

# 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 ie, 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 can 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, for example, 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.