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# Psychiatry of Learning Disability

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

Version 1.0

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# Purpose Statement

The specialty of Psychiatry of Learning Disability is currently undergoing a change in terminology to Psychiatry of Intellectual Disability, in line with current thinking and practice. The GMC is in support of the change, however in order for the change to be reflected in our CCT and specialist registers, the name must firstly be changed by legislation. Until this point in time we are required to continue using the term Psychiatry of Learning Disability in relation to our training curriculum and to the CCT awarded on successful completion of training.

Learning disability is defined as: 'A condition of arrested or incomplete development of the mind, which is especially characterised by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence, i.e. cognitive, language, motor, and social abilities'.

The diagnosis requires:

- IQ of below 70.
- Deficits in one or more areas of adaptive functioning, for example, communication, social participation, independent living.
- Onset during the developmental period (up to age 18).

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<sup>1</sup> in this patient group.

The need for psychiatrists across the specialties is growing throughout the UK<sup>2 3 4</sup>. 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%<sup>5</sup>; across the Learning disability population, there is an association between severe to profound Learning disability and mental ill-health<sup>6</sup>. Psychiatrists work with people with Learning disabilities across service transitions with other psychiatric specialties across the UK.

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<sup>1</sup> [RCPsych College Report \(CR203\) – Management of Epilepsy in Adults with Intellectual Disability \(May 2017\)](#)

<sup>2</sup> [Facing the Facts, Shaping the Future – Health and Care Workforce Strategy for England to 2027](#)

<sup>3</sup> [The commission to review the provision of acute inpatient psychiatric care for Adults in England, Wales and Northern Ireland](#)

<sup>4</sup> [The State of Care in Mental Health Services, 2014 – 2017, CQC \(2014\)](#)

<sup>5</sup> [Learning disability and mental health – Mencap 2019](#)

<sup>6</sup> [Cooper SA, Smiley E, Morrison J, Williamson A, Allan L. Mental ill-health in adults with intellectual disabilities: prevalence and associated factors. \*British Journal of Psychiatry\* \(2007\); 190: 27-35](#)

They work with other teams, within the health service (e.g., specialist Autism teams), external agencies (e.g., social care and education) and the independent and third sectors, to provide systemic, holistic<sup>7</sup> person-centred<sup>8</sup> care. Learning disability psychiatrists work in a range of clinical settings in the community and inpatient services. They work with children, adults and offenders with Learning disabilities.

NHS England has stated in the NHS Long Term Plan that it is important for people with Learning disabilities to access mainstream services with support from specialist services where necessary, but equally that many people with Learning disabilities need to access specialist services to optimise their mental health<sup>9</sup>. The 2016 NICE guidance on mental health problems in people with Learning disabilities<sup>10</sup> highlights the key role of specialists with expertise in treating mental health problems in this population.

The Welsh Government's 'Together for Mental Health' 10-year strategy published in 2012 highlights the need for primary mental health services to be skilled and supported by Learning Disability Specialist Teams<sup>11</sup>.

The 2018 'Improving Lives' Programme for people with Learning disabilities includes the recommendation that people with complex needs have timely and easy access to specialist Learning disability services through maintaining multidisciplinary teams, and developing appropriate care services, including mental health and out of hours access<sup>12</sup>.

The Scottish Mental Health Strategy<sup>13</sup> has identified the need to shift the balance of care towards mental health. Following on from this, the Scottish Government has included people with Learning disabilities in the new Mental Health Quality Indicators, so that people's experiences can be improved<sup>14</sup>.

Northern Ireland has higher levels of mental ill health than any other region in the UK<sup>15</sup>. An independent review of Mental Health and Learning disability service provision identified that building up the range of specialist mental health services is required to meet that need<sup>16</sup>.

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<sup>7</sup> **Holistic model / approach** – understanding and applying the psychological, biological, social, cultural and spiritual context in the delivery of person-centred mental healthcare.

<sup>8</sup> **Person-centred** – focuses on the patient as a person, with 'personhood' being its superordinate principle. Takes into account all protected characteristics in doing this.

<sup>9</sup> [NHS England: National Plan – Building the right support \(October 2015\)](#)

<sup>10</sup> [Mental Health problems in people with learning disabilities: prevention, assessment and management \(NICE guideline, NG54\) \(September 2016\)](#)

<sup>11</sup> [Together for Mental Health: A Strategy for Mental Health and Wellbeing in Wales](#)

<sup>12</sup> [Learning Disability – Improving Lives Programme \(June 2018\), Wales](#)

<sup>13</sup> [Scottish Mental Health Strategy, 2017 – 2027 \(March 2017\)](#)

<sup>14</sup> [Mental Health Quality Indicator Profile, ISD Scotland \(February 2019\)](#)

<sup>15</sup> [Making life better: A whole system strategic framework for public health](#)

<sup>16</sup> [Evaluation of the 2009-2011 Bamford Action Plan \(December 2011\). Department of Health, Social Services and Public Safety, Northern Ireland.](#)

Training in Psychiatry of Learning disability begins with recruitment to the training programme, after successful completion of Core psychiatric training and the MRCPsych examinations.

It is recommended that training in Psychiatry of Learning Disability is undertaken over a recommended 36 months whole time equivalent (WTE) in order to achieve the required capabilities and gain the necessary experience to practice as a Consultant Psychiatrist in Learning Disability. Successful completion of the training programme leads to entry on to the Specialist Register.

The Psychiatry of Learning disability curriculum builds on the clinical capabilities attained in Core psychiatric training such as advanced communication and interpersonal skills, examination skills, formulation, diagnosis and treatment to a mastery level. The particular focus at higher level is on adapting these skills to meet the needs of people with Learning disabilities. It also involves the further development of capabilities such as leadership and management, teaching, research and quality improvement.

By the end of ST6 trainees in Psychiatry of Learning disability will have developed the necessary capabilities to gain a CCT in this specialty registerable with the GMC, and will be ready to practice as a Consultant Psychiatrist in Learning Disability.

These capabilities include specialist skills in the assessment, formulation, diagnosis and management of mental disorders, behavioural challenges, neurodevelopmental disorders and epilepsy in people with Learning disabilities.

Trainees will have developed high level communication skills and specialist clinical expertise in the complex presentation of mental disorders in this population and be able to manage both simple and complex presentations at all levels of intellectual and communicative functioning.

They will also develop specialist capabilities in the delivery of psychological, pharmacological, and social interventions modified to meet the unique needs of people with Learning disabilities.

Training will be delivered in multidisciplinary teams in community, inpatient and settings across both health and social care services.

Trainees will have particular expertise in applying legal frameworks surrounding capacity/incapacity and mental disorder and be fully versed in the management of risk in patients with Learning disabilities.

They will practice systemic, holistic care for people throughout the patient journey, taking into account the psychological, biomedical and social context for each individual and be active advocates for their patients within the wider health and social care system.

People with Learning disabilities experience the same range of mental disorders as the wider population, albeit with a more varied presentation dependant on developmental level, cognitive profile and nature of any communication impairment. Higher level trainees will, therefore, gain experience of assessing and

managing the full range of mental illnesses as seen by other psychiatric specialties, allowing for flexibility and transferability of skills.

Psychiatry of Learning disability has limited interdependencies with other specialties.

The following is a list of medical specialists that a CCT holder in Psychiatry of Learning Disability will work with as part of the regular service delivery:

- Child and Adolescent Psychiatry
- General Psychiatry
- Forensic Psychiatry
- Old Age Psychiatry
- Liaison Psychiatry
- General Practitioners
- Secondary Care Specialists including Medicine and Surgery specialists, in particular we work closely with Neurology, Cardiology, Genetics and Sleep specialists.
- Paediatrics.

Wider professionals may include:

- Health professionals in the ID Multidisciplinary Team including Learning Disability nurses, speech and language therapists, Occupational therapists, Psychologists and psychotherapists, Physiotherapists.
- ID Crisis / Intensive Support Teams
- Neurodevelopmental teams e.g., Autism support teams.
- Primary care/secondary care ID liaison nurses
- Dental services including specialist dentists
- Dietitians
- Pharmacists
- Social workers.
- Education
- Police/probation/CJS
- Advocates / IMCAs
- Third sector
- Support providers
- Private sector providers
- Health and Social Care Commissioners
- Healthcare regulators e.g., CQC

The recommended three years spent in training will provide appropriate development of transferable skills and experience (e.g., advanced leadership, emergency psychiatry and complex decision making) as well as specialised skills and experience in Psychiatry of Learning disability. Trainees will also have transferrable skills and expertise in the diagnosis and management of neurodevelopmental disorders, including Autism and ADHD, which they can apply within the wider psychiatric population.

Trainees may also undertake dual training with Child and Adolescent Psychiatry<sup>17</sup> building upon skills from training in Psychiatry of Learning disability. The GMC approved dual-training programmes include shared capabilities and combinations of skills and experience for diverse service and population needs.

Due to these shared capabilities, dual training programmes can be undertaken in less than six years, the standard recommended training time for training in two psychiatric specialties.

The learning outcomes in the Psychiatry of Learning Disability curriculum are mapped to the Generic Professional Capabilities (GPC) Framework, ensuring ease of transfer between medical specialties.

Through attainment of the High-Level Learning Outcomes (HLOs), this curriculum will enable trainees to lead and work in multidisciplinary and multi-professional teams, provide leadership and participate in research, teaching and training across a variety of clinical settings. It will also enable trainees to gain experience in formulating person-centred, systemic, holistic management plans for people with Learning disabilities and their care and support networks.

***This purpose statement has been endorsed by the GMC's Curriculum Oversight Group and confirmed as meeting the needs of the health services of the countries of the UK.***

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<sup>17</sup> [GMC Approved Dual Training Programmes in Psychiatry](#)

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, <a href="#">Core Values for Psychiatrists (CR204)</a> and other relevant faculty guidance.
Themes	Key Capabilities (KCs). By the end of ST6, you will be able to:
<b>1.1 Professional Relationships</b>	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.
	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
	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 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.
	Understand the fundamental role of multidisciplinary team working in learning disability practice and the role of the psychiatrist within this.
	Apply an understanding of how culture and community influence patients with learning disability and their families, affecting their interaction with services.
	Set and maintain professional boundaries with stakeholders, for example adult services, commissioners, support providers, legal professionals, the police and primary and secondary care.
	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.
<b>1.2 Professional Standards</b>	Understand the impact of workload, patient, team and organisational dynamics on your own well-being.
	Use supervision and reflection effectively, recognising your skills, limitations and your duty of candour.
	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.

	Actively use and promote reflective practice in your team to address the emotional impact of work on yourself, the individual and the team.
	Consistently demonstrate a positive and conscientious approach to the completion of your work.
	Make clear, accurate and contemporaneous records.
	Promote psychiatry of learning disability as a specialty, including acting as an advocate for patients, families and carers.
	Maintain appropriate professional standards whilst working clinically, as a leader within a healthcare organisation and with other stakeholders.
	Maintain appropriate confidentiality in learning disability practice and advise other professionals within and outside the health and social care setting.
	Identify and challenge stigma and discrimination against people with learning disability.
	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.
	Take responsibility for raising and addressing issues of patient safety and quality of care in a timely manner.
	Maintain appropriate professional attitudes and behaviour when managing situations of ambiguity and uncertainty
	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice.

<b>High Level Outcome 2.1 (GPC 2)</b>	<b>Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>2.1 Communication</b>	Demonstrate an understanding of your own style of verbal and nonverbal communication and the impact of this on professional relationships.
	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.



	Demonstrate skills in supporting those for whom English is not their first language, including the use of interpreters, and providing information in other languages
	Develop and maintain therapeutic relationships with your patients with learning disability, their families and their carers of all ages.
	Communicate effectively with colleagues in the multidisciplinary team and promote interagency working through effective liaison with external organisations.
	Analyse complex information and express your professional opinion coherently through both written and verbal communication.
	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.
	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.
<b>High Level Outcome 2.2 (GPC 2)</b>	<b>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.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>2.2 Clinical Skills</b>	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 a working knowledge of the genetic causes of learning disability and the associated behavioural phenotypes.
	Understand the principles of life span issues that affect people with learning disability and their families, and how these influence the management of transitions.
	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.
	Demonstrate proficiency in the assessment of capacity to consent to care and treatment in patients with learning disability.

	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 advanced knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions and adverse effects of psychotropic medication in patients with learning disability as appropriate when initiating, reviewing, changing or discontinuing regimes.
	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.
	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.
	Conduct a thorough physical examination, request relevant investigations and make referrals to other specialists where appropriate.
	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 and addiction on clinical presentation.
	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.
	Demonstrate proficiency in the assessment of risk in people with learning disability leading to a formulation and risk management plan.
	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.
	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.
	Demonstrate an understanding of the utility and limitations of clinical rating scales and psychometric testing for people with learning disability with learning disability.

	Demonstrate skills in the assessment and management of acute mental health crises in patients with learning disability.
	Demonstrate specialist skills in the assessment and management of cognitive impairment in older patients with learning disability.
	Demonstrate an understanding of the assessment and treatment of epilepsy in patients with learning disability.
	Demonstrate advanced knowledge of psychological and psychotherapeutic treatments in the management of mental and behaviour disorders in adults with learning disability.
	Understand the range of community and inpatient treatment options for mental and behaviour disorders in patients with learning disability.
	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.
	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.
	Demonstrate an understanding of how physical treatments can be used for the treatment of mental disorders and apply this under supervision.
	Work with others using a person-centred holistic approach to safely manage behavioural challenges and to support behavioural and environmental change.
	Evaluate the outcome of interventions and treatments in patients with learning disability.
	Work across a variety of service settings including care homes, supported living placements, day services, educational facilities and hospitals.

<b>High Level Outcome 2.3 (GPC 2)</b>	<b>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.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>2.3 Complexity &amp; Uncertainty</b>	Demonstrate an understanding of unconscious processes including transference, countertransference, projection and the experience of splitting, and the impact of these on professional relationships.
	Demonstrate proficiency in recognising and managing clinical uncertainty, ambiguity, divergent views and complex co-morbidities and associated risks relating to those with learning disability.
	Consciously vary from established care pathways where clinically indicated and justify these decisions as needed.
	Understand and work within the limits of your clinical capabilities, seeking timely support and consultation when needed.
	Demonstrate an understanding of individual variation and the impact of social, cultural, spiritual and religious factors, including effects of deprivation, discrimination and racism.
	Work with others to promote therapeutic optimism and hope in the management and care of patients with learning disability.
	Manage divergent views about patient care leading to appropriate clinical interventions.

<b>High Level Outcome 3.1 (GPC 3)</b>	<b>Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within Psychiatry of Learning Disability.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</b>	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 principles of least restrictive practice and human rights, when considering the application of legal powers across different settings.
	Demonstrate an understanding of complex ethical issues relevant to the care of people with learning disability.

	Give testimony at appropriately convened settings to review the legal status of a patient.
	Meet the requirements to apply for relevant statutory approval where appropriate.
<b>High Level Outcome 3.2 (GPC 3)</b>	<b>Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>3.2 Working within NHS and organisational structures</b>	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.
<b>High Level Outcome 4 (GPC 4)</b>	<b>Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Psychiatry of Learning Disability and the wider community.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>4.1 Health promotion and illness prevention in community settings</b>	Apply an understanding of the range of health inequalities faced by people with learning disability and the multiple factors that contribute to premature mortality.
	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.
	Work with primary care, secondary care and statutory services as required to support your patients with learning disability in having their health needs met.
	Promote a healthy lifestyle in patients with learning disability and an understanding of the interrelationship between the body and the mind including the management of sleep, mental and physical disorders.
	Develop an understanding of the local data and how this compares with regional/national data.
	Demonstrate knowledge of the screening required in your patients with a genetic cause of their learning disability with appropriate onward referral/advice.
	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.

	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.
	Demonstrate advocacy for your patients and support other health professionals to make reasonable adjustments.

<b>High Level Outcome 5 (GPC 5)</b>	<b>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.</b>
<b>Themes</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>5.1 Teamworking</b>	<p>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.</p> <p>Work in collaboration with patients with learning disability, their families and carers of all ages, and the multi-disciplinary team.</p> <p>Appraise, question and challenge the performance of other team members when standards appear to be compromised, and escalate concerns appropriately.</p>
<b>5.2 Leadership</b>	<p>Understand the importance of leadership and the role of a consultant psychiatrist in learning disability, in the context of team and multiagency working.</p> <p>Develop and apply your own advanced leadership skills in a variety of clinical and non-clinical settings.</p> <p>Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.</p> <p>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.</p> <p>Lead, support and supervise others in both clinical and non-clinical settings.</p> <p>Understand the principles of mentoring and its role in career development and apply this knowledge in your practice.</p> <p>Demonstrate an understanding of the principles underpinning the management and delivery of services for people with learning disability.</p>

	Manage and lead on improving and adapting the service in which you work, including managing referrals and delegating work appropriately.
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<b>High Level Outcome 6 (GPC 6)</b>	<b>Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder.</b>
<b>Themes</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>6.1 Patient safety</b>	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.
	Apply understanding of the serious incident review process taking appropriate action where required.
	Demonstrate knowledge of risk management issues for services for people with learning disability, including risks to 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.
	Demonstrate knowledge of the relevant policies and procedures for patient safety in your organisation and how to escalate concerns if these arise.
<b>6.2 Quality improvement</b>	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.
	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.
	Understand the role of the 'expert by experience' in improving patient care and support patients with learning disability and their families and carers of all ages to undertake this role.
	Demonstrate a clear understanding of local complaints procedures and participate in handling complaints made about services.
	Participate in and lead on clinical governance activities, risk management and audit in order to improve the quality of the service.
	Apply audit principles, relevant clinical guidelines and integrated care pathways to your own work and team practice.

<b>High Level Outcome 7 (GPC 7)</b>	<p>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Psychiatry of Learning Disability.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</p>
<b>Themes</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>7.1 Safeguarding</b>	<p>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.</p> <p>Work within legislative frameworks and local processes to anticipate and report safeguarding concerns, providing leadership when necessary.</p> <p>Understand the role and responsibilities of psychiatric services in safeguarding people with learning disability and their support networks.</p> <p>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.</p> <p>Recognise signs of abuse and trauma in people with learning disability, their families, carers of all ages and the wider community.</p> <p>Demonstrate applied knowledge of risk management, including risks to patients with learning disability, carers of all ages, staff and members of the public.</p> <p>Assess risk, capacity to consent and the need for detention in complex cases with learning disability.</p> <p>Demonstrate an understanding of the issues around confidentiality in learning disability practice.</p> <p>Include the views and voice of the person with learning disability when working within safeguarding processes, mindful of capacity.</p>



<b>High Level Outcome 8.1 (GPC 8)</b>	<b>Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>8.1 Education &amp; Training</b>	Provide education and training to medical, multi-disciplinary and multi-agency colleagues including effective planning, delivery techniques and feedback using technology as appropriate.
	Demonstrate knowledge of the process of continuing professional development and its role in maintaining practice and supporting revalidation.
	Apply the principles of co-production in teaching and training with people with learning disability and their families/carers.
<b>High Level Outcome 8.2 (GPC 8)</b>	<b>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>8.2 Supervision</b>	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.
	Actively participate in clinical, psychiatric and educational supervision.

<b>High Level Outcome 9 (GPC 9)</b>	<b>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.</b>
<b>Theme</b>	<b>Key Capabilities (KCs). By the end of ST6, you will be able to:</b>
<b>9.1 Undertaking research and critical appraisal</b>	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.
	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.
	Apply knowledge of up-to-date appropriate statistical methods.
	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.

	Work within ethical frameworks when carrying out or appraising research.
	Apply the principles of Research Study Protocols where available.
	Demonstrate practical contribution to an ethically approved research study where relevant research support is available.

## Additional References

1. [Health matters: reducing health inequalities in mental illness \(December 2018\)](#)
2. [NHS Long term plan - 2019](#)
3. [Learning Disabilities Observatory – People with learning disabilities in England 2015: Main report](#)
4. [Transforming Care for People with Learning Disabilities – Next Steps \(January 2015\)](#)
5. [Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition. NHS England, ADASS and LGA joint report \(October 2015\)](#)
6. [Autism spectrum disorder in adults: diagnosis and management \(CG142\). NICE \(June 2012\)](#)
7. [The Learning Disability Mortality Review \(LeDeR\) Programme: Annual Report 2018. NHS England.](#)
8. [The five year forward view for mental health: A report from the independent Mental Health Taskforce to the NHS in England \(February 2016\)](#)
9. [Making change possible: A Transformation Fund for the NHS](#)
10. [Mental Health Under Pressure: Briefing. The Kings Fund](#)
11. [Transforming care: A national response to Winterbourne View Hospital. Department of Health \(December 2012\)](#)
12. [Winterbourne View – Time for Change: Transforming the commissioning of services for people with learning disabilities and/or autism \(2014\)](#)