved in the LD specialty		
Evaluate the outcome of interventions and treatments in patients with learning disability.		This can be achieved in either specialty		

	Work across a variety of service settings including care homes, supported living placements, day services, educational facilities and hospitals.		This should be achieved in both specialties.		
		Lead on the timely transition of care for patients to different services actively involving patients, based on their person-centred holistic needs and systemic factors and taking into account relevant transition protocols and guidelines.	This should be achieved in both specialties		
High Level Outcome 2.3 (GPC 2)	Apply advanced management skills within <i>Psychiatry of Learning Disability</i> in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.	Apply advanced management skills within <i>Child and Adolescent Psychiatry</i> in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
2.3 Complexity & Uncertainty	Demonstrate an understanding of unconscious processes including transference, countertransference, projection and the experience of splitting, and the impact of these on professional relationships.	Recognise and understand unconscious processes, including transference, countertransference, projection and splitting and the impact of these on yourself and others.	This can be achieved in either specialty		
	Demonstrate proficiency in recognising and managing clinical uncertainty, ambiguity, divergent views and complex co-morbidities and associated risks relating to those with learning disability.	Demonstrate proficiency in recognising and safely managing clinical uncertainty, ambiguity, and complexity in those with mental disorders across the range of clinical contexts.	This can be achieved in either specialty		

	Consciously vary from established care pathways where clinically indicated and justify these decisions as needed.		This can be achieved in either specialty		
	Understand and work within the limits of your clinical capabilities, seeking timely support and consultation when needed.	Work within the limits of your clinical capabilities, seeking timely support and consultation.	This can be achieved in either specialty		
	Demonstrate an understanding of individual variation and the impact of social, cultural, spiritual and religious factors, including effects of deprivation, discrimination and racism.	Demonstrate an understanding of individual variation and the impact of social, cultural, spiritual and religious factors, including effects of deprivation, discrimination and racism.	This can be achieved in either specialty		
	Work with others to promote therapeutic optimism and hope in the management and care of patients with learning disability.		This should be achieved in the LD specialty .		
	Manage divergent views about patient care leading to appropriate clinical interventions.		This can be achieved in either specialty		
		Observe, absorb, contain and reflect on complex clinical/non-clinical situations.	This can be achieved in either specialty		
		Develop a balanced response as a part of helping other professionals in managing differences of opinion and professional disagreements in complex and uncertain situations.	This can be achieved in either specialty		
		Ensure timely review of the formulation and management of the health and care needs of patients when the outcome is not as expected or hoped for.	This can be achieved in either specialty		

High Level Outcome 3.1 (GPC 3)	Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within Psychiatry of Learning Disability .	Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within Child and Adolescent Psychiatry .	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction	Apply the current legislation governing the care and treatment of people with learning disability and mental disorders in a variety of settings, including the use of emergency powers and compulsory treatment.	Apply the current legislation governing the care and treatment of children and young people with mental disorders.	This should be achieved in both specialties.		
	Apply the principles of least restrictive practice and human rights, when considering the application of legal powers across different settings.	Balance the duty of care to the patient and the protection of others within the framework of human rights when considering the use of legal powers.	This can be achieved in either specialty		
	Demonstrate an understanding of complex ethical issues relevant to the care of people with learning disability.		This should be achieved in both specialties.		
	Give testimony at appropriately convened settings to review the legal status of a patient.		This can be achieved in either specialty		
	Meet the requirements to apply for relevant statutory approval where appropriate.	Meet the requirements to apply for relevant statutory approval where appropriate.	This can be achieved in either specialty		
		Apply knowledge of health and care systems, as well as national policies, priorities and national drivers linked with delivery of CAMHS.	This should be achieved in both specialties.		

		Apply knowledge about the role of parents/ persons with parental responsibilities and the relevant medico-legal frameworks.	This should be achieved in the CAP specialty.		
High Level Outcome 3.2 (GPC 3)	Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape. Learning disability	Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape. Child and adolescent	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
3.2 Working within NHS and organisational structures	Demonstrate understanding of the national health priorities for people with learning disability in your UK jurisdiction, including the rationale behind annual health checks and associated health plans.		This should be achieved in both specialties.		
		Provide consultation to others on the complex medico-legal frameworks in CAP and policy changes in the delivery of CAMHS.	This should be achieved in both specialties.		
		Provide clinical leadership and consultation regarding the complex context of the patient's developing competence/ capacity as well as their confidentiality, in terms of seeking their consent, active participation and collaboration in decision making about treatments.	This should be achieved in the CAP specialty .		
High Level Outcome 4	Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients	Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within	When key capability should be	Activity	Evidence

(GPC 4)	within Psychiatry of Learning Disability and the wider community.	Child and Adolescent Psychiatry and the wider community.	achieved / refined.		
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
4.1 Health promotion and illness prevention in community settings	Apply an understanding of the range of health inequalities faced by people with learning disability and the multiple factors that contribute to premature mortality.		This should be achieved in the LD specialty .		
		Apply knowledge of social determinants of mental health (such as societal health inequalities, the social, economic, cultural, spiritual and religious factors and impact of technology) to promote good mental health.	This can be achieved in either specialty		
	Demonstrate an understanding of public health as it applies to people with learning disability, including mortality and morbidity data and how this relates to health disparity.		This should be achieved in the LD specialty .		
	Develop an understanding of the local data and how this compares with regional/national data.		This should be achieved in the LD specialty .		
	Work with primary care, secondary care and statutory services as required to support your patients with learning disability in having their health needs met.		This should be achieved in the LD specialty .		
	Promote a healthy lifestyle in patients with learning disability and an understanding of the interrelationship between the		This should be achieved in the LD specialty .		

	body and the mind including the management of sleep, mental and physical disorders.				
	Demonstrate knowledge of the screening required in your patients with a genetic cause of their intellectual disability with appropriate onward referral/advice.		This should be achieved in the LD specialty .		
	Demonstrate an understanding of the physical health conditions associated with the most significant causes of morbidity and mortality in people with learning disability and engage with the local mortality review process for people with learning disability.		This should be achieved in the LD specialty .		
	Demonstrate advanced understanding of the concept of diagnostic overshadowing and how this affects people with learning disability and the care they receive, including challenging when this occurs in both primary and secondary care.		This should be achieved in the LD specialty .		
	Demonstrate advocacy for your patients and support other health professionals to make reasonable adjustments.		This can be achieved in the LD specialty and refined in the final year.	Participate in multi-agency planning meetings in relation to appropriate interventions / placements to meet the complex needs of children and young people with learning disability Advocate for resources that meet their needs	DONCS CbD Reflection Case log
		Identify and challenge stigma and other barriers to accessing	This should be achieved in		

		child and adolescent mental health services.	both specialties.		
		Collaboratively work with the wider community around health promotion and illness prevention with regards to children and young people addressing health inequalities and the social, cultural, spiritual and religious determinants of health.	Collaborative working This should be achieved in both specialties.		
		Demonstrate understanding of the national health priorities in your UK jurisdiction, including the rationale behind annual health checks and associated health plans.	This should be achieved in both specialties.		
		Understand the benefits as well as potential harms and risks inherent in health-care interventions and apply this understanding in working with children and young people.	This should be achieved in both specialties.		
		Apply understanding of the link between good emotional mental health and quality of life for children and young people.	This should be achieved in both specialties.		
		Advocate for early intervention to promote health.	This should be achieved in both specialties.		
High Level Outcome 5 (GPC 5)	Demonstrate effective team working and leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	Demonstrate effective team working and leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	When key capability should be achieved / refined.	Activity	Evidence

	Learning disability	Child and adolescent			
Themes	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
5.1 Teamworking	Recognise the strengths and weaknesses within a team and demonstrate how to work with these, using emotional intelligence and maintaining an awareness of one's own cognitive biases.	Use your understanding of how individual personal qualities, emotions and behaviours impact on teamworking and the quality of patient care.	This can be achieved in either specialty		
	Work in collaboration with patients with learning disability, their families and carers of all ages, and the multi-disciplinary team.		This should be achieved in both specialties		
	Appraise, question and challenge the performance of other team members when standards appear to be compromised, and escalate concerns appropriately.	Appraise the performance of colleagues and escalate concerns.	This can be achieved in either specialty		
		Understand team dynamics and use effective negotiation skills to resolve conflict and dysfunction.	This can be achieved in either specialty		
		Model, educate and adapt the service, using conflict resolution skills within and between teams, co-producing improvements with patients and carers.	This can be achieved in either specialty		
5.2 Leadership	Understand the importance of leadership and the role of a consultant psychiatrist in intellectual disability, in the context of team and multiagency working.	Demonstrate leadership in the context of team and multiagency working.	This can be achieved in either specialty		

	Develop and apply your own advanced leadership skills in a variety of clinical and non-clinical settings.	Demonstrate the development and application of your own leadership skills in a variety of clinical and non-clinical settings.	This can be achieved in either specialty		
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.	This can be achieved in either specialty		
	Demonstrate an understanding of how your own advanced leadership skills and behaviours impact on others and adapt your approach where appropriate to meet the needs of the team.	Demonstrate an understanding of how your own leadership style and approach impact on others, adapting your approach to meet the needs of the team.	This can be achieved in either specialty		
	Understand the principles of mentoring and its role in career development and apply this knowledge in your practice.	Mentor and support colleagues to enhance their performance and support their development.	This can be achieved in either specialty		
	Lead, support and supervise others in both clinical and non-clinical settings.		This can be achieved in either specialty		
	Demonstrate an understanding of the principles underpinning the management and delivery of services for people with learning disability.		This can be achieved in the LD specialty and refined in the final year.	Attend relevant management meetings Shadow CAP/LD leaders and managers	DONCS Reflection Discussion in supervision
				Seek opportunities to share your clinical views on effective evidence-based practice in CAP / LD	CbD DONCS Reflection Discussion in supervision

	Manage and lead on improving and adapting the service in which you work, including managing referrals and delegating work appropriately.		This can be achieved in either specialty		
		Apply an understanding of approaches and techniques of leadership.	This can be achieved in either specialty		
		Demonstrate an understanding of your own leadership skills and behaviours, the impact these have on others, reflect on and explain decisions in a transparent manner.	Either This can be achieved in either specialty		
High Level Outcome 6 (GPC 6)	Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder. Learning disability	Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder. Child and adolescent	When key capability should be achieved / refined.	Activity	Evidence
Themes	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
6.1 Patient safety	Understand and apply the principles of clinical governance, taking into account the impact of human factors and team dynamics, to assure patient safety and quality of clinical care.	Understand and apply the principles of clinical governance and the impact of 'human factors' and team dynamics to assure patient safety and quality of clinical care.	This can be achieved in either specialty		
	Apply understanding of the serious incident review process taking appropriate action where required.		This can be achieved in either specialty		
	Demonstrate knowledge of risk management issues for services for people with learning disability, including risks to		This should be achieved in both specialties		

	patients, families, carers of all ages, staff and members of the public.				
	Understand the role of environmental risk assessment in learning disability settings and apply the principles of this to the settings in which you work.		This should be achieved in both specialties		
	Demonstrate knowledge of the relevant policies and procedures for patient safety in your organisation and how to escalate concerns if these arise.	Raise and address issues of patient safety and quality of care in a timely manner.	This can be achieved in either specialty		
		Advocate for the inclusion of the 'voice' of patients and families/carers as an important part of assuring patient safety and quality of services.	This can be achieved in either specialty		
6.2 Quality improvement	Demonstrate knowledge of a range of quality improvement methodologies for developing creative solutions to improve services and apply this knowledge through participation and leadership of activity in your service.	Use quality improvement methodologies to identify and implement improvements within your service.	This can be achieved in either specialty		
	Demonstrate knowledge of mechanisms for obtaining feedback from patients, the public, staff and other interested groups, and utilise the feedback obtained to implement/manage change.		This can be achieved in either specialty		
	Understand the role of the 'expert by experience' in improving patient care and support patients with learning disability and their families and	Understand the role of the voice of the child and young person ('expert by experience') in improving patient care.	This can be achieved in either specialty		

	carers of all ages to undertake this role.				
	Demonstrate a clear understanding of local complaints procedures and participate in handling complaints made about services.		This can be achieved in either specialty		
	Participate in and lead on clinical governance activities, risk management and audit in order to improve the quality of the service.		This can be achieved in either specialty		
	Apply audit principles, relevant clinical guidelines and integrated care pathways to your own work and team practice.		This can be achieved in either specialty		
High Level Outcome 7 (GPC 7)	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.	Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Child and Adolescent Psychiatry . Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.	When key capability should be achieved / refined.	Activity	Evidence
Themes	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
7.1 Safeguarding	Recognise any health concerns, emotional and economic pressures impacting on carers of all ages, which contribute to vulnerability and safeguarding concerns in your patients with learning disability.		This should be achieved in both specialties		

	Work within legislative frameworks and local processes to anticipate and report safeguarding concerns, providing leadership when necessary.	Raise safeguarding concerns in a timely manner, with the relevant professionals and agencies, and actively participate in safeguarding processes.	This should be achieved in both specialties		
	Understand the role and responsibilities of psychiatric services in safeguarding people with learning disability and their support networks.		This can be achieved in either specialty		
	Demonstrate an understanding around the use of safe, approved restrictive interventions in psychiatric services and the guidance surrounding this and work with others to minimise the use of these in clinical practice.		This should be achieved in both specialties and refined in the final year.	Visit specialist educational / care placements to gain appreciation of safe and restrictive interventions within the appropriate legal framework.	CbD Reflection Discussion in supervision
	Recognise signs of abuse and trauma in people with learning disability, their families, carers of all ages and the wider community.		This should be achieved in both specialties		
	Demonstrate applied knowledge of risk management, including risks to patients with learning disability, carers of all ages, staff and members of the public.		This should be achieved in both specialties		
	Assess risk, capacity to consent and the need for detention in complex cases with learning disability.		This should be achieved in both specialties		
	Demonstrate an understanding of the issues around confidentiality in learning disability practice.		This should be achieved in both specialties		

	Include the views and voice of the person with learning disability when working within safeguarding processes, mindful of capacity.		This should be achieved in both specialties		
		Apply knowledge of the developmental stages of children and young people, relevant legislative frameworks, and systemic sociocultural, spiritual and religious issues, to assess safeguarding needs of patients and others.	This should be achieved in both specialties		
		Advocate, educate, support, and supervise colleagues in the recognition of safeguarding concerns, and how to act in a timely manner within relevant local protocols.	This can be achieved in either specialty		
High Level Outcome 8.1 (GPC 8)	Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings. Learning disability	Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings Child and adolescent.	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
8.1 Education & Training	Provide education and training to medical, multi-disciplinary and multi-agency colleagues including effective planning, delivery techniques and feedback using technology as appropriate.	Provide education and training to medical and multi-agency colleagues including effective planning, delivery techniques and the use of feedback.	This can be achieved in either specialty		

	Demonstrate knowledge of the process of continuing professional development and its role in maintaining practice and supporting revalidation.	Understand your own training needs and pursue your own continuing professional development.	This can be achieved in either specialty		
	Apply the principles of co-production in teaching and training with people with learning disability and their families/carers.	Understand the principles of co-production and have the ability to collaborate with children and young people and families/ carers to deliver education and training.	This should be achieved in both specialties		
High Level Outcome 8.2 (GPC 8)	Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments. Learning disability	Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments. Child and adolescent	When key capability should be achieved / refined.	Activity	Evidence
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
8.2 Supervision	Apply knowledge of the principles of clinical and psychiatric supervision, providing safe and effective clinical supervision in both emergency and non-emergency situations, in a timely manner.	Demonstrate the professional qualities of an effective trainer, teaching and guiding individuals and groups, providing safe and effective clinical supervision in emergency and non-emergency situations or settings.	This can be achieved in either specialty		
	Actively participate in clinical, psychiatric and educational supervision.		This can be achieved in either specialty		
		Provide clinical supervision and mentoring including those in training and within the multi professional team.	This can be achieved in either specialty		
High Level Outcome 9	Apply an up-to-date advanced knowledge of research methodology, critical appraisal	Apply an up-to-date advanced knowledge of research methodology, critical appraisal	When key capability should be	Activity	Evidence

(GPC 9)	and best practice guidance to clinical practice, following ethical and good governance principles. Learning disability	and best practice guidance to clinical practice, following ethical and good governance principles. Child and adolescent	achieved / refined.		
Theme	Key Capabilities (KCs). By the end of ST6, you will be able to:	Key Capabilities (KCs). By the end of ST6, you will be able to:			
9.1 Undertaking research and critical appraisal	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.	This can be achieved in either specialty		
	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.	This can be achieved in either specialty		
	Apply knowledge of up-to-date appropriate statistical methods.	Apply knowledge of up to date appropriate statistical methods.	This can be achieved in either specialty		
	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.	This can be achieved in either specialty		
	Work within ethical frameworks when carrying out or appraising research.	Work within ethical frameworks when carrying out or appraising research.	This can be achieved in either specialty		
	Apply the principles of Research Study Protocols where available.	Apply the principles of Research Study Protocols where available.	This can be achieved in either specialty		
	Demonstrate practical contribution to an ethically approved research study where relevant research support is available.	Demonstrate practical contribution to an ethically approved research study.	This can be achieved in either specialty		

		Undertake research or academic activity, including a literature review at a level suitable for publication in a peer reviewed journal.	This can be achieved in either specialty		
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