

Learning Disability Psychiatry

This guidance is to help doctors who are applying for entry onto the Specialist Register with a CESR in Learning Disability Psychiatry. You will also need to read the [Learning Disability Psychiatry Curriculum documentation](#).

Can I get advice before I submit my application?

You can [contact us](#) and ask to speak to the Certification team for advice before you apply. You are strongly advised to contact the Royal College of Psychiatrists ([RCPsych](#)) for guidance **before** you submit an application or a reapplication.

What is the indicative period of training for a Certificate of Completion of Training (CCT) in Learning Disability Psychiatry?

The indicative period of training for a CCT in Learning Disability Psychiatry is six years and it is very unlikely that an applicant would achieve the competencies required for a CCT in a shorter period of time.

The structure of the programme (in indicative timescales) is three years in Core Psychiatric training, followed by three years in Learning Disability Psychiatry. Therefore applicants need to demonstrate that they have achieved the competencies required for both of these stages.

This list is given for example purposes only and is not exhaustive – for a complete list refer to the [Learning Disability Psychiatry Curriculum documentation](#).

If you have an international qualification and want to obtain MRCPsych equivalence please follow this [link](#). Please note that this is not compulsory for application.

Applicants may alternatively provide evidence of learning/knowledge covering a broad range of the topics covered in the MRCPsych examination (see Appendix A).

This could include evidence of attendance at suitable training courses, examination syllabi and results, self-directed learning with evaluation reports eg BMJ, RCPsych e-Learning, published articles, reviews and original research.

Submitting your evidence

Do not submit original documents. All your copies **must** be authenticated or **validated**, and **anonymised**. You can read an explanation of this in our [important notice about evidence](#). You will also need to submit translations of any documents that are not in English. Please ensure the translations you submit meet our [translation requirements](#).

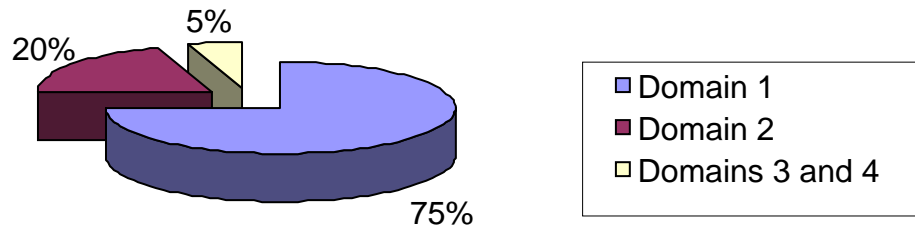
How much evidence to submit

This guidance on documents to supply is not exhaustive and you may have alternative evidence. We recognise that you may not have all the evidence listed here and you may wish to delay submitting an application until you are able to gather it.

Your evidence **must** cover the knowledge, skills and qualifications to demonstrate the required competencies in all areas of the [Learning Disability Psychiatry Curriculum documentation](#). If evidence is missing from one area of the curriculum for example, then the application may fail.

If you have a piece of evidence that is relevant to more than one domain, do not include multiple copies in your bundle. Instead, include one copy and list it in your evidence list under each relevant area, stating that the document is located elsewhere. (For example you might state: “document included in teaching and training section”.)

Evidence breakdown



Your application should fit inside a foolscap box file (24cmx34cmx7cm). If it does not, it is likely that you have included documentation not relevant to your application. Please do not send your application inside a box, this is just to give an indication of the size.

Types of evidence are divided into four different domains. We recommend that you apportion the evidence you provide with your application as shown in the pie chart.

Domain 1: 75%

Domain 2: 20%

Domains 3 and 4: 5%

It is important to note that you will not be able to compensate for shortfalls in your evidence of training and experience in a particular area of the curriculum by providing extra evidence in other areas.

Unsuccessful applications or poor evidence

It is our experience that applications from doctors in the specialty of Learning Disability Psychiatry are often submitted with inadequate or poor evidence in the following areas:

- demonstrating a full range of clinical experience
- participating in CPD
- participation in their own annual service Appraisal or ARCP /RITA for training grades.
- case histories provided do not cover all the areas required to demonstrate competence across full breadth and depth of curriculum
- case reports that are incomplete or have insufficient detail / content

- unprofessional writing style
- Data Protection issues (most commonly patient data)
- lack of Audits and clinical governance
- lack of teaching evidence to demonstrate teaching of graduates or postgraduates
- lack of evidence to demonstrate ability to work independently such as reports, 360 feedback, **anonymised** case material or clinic and ward round summaries.

We strongly recommend that you closely match your experiences against the current curriculum and provide evidence of equivalence across all areas. We also strongly recommended that all your referees should be fully conversant with the current curriculum and able to provide detailed support for your competence across all or most areas.

Domain 1 - Knowledge, skills and performance

Qualifications

Primary medical qualification (PMQ)	<p>If you hold full registration with us, you do not need to submit your PMQ as we saw it when we assessed your application for registration.</p> <p>If you do not hold registration, please provide an authenticated copy of your PMQ.</p>
Specialist medical qualification(s)	<p>Please provide an authenticated copy of any specialist medical qualifications you hold.</p> <p>For College examinations the College may confirm details of any examinations you have undertaken.</p> <p>The College has curricula and syllabi for the following:</p> <p>Specialist Module in the Psychiatry of Learning Disability</p> <p>If your Specialist qualification is covered by the Specialist Module in Psychiatry of Learning Disability document then curricula/syllabi do not need to be submitted with your application.</p> <p>Applicants must demonstrate an appropriate test of knowledge to that required for the CCT which is the MRCPsych or provide evidence that demonstrates equivalent knowledge (this evidence does not have to be in the form of an examination).</p> <p>Applicants may alternatively provide evidence of learning/knowledge covering a broad range of the topics covered in the MRCPsych examination (see Appendix A).</p> <p>This could include evidence of attendance at suitable training courses, examination syllabi and results, self-directed learning with evaluation reports eg BMJ, RCPsych e-Learning , published articles , reviews and original research.</p> <p>Applicants who hold the following qualifications are not automatically considered to be MRCPsych equivalent as this process can only be determined on an individual basis. The following qualifications have clinical content and structure, similar to the College's MRCPsych, and have all been achieved on the basis of a final examination and will therefore be accepted by the College as an adequate test of knowledge. However, you will need to demonstrate that you have maintained the competencies measured by that exam.</p> <ul style="list-style-type: none">• Fellowship of the Australia and New Zealand College of Psychiatrists (FRANZCP)• American Board of Psychiatry and Neurology (ABPN)• Fellowship of the Hong Kong College of Psychiatrists (FHKCP)• Fellowship of the College of Psychiatrists of South Africa (FC Psych (SA))

	<ul style="list-style-type: none"> • The Royal College of Physicians and Surgeons of Canada (RCPSC) <p>For applicants who hold the following qualifications, additional evidence as outlined above will need to be supplied.</p> <ul style="list-style-type: none"> • DCP – Diploma in Clinical Psychiatry • DPM – Diploma in Psychological Medicine <p>There are no qualifications from outside Europe that enable automatic entry to the Specialist Register in any specialty. An evaluation is made based on an applicants whole career and therefore two applicants with the same qualifications but different training and/or experience may not receive the same decision.</p> <p>Please list unsuccessful attempts at examinations (where you have not subsequently been successful) in the application form.</p>
Curriculum or syllabus (if undertaken outside the UK)	<p>Please provide a validated copy of your curriculum or syllabus.</p> <p>This should include the requirements of the qualification and must relate to the specialty in which you are applying. The curriculum or syllabus (including assessment methods) must be the one that was in place when you undertook your training.</p> <p>If a formal curriculum or syllabus (including assessment methods) is not available please provide a letter from the awarding body outlining the content of the training programme or examination.</p> <p>For qualifications, we will look to evaluate:</p> <ul style="list-style-type: none"> • where the curriculum covers areas of the CCT curriculum • the complexity of the work undertaken • how examinations are evaluated or quality assured (external assessment).
Specialist registration outside the UK	<p>Please provide a validated copy of details of the registration requirements of that authority.</p> <p>This will demonstrate what is expected of a registrant by that authority and how your application for registration was evaluated.</p>
Honours and prizes	<p>Please provide copies of certificates or letters showing what the prize or honour was for, including the selection and eligibility criteria and pool of eligible individuals.</p> <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p>

Other relevant qualifications	<p>Formal confirmation of mental health act approval (or relevant act/ legislation in country where practicing). In the UK this is usually a formal letter.</p> <p>In the UK this would be Section 12 (England & Wales), Section 22 (Scotland) of the mental health act approval. For details of the equivalent legislation outside the UK please contact your local Strategic Health Authority section 12 office.</p>
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Assessments and appraisals

Appraisals and assessments	<p>Please provide validated copies of the evidence required in this area.</p> <p>For non training posts you should provide evidence of ongoing evaluation of your performance.</p> <p>This may take the format of formal appraisals by the department head or line manager (clinical director, medical director, professor).</p> <p>In the UK, a revalidation or appraisal portfolio would be appropriate (if it is completed retrospectively less weight will be given to the information provided).</p> <p>Applicants should include reports of direct observation of patient and family consultations e.g assessed clinical encounters (these could be included in the case histories). Alternatively provide an understanding of the importance of job planning and appraisal and how to take an informed part in this.</p> <p>Evidence of direct assessment by others: including ACE or equivalent (minimum 2 per year last 2 years), and a number of mini-ACE, DOPs, and Observation of teaching. For details of the various assessment tools please refer to the College website.</p> <p>Alternative evidence may include letters (written at the time) commenting on your performance. In addition where no formal appraisal or assessment forms are available you must provide validated information on the method of career review or progression There are many different forms of assessment which form part of the various CCT curricula. Many of these tools are available for those not in training to use.</p>
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<p>RITAs, ARCPs and training assessments</p>	<p>Formal records of assessment have been in place in the UK since 1996 (for posts of Registrar, Specialist Registrar, and Specialty Registrar). If you have undertaken training in the UK in these grades you should provide a validated copy of your formal records. In addition if you held any of these approved training posts (except locum posts), please provide evidence of your training number.</p> <p>If you have undertaken training outside the UK you must provide evidence of formal periodic assessment during your training. This evidence must have been completed at the time the training was undertaken (if it is completed retrospectively less weight will be given to the information provided). If you do not supply formal assessment documents, you must provide the curriculum to demonstrate how you were assessed. A detailed letter of verification from an educational supervisor would satisfy this requirement.</p> <p>If that training was recognised by relevant authorities outside the UK please provide evidence and recognition standards.</p> <p>If areas for development were highlighted please provide evidence to demonstrate that you have subsequently addressed them There are many different forms of assessment which form part of the CCT curriculum. Many of these tools are available for those not in training to use.</p>
<p>360° and multi-source feedback</p>	<p>You may wish to supply evidence of feedback from colleagues of all levels (peers, nursing, auxiliary staff, patients, management) completed at the time and may be in the format of letters, references for posts applied for etc.</p>
<p>Awards and discretionary points letters</p>	<p>You must provide copies of certificates and letters.</p>
<p>Personal development plans (PDP)</p>	<p>For details of what to include please see NHS clinical governance support information.</p> <p>You must also provide evidence of review of your PDP at appraisal. PDPs normally form part of your annual appraisal system and you should submit them with appraisal documentation.</p>

<p>Participation in assessment, appraisal and appointments process</p>	<p>You could demonstrate this in a number of ways including:</p> <ul style="list-style-type: none">• invitations to appraisals or assessments• minutes or other records of attendance. <p>These could provide evidence of:</p> <ul style="list-style-type: none">• attendance at appraisal or assessment courses• participation in Deanery ARCP and RITA processes• participation in the appointments process for medical colleagues• involvement in interview panels and interview appointment related courses• involvement in workplace based assessments (as assessor) <p>All of the above must be anonymised (with respect to individual appraisee information).</p>
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Logbooks, records of daily clinical practice and portfolios

The evidence you supply here **must** demonstrate that you have achieved **all** the requirements and competencies as set down in the CCT curriculum for your specialty.

Where you have, for a substantial period of time, worked in a specialised area, you should submit evidence that at one stage in your career you achieved the requirements and competencies of the curriculum for your specialty and that have maintained these skills. You will also need to provide evidence that your current specialised practice allows you to meet all of the requirements of [Good Medical Practice](#).

<p>Logbooks</p>	<p>Log of clinical activity:</p> <p>These are useful to indicate the type and volume of work done. However, these will not be considered essential. A log of case based discussions covering:</p> <ul style="list-style-type: none"> • 10 patients from a diagnostic point of view • 10 patients from a pharmacotherapy point of view and similarly from a psychological/ psychotherapeutic view • anonymised case reports • court reports/children's panel reports • reflective thinking • log of emergency assessments and outcomes • Inpatient summaries with anonymised patient diagnosis, clinical issues, decisions made • several outpatient clinic summaries with anonymised patient diagnosis, clinical issues, decisions made. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
<p>Consolidation, cumulative data sheets, summary lists and annual caseload statistics</p>	<p>You should provide a summary of the total numbers for the various procedures listed in the logbook. This should be completed annually and include your role in the procedure.</p> <p>It is important that the logbooks cover the full range of the curriculum demonstrating the breadth and depth of the specialty. This may mean that you have to go back further than five years.</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

Medical reports

You should provide examples across the breadth of your practice following the Academy of Medical Royal Colleges and NHS agreed format:

- [A Clinician's Guide to Record Standards - Part 1](#)
- [A Clinician's Guide to Record Standards - Part 2](#)

To include (this may be included in your case histories):-

- post incident reviews pertaining to serious untoward incident reporting
- assessment of capacity
- ability to consent

Numbers of deliberate self harm are not required.

You can use these to demonstrate:

- your involvement or role in cases
- the types and complexity of cases you are involved in
- your handling of patient paperwork
- your respect and protection of confidential information
- triangulation with logbook information.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Case histories

Case histories should cover the following disease states, demonstrating an understanding of lifespan issues and management of transition:-

- epilepsy
- epilepsy and overlapping behaviour disorder or other co-morbidities
- developmental disorders such as ASD – should include specialist assessment of Autism/Asperger syndrome/ADHD
- behavioural phenotypes
- dementia
- behaviour disorders including psychotherapeutic and pharmacological management approaches
- schizophrenia
- mood disorder
- personality Disorders
- behaviours necessitating the use of secure services

They **must** also include cases which have the following elements:-

- medico-legal (including tribunals)
- psychiatric reports
- working in multi-disciplinary teams in the community
- working with psychologists on psychological approaches
- working in out-patient and in-patient settings
- catering for acute and non-acute (urgent and non urgent) referrals
- liaison with other specialties

The following information **must** be included in the histories

- appropriate elements of the history (examples to include early intervention and rehabilitation)
- examination
- investigation

- differential diagnosis
- risk assessment (for high, medium and low risk)
- summary of the case
- management care plan - including
 - o contingency planning
 - o crisis management and
 - o de-escalation techniques where incidents may occur or have occurred

The relevant intended learning outcomes are:

- history and examination
- diagnosis
- understanding classificatory systems relevant to LD
- formulation of clinical management plan
- risk management
- appropriate knowledge and skills in regards to pharmacology

You should provide approximately 30 case histories :-

- **validated** by countersignature and covering letter stating position, from your line manager
- from 2 – 20 pages depending on the complexity of the case,
- endeavouring to submit case histories that cover more than one area to reduce the volume of paperwork

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

<p>Referral letters discussing patient handling</p>	<p>Applicants must submit approximately 25 letters covering the full range of the curriculum (see areas in case histories above). Applicants are advised not to send in letters that cover similar cases. This may include examples of letters:</p> <ul style="list-style-type: none"> • requesting a second opinion • advising clinical colleagues or answering particular questions regarding patient management • from clinical colleagues regarding applicants involvement in patient management. <p>You can use these to demonstrate:</p> <ul style="list-style-type: none"> • your involvement or role in cases • the types and complexity of cases you are involved in • your relationship with your colleagues in other disciplines • your handling of patient paperwork • your recognition of the limits of your professional competence • your respect and protection of confidential information. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
<p>Patient lists</p>	<p>You may wish to include copies of patient lists. You can use these to demonstrate:</p> <ul style="list-style-type: none"> • your involvement or role in cases • the types and complexity of cases you are involved in • your participation in teaching and training (where you are supervising a junior colleague) • the volume of cases you undertake • triangulation with rota, timetable and job plan information • triangulation with logbook information. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

<p>Departmental (or trust) workload statistics and annual caseload statistics</p>	<p>You can use these to demonstrate:</p> <ul style="list-style-type: none"> • the size of the hospital in which you work • the volume of work undertaken within your trust and the percentage that you undertake • the range of work that you undertake and that is undertaken within your trust • triangulation with logbook information <p>All evidence in this area must be validated.</p>
<p>Rotas, timetables and job plans</p>	<p>Where you have undertaken a number of roles provide details for each post or role. You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • details of clinical and non-clinical duties you undertake • your on-call commitment • your participation in meetings and teaching • triangulation with logbook information. <p>All evidence in this area must be validated.</p>
<p>Portfolios (electronic or revalidation)</p>	<p>Guidance on the content of a portfolio can be found on the College website</p>

Details of posts and duties (including both training and experience posts)

Employment letters and contracts of employment	<p>The information in these letters and contracts must match your CV. They will confirm the following:</p> <ul style="list-style-type: none">• dates you were in post• post title, grade, training• type of employment: permanent, fixed term, or part time (including percentage of whole time equivalent) <p>All evidence in this area must be validated.</p>
Job descriptions	<p>These must match the information in your CV. They will confirm the following:</p> <ul style="list-style-type: none">• your position within the structure of your department• your post title• your clinical and non clinical commitment• your involvement in teaching or training. <p>These should include responsibilities and a short description of the type of work undertaken (no more than a paragraph)</p> <p>All evidence in this area must be validated.</p>

Job plans	<p>Where you have undertaken a number of roles, provide details for each post or role. You can use these documents to demonstrate:</p> <ul style="list-style-type: none">• the main duties and responsibilities of the post• your out of hours responsibilities, including rota commitments• that you have covered for colleagues' periods of leave• any professional supervision and management of junior medical staff that you have undertaken• your responsibilities for carrying out teaching, examination and accreditation duties• your contribution to postgraduate and continuing medical education activity, locally and nationally• any responsibilities you had that relate to a special interest• requirements to participate in medical audit and in continuing medical education• your involvement in research• your managerial, including budgetary, responsibilities where appropriate• your participation in administration and management duties. <p>All evidence in this area must be validated.</p>
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Research, publications and presentations

Research papers, grants, patent designs

Please include any research relevant to your current practice.

If the research is published - please submit the first page of the published paper.

If the research is not published - please provide a summary or abstract of the research.

Colleges may undertake web searches to check the information you provide.

The documentation should demonstrate the ability to :

- use and frame research questions appropriately;
- write a research protocol and draw up a realistic time line for the proposed study;
- modify protocol to overcome difficulties;
- adhere to time lines;
- compare own findings with others.

Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.

All evidence in this area **must** be **validated**.

<p>Publications within specialty field</p>	<p>Include a copy of the front page of each publication.</p> <p>More weight is given where:</p> <ul style="list-style-type: none"> • the applicant is first author • the publication has a high impact factor. <p>You must not change the listing of the authors (the order in which the authors are listed) in papers where there is more than one author.</p> <p>Colleges may undertake web searches to check the information you provide.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • the types and complexity of cases you are involved in • triangulation with logbook information • working with colleagues (where publications are joint or multi disciplinary) • Continuing Professional Development (CPD). <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge:</p>
<p>Presentations, poster presentations</p>	<p>You may wish to supply invitations to present at national or international meetings to demonstrate your recognition within your specialty. You may also supply feedback from presentations or meeting agendas or programmes that show your participation.</p> <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • the types and complexity of cases you are involved in • triangulation with logbook information • CPD • teaching and training. <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated by the hospital or relevant body who can attest to the event.</p>

CPD and CME

<p>CPD record certificates, certificates of attendance, workshops and at local, national and international meetings or conferences</p>	<p>You should provide a variety of these to cover all aspects of your work and to demonstrate the breadth of your practice. Where you have specialised the provision of CPD records covering the other aspects of the relevant curriculum is important to demonstrate the maintenance of your skills.</p> <p>Please provide details of the events you have attended describing the content. Support this with documentary evidence of your attendance (CPD certificates etc).</p> <p>See RCPsych guidelines at http://www.rcpsych.ac.uk.</p>
<p>CPD registration points from UK Medical Royal College (or equivalent body overseas)</p>	<p>Please provide evidence of registration within a formal system. Royal Colleges or Faculties may confirm attainment of their requirements.</p> <p>Participation in RCPsych CPD is not essential, but is one way of meeting this criterion.</p> <p>See RCPsych guidelines at http://www.rcpsych.ac.uk.</p>
<p>Membership of professional bodies and organisations</p>	<p>List the following for your current membership of professional bodies and organisations. Provide documentary evidence showing membership information:</p> <ul style="list-style-type: none">• organisation name• date of joining• status of membership (member, associate etc)• how membership is achieved (evaluation, examination, is membership restricted or open to all?) <p>Where membership has been attained through an evaluation or examination and you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>See RCPsych guidelines at http://www.rcpsych.ac.uk.</p> <p>All evidence in this area must be validated.</p>

Teaching and training

Teaching timetables	<p>Where you have undertaken a number of roles provide details for each post or role, indicate the level of the teaching. Where teaching is not formal (timetabled) indicate how you participate in teaching.</p> <p>You should provide evidence of supervision of junior colleagues working in Learning Disability Psychiatry (where an applicant is not a consultant this should also include evidence of appropriate supervision to ensure teaching is peer reviewed to improve teaching and learning performance).</p> <p>Evidence should include:</p> <ul style="list-style-type: none">• Timetables indicating lectures and seminars held• Supervision records for individual supervision (dates, topic covered) <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated.</p>
Lectures	<p>Please include evidence showing the audience and topics covered, such as posters advertising event, educational timetable from trust education centre, letter from education centre indicating your involvement in specialty trainee formal education programme.</p> <p>You should demonstrate ability to adapt teaching or training to the needs of particular learners e.g. medical students, colleagues from other specialities particularly primary care, paramedical professionals.</p> <p>You may use Observation of Teaching forms signed by a Consultant as evidence of feedback.</p> <p>Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.</p> <p>All evidence in this area must be validated.</p>

Feedback or evaluation forms from those taught	<p>Please provide copies of feedback from teaching events you have participated in.</p> <p>The forms should provide evidence of:</p> <ul style="list-style-type: none"> • evaluation of learning and teaching events • a variety of teaching methods and organisation of educational events • development of knowledge of different teaching techniques and demonstrate how these can be used effectively in different teaching settings relevant to adult psychiatry, in a hospital or community based clinical setting • a learning process and assessment of performance. <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
Letters from colleagues	<p>You can use copies of letters from colleagues to demonstrate similar information to feedback forms (see above).</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
Attendance at teaching or appraisal courses	<p>Please provide documentary evidence that you attended the courses and information on the content of the course including whether they were generic or aimed at medical professionals.</p>

Participation in assessment or appraisal and appointments processes

You may provide the following types of evidence to support this area:

- copies of invitations to appraisals or assessments including attendance at appraisal/assessment courses
- evidence of participation in the Deanery ARCP or RITA processes
- evidence of participation in appointments for trainees (including invitations to participate and interview panel information, including attendance at interview and appointment related courses).
- **anonymised validated** copies of work place based assessments you have undertaken.
- A record of supervision sessions with junior doctor(s) indicating date and topic covered, **validated** by consultant supervisor/colleague

You can use these documents to demonstrate:

- contribution to postgraduate and continuing medical education activity, locally and nationally
- any responsibilities which relate to a special interest
- participation in administration, management duties
- participation in teaching and training
- communication, partnership and teamwork
- relationships with colleagues (including giving feedback)
- leadership.

All evidence in this area **must** be **validated**.

Domain 2 – Safety and quality

Participation in audit, service improvement

Audits undertaken by applicant

These should include evidence of what contribution has been made for each audit whether an original idea, design of method, data collection, analysis, writing up or dissemination. This should be **validated** by a supervisor's letter defining the contribution of the applicant.

Refer to [curriculum](#) intended learning outcomes 12

You should provide evidence of the five stages of the audit process:

1. Definition of criteria and standards
2. Data collection
3. Assessment of performance against criteria and standards
4. Identification of changes (alterations to practice)
5. Re-evaluation

Evidence you could supply includes:

- audit reports (collections of data alone are not considered as a full clinical audit)
- publications
- submissions to ethics committee (not satisfactory alone)
- presentations of audit work (see above for details required for presentations)
- letter from audit or clinical governance lead confirming participation in audit or governance activities
- guidelines produced to reflect lessons learned within audit
- notes from self-reflective diaries.

You can use these documents to demonstrate:

- the types and complexity of cases you are involved in
- triangulation with logbook information CPD
- communication, partnership and teamwork
- relationships with colleagues, patients

	<ul style="list-style-type: none"> • leadership • multi disciplinary working. <p>All evidence in this area must be validated.</p>
<p>Reflective diaries</p>	<p>For details of what to include please see NHS clinical governance support information.</p> <p>You can use this document to demonstrate</p> <ul style="list-style-type: none"> • triangulation with logbooks • relationships with colleagues • your recognition of the limits of your professional competence • handling of critical incidents or complaints • how you have changed your practice in the light of experiences (part of audit). <p>As this evidence is self produced for its content to be given weight it must be supported or triangulated by other evidence.</p>
<p>Service Improvement and clinical governance meetings</p>	<p>This area could be demonstrated in a number of ways including:</p> <ul style="list-style-type: none"> • invitations to attend meetings • minutes of meetings demonstrating your attendance and participation in the meeting. <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none"> • communication, partnership and teamwork • relationships with colleagues • leadership • multi disciplinary working • participation in audit or clinical governance. <p>Refer to curriculum intended learning outcomes 13</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>

Safety

Health and safety

Please provide evidence to support awareness and following Health and Safety requirements.

This can be demonstrated by:

- declaration of health on your application form
- attendance at appropriate course
- involvement in infection control (membership of committees etc)
- logbook information on infections
- audit on infections and subsequent changes in activity.

Domain 3 – Communication, partnership and teamwork

Communication

Colleagues	<p>Please provide evidence to support your communication with colleagues, both within your immediate team and the wider team (including non clinical).</p> <p>This can be demonstrated by:</p> <ul style="list-style-type: none">• letters from colleagues (examples of shared cases or “To whom it may concern letters” or testimonials)• letters of correspondence between you and your colleagues, demonstrating collaboration over management of patient care across multidisciplinary teams• management – including organising staff rotas• presentations• copies of appraisals or references written for colleagues (these must be anonymised with relation to colleague data). <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none">• communication, partnership and teamwork• relationships with colleagues• leadership• multi disciplinary working• participation in directorate and management meetings• honesty and objectivity. <p>All evidence in this area must be validated.</p>
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Patients

This area could be demonstrated in a number of ways including:

- thank you letters and cards from patients
- letters from colleagues (examples of cases shared or “To whom it may concern letters” / testimonials)
- complaints and responses to complaints.

This may include complaints received against your department or a colleague where you have been involved in the resolution. This is to demonstrate how you handle complaints. Having a complaint made against you will not adversely influence your application. **You must anonymise colleague information from this evidence.**

- 360° feedback.

You can use these documents to demonstrate:

- communication
- relationships with patients
- honesty and integrity
- protecting patient confidentiality.

All evidence in this area **must** be **anonymised** for individual patient data.

Partnership and teamwork

Working in multidisciplinary teams

This area could be demonstrated in a number of ways including:

- invitations to attend meetings
- minutes of meetings demonstrating your attendance and participation in the meeting
- job plans which indicate this as a duty
- appraisals which include this information.

You can use these documents to demonstrate:

- communication, partnership and teamwork
- relationships with colleagues
- leadership
- multi disciplinary working.

Refer to [curriculum](#) intended learning outcomes 9

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Management and leadership experience	<p>This area could be demonstrated in a number of ways including:</p> <ul style="list-style-type: none">• invitations to attend meetings• minutes of meetings demonstrating your attendance and participation in the meeting• job plans which indicate this as a duty• appraisals which include this information. <p>You can use these documents to demonstrate:</p> <ul style="list-style-type: none">• communication, partnership and teamwork• relationships with colleagues• leadership• management skills. <p>Refer to curriculum intended learning outcomes 10</p> <p>All evidence in this area must be validated and anonymised for individual patient data.</p>
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Chairing meetings and leading projects

This area could be demonstrated in a number of ways including:

- invitations to attend meetings
- minutes of meetings demonstrating your attendance and participation in the meeting
- job plans which indicate this as a duty
- appraisals which include this information
- project reports
- letters from colleagues
- publications or presentations.

You can use these documents to demonstrate:

- communication, partnership and teamwork
- relationships with colleagues
- leadership
- multi disciplinary working
- participation in directorate and management meetings
- CPD.

Where you have not provided evidence of success in an examination that is a requirement of the CCT curriculum, evidence in this area may contribute to your demonstration of equivalent knowledge.

All evidence in this area **must** be **validated** and **anonymised** for individual patient data.

Domain 4 – Maintaining trust

Acting with honesty and integrity

Honesty and integrity	You can demonstrate this with: <ul style="list-style-type: none">• the declarations on your application form• statements from your referees• appraisal forms• having no restrictions on your registration (UK based doctors)• Certificate of Good Standing (overseas based doctors).
Equality and human rights (including disability, human rights, race, religion and ethnicity awareness and equal opportunities)	You can demonstrate this with: <ul style="list-style-type: none">• evidence of attendance at relevant courses (please provide details of course content)• feedback from patients and colleagues• statements from your referees• testimonials.
Data protection	You can demonstrate this with: <ul style="list-style-type: none">• attendance at relevant courses (please provide details of course content)• feedback from patients and colleagues• your application and evidence being appropriately anonymised.

Relationships with patients

Testimonials and letters from colleagues	You may include "To whom it may concern letters". All evidence in this area must be anonymised for individual patient data.
Thank you letters, cards from colleagues and patients	Please ensure that these are anonymised (for individual patient data).
Complaints and responses to complaints	This is to demonstrate how you handle complaints. Having a complaint made against you will not adversely influence your application. You may include complaints received against the department within which you worked or one against a colleague where you have been involved in the resolution. You may provide a reflective diary of how you would handle a hypothetical complaint. All evidence in this area must be anonymised for individual patient data.

Topics covered in MRCPsych examination that applicants should supply evidence of learning

Paper I

General Adult
History and mental state examination
Cognitive assessment
Neurological examination
Assessment
Aetiology
Diagnosis
Classification
Basic Psychopharmacology

Basic psychological processes
Human psychological development
Social psychology
Description and measurement
Basic psychological treatments

Prevention of psychiatric disorder
Descriptive psychopathology
Dynamic psychopathology

History of psychiatry
Basic ethics and philosophy of psychiatry
Stigma and culture

Paper II

General Adult
General principles of psychopharmacology
(pharmacokinetics, pharmacodynamics)
Psychotropic drugs
Adverse reactions
Evaluation of treatments
Neuropsychiatry (physiology, endocrinology, chemistry,
anatomy, pathology)
Genetics
Epidemiology
Advanced Psychological Processes and Treatments

Paper III

General Adult
Research methods
Evidence based practice
Statistics
Critical Appraisal
Clinical Topics
Liaison
Forensic
Addiction
Child and adolescent
Psychotherapy
Learning disability
Rehabilitation
Old age psychiatry

Log of clinical activity

Diagnosis	Assessment			Setting			
	New patient		Follow-up	In-patient	Out-patient clinic	General hospital / A+E	Home visit
	Normal working hours	On call					

Psychotherapy Experience

TYPE OF THERAPY	COGNITIVE BEHAVIOURAL THERAPY/ PSYCHODYNAMIC/INTERPERSONAL THERAPY/COGNITIVE ANALYTICAL THERAPY/FAMILY ETC
Patient identifier Age Gender Diagnosis	
Frequency of sessions Start date End date Number of sessions	
Brief description of problem and aims of therapy	
Summary of sessions	
Name of supervisor Dates of supervision Summary of topics and strategies discussed	

Pharmacotherapy Experience

BNF CATEGORY	DESCRIPTION OF AIMS AND OUTCOME OF THERAPY
Hypnotics and anxiolytics	Essential
Drugs used in psychoses and related disorders	Essential
Drugs to treat side effects of antipsychotics	Essential
Antidepressant drugs	Essential
Anti manic drugs	Essential
CNS stimulants and drugs used for ADHD	Desirable
Antiepileptics	Essential
Drugs used in Parkinsonism and related disorders	Essential
Drugs used in substance dependence	Essential
Drugs for dementia	Desirable

This is the specialty specific guidance for Psychiatry of Learning Disability

Please make sure you are reading the latest version. You can find all the guidance you need at www.gmc-uk.org