

Generic Capabilities Framework for the new Specialist Grade

The Specialist Grade doctor/dentist will provide expertise in a specialised area, whether delivering care in a specific specialty or in a generalist service, and be able to manage the full range of presentations in their specific area of practice.

Professional Values and Behaviours, Skills and Knowledge

- 1.1 Practises with the professional values and behaviours expected of all doctors as set out in GMC Good Medical Practice and the Generic Professional Capabilities Framework (or equivalent for dentists).
- 1.2 Demonstrates the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope.
- 1.3 Clinically evaluates and manages a patient, formulating a prioritised differential diagnosis, initiating an appropriate management plan, and reviewing and adjusting this depending on the outcomes of treatment.
- 1.4 Manages the difficulties of dealing with complexity and uncertainty in the care of patients; employing expertise and clinical decision-making skills of a senior and independent/autonomous practitioner. *(All senior doctors/dentists (including consultants and GPs) work independently/ autonomously to a level of defined competencies, as agreed within local clinical governance frameworks.)*
- 1.5 Critically reflects on own competence, understands own limits, and seeks help when required.
- 1.6 Communicates effectively and is able to share decision-making with patients, relatives and carers; treats patients as individuals, promoting a person-centred approach to their care, including self-management.
- 1.7 Respects patients' dignity, ensures confidentiality and appropriate communication where potentially difficult or where barriers exist, e.g. using interpreters and making adjustments for patients with communication difficulties.
- 1.8 Demonstrates key generic clinical skills around the areas of consent; ensuring humane interventions, prescribing medicines safely and using medical devices safely.
- 1.9 Adheres to professional requirements, participating in annual appraisal, job planning and reviews of performance and progression.
- 1.10 Awareness of legal responsibilities relevant to the role, such as around mental capacity and deprivation of liberty; data protection; equality and diversity.
- 1.11 Applies basic principles of public health; including population health, promoting health and wellbeing, work, nutrition, exercise, vaccination and illness prevention, as relevant to their specialty.

Leadership and Teamworking

- 2.1 Awareness of their leadership responsibilities as a clinician and demonstrates appropriate leadership behaviour; managing situations that are unfamiliar, complex or unpredictable and seeking to build collaboration with, and confidence in, others.
- 2.2 Demonstrates understanding of a range of leadership principles, approaches and techniques so can adapt leadership behaviours to improve engagement and outcomes – appreciates own leadership style and its impact on others.
- 2.3 Develops effective relationships across teams and contributes to work and success of these teams – promotes and participates in both multidisciplinary and interprofessional team working.

- 2.4 Critically reflects on decision-making processes and explains those decisions to others in an honest and transparent way.
- 2.5 Critically appraises performance of self, colleagues or peers and systems to enhance performance and support development.
- 2.6 Demonstrates ability to challenge others, escalating concerns when necessary.
- 2.7 Develops practice in response to changing population health need, engaging in horizon scanning for future developments.

Patient Safety and Quality Improvement

- 3.1 Takes prompt action where there is an issue with the safety or quality of patient care, raises and escalates concerns, through clinical governance systems, where necessary.
- 3.2 Applies basic human factors principles and practice at individual, team, organisation and system levels.
- 3.3 Collaborates with multidisciplinary and interprofessional teams to manage risk and issues across organisations and settings, with respect for and recognition of the roles of other health professionals.
- 3.4 Advocates for, and contributes to, organisational learning.
- 3.5 Seeks feedback and involvement from individuals, families, carers, communities and colleagues in safety and quality service improvements reviews.
- 3.6 Leads new practice and service redesign in response to feedback, evaluation and need, promoting best practice.
- 3.7 Evaluates and audits own and others' clinical practice and acts on the findings.
- 3.8 Reflects on personal behaviour and practice, responding to learning opportunities.
- 3.9 Implements quality improvement methods and repeats quality improvement cycles to refine practice; designing projects and evaluating their impact.
- 3.10 Critically appraises and synthesises the outcomes of audit, inquiries, critical incidents or complaints and implements appropriate changes.
- 3.11 Engages with relevant stakeholders to develop and implement robust governance systems and systematic documentation processes.

Safeguarding Vulnerable Groups

- 4.1 Recognises and takes responsibility for safeguarding children, young people and adults, using appropriate systems for identifying, sharing information, recording and raising concerns, obtaining advice and taking action.
- 4.2 Applies appropriate equality and diversity legislation, including disability discrimination requirements, in the context of patient care.

Education and Training

- 5.1 Critically assesses own learning needs and ensures a personal development plan reflects both clinical practice and the relevant generic capabilities to lead and develop services.
- 5.2 Promotes and participates in individual and team learning; supporting the educational needs of individuals and teams for uni-professional, multidisciplinary and interprofessional learning.
- 5.3 Identifies and creates safe and supportive working and learning environments.
- 5.4 Can act as a role model, educator, supervisor, coach or mentor for medical and non-medical practitioners.
- 5.5 Creates effective learning opportunities and provides developmental feedback, both verbally and in writing, to learners and doctors in training, as required by the role.

- 5.6 Plans and provides effective teaching and training activities as required by the role.
- 5.7 Understands how to raise concerns about the behaviour or performance of any learner who is under their clinical supervision (leadership).
- 5.8 Takes part in patient education.

Research and Scholarship

- 6.1 Keeps up-to-date with current research and best practice in the individual's specific area of practice, through appropriate continuing professional development activities and their own independent study and reflection.
- 6.2 Critically appraises and understands the relevance of the literature, conducting literature searches and reviews; disseminates best practice including from quality improvement projects.
- 6.3 Locates and uses clinical guidelines appropriately.
- 6.4 Communicates and interprets research evidence in a meaningful way for patients to support shared decision-making.
- 6.5 Works towards identifying the need for further research to strengthen the evidence base or where there are gaps in knowledge, networking with teams within and outside the organisation.