**Mapping Urgent and Unscheduled Care to the RCGP Curriculum capabilities**

**Context**

Working in urgent and unscheduled care requires the ability to manage common medical, surgical, and mental health emergencies. It is essential to understand the organizational aspects of NHS urgent and unscheduled care, both nationally and at a local level, and be able to make appropriate referrals to hospitals and other professionals. Communication and consultation skills need to be adapted to the different clinical contexts. Self-management including safety, time, and stress management are also important capabilities.

The table below provides guidance for trainees and trainers, as well as ARCP panels, in assessing appropriate urgent and unscheduled care experience. It highlights the relevant learning outcomes within the RCGP curriculum.

*Please note some are abbreviated. The list should not be considered exhaustive or exclusive, and these examples of learning outcomes should be considered in the context of the curriculum as a whole.*

**Area of Capability – 1. Knowing yourself and relating to others**

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| Core capability | Specific capability | Learning outcomes relevant to urgent care |
| **Fitness to Practise**  **Communication and Consultation** | Manage the factors that influence your performance  Establish an effective partnership with patients | * Comply with professional demands whilst showing awareness of personal needs and preserving your resilience and health * Anticipate and manage factors that influence you day to day performance including your ability to perform under pressure. * Flexibly and efficiently achieve consultation tasks in the context of limited time or challenging circumstances, using a range of communication skills tailored to each patient’s needs in the clinical context. |

**Area of Capability – 2. Applying Clinical Knowledge and Skill**

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| **Data Gathering and interpretation**  **Clinical Examination and Procedural Skills**  **Making decisions**  **Clinical Management** | Apply a structured approach to data gathering and investigation  Interpret findings accurately to reach a diagnosis  Demonstrate a proficient approach to clinical examination  Adopt appropriate decision-making principles  Provide general clinical care to patients of all ages and backgrounds  Adopt a structured approach to clinical management  Make appropriate use of other professionals and services  Provide urgent care where needed | * Make appropriate use of existing information about the problem and the patient’s context. * Tailor your approaches to the contexts in which you work such as the predictive value of investigations * Demonstrate proficiency in interpreting the findings that may signify potentially significant health conditions requiring further action * Recognise ‘red flags’ and indicators of high risk, responding promptly and effectively. * Perform and accurately interpret focused examination in challenging circumstances eg. Emergencies * Demonstrate the ability perform a variety of procedures according to your training, working circumstances and capability, and the patients’ preferences * Use equipment safely and effectively and in accordance with best practice guidelines eg. defibrillators * Recognise the inevitable uncertainty in general practice problem solving, sharing uncertainty with the patient where appropriate * Develop skills in rapid decision-making required for managing urgent, unfamiliar, unpredictable and other high-risk clinical situations. * Develop the knowledge and skills to provide high quality, holistic and comprehensive care to patient’s who have needs that requires you to adapt your approach, such as acutely ill people. * Develop and implement management plans and monitor patients progress to identify unexpected deviations from the anticipated path. * Give appropriate safety-netting advice * Implement adequate follow-up arrangements * Facilitate continuity of care eg. record keeping * Refer appropriately to other professionals and service * *See other learning outcomes* * Develop and maintain skills in basic life-support and AED |

**Area of Capability – 3. Managing complex and long-term care**

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| **Managing medical complexity**  **Working with colleagues and in teams** | Manage concurrent health problems in individual patients  Adopt safe and effective approaches for patients with complex health needs  Work as an effective team member  Coordinate a team-based approach to the care of patients | * Demonstrate a problem-based approach to identify, clarify and prioritise the issues to be addressed during an interaction with a patient with multiple problems. * Recognise that patients often present with problems that cannot be readily labelled or categorized. Evaluate how this uncertainty influences the diagnostic and therapeutic options available. * Seek advice from colleagues when encountering problems in following agreed protocols and policies. * Routinely prioritise and manage personal workload in an effective and efficient manner, delegating appropriately to other team members * Demonstrate the capability to lead and coordinate care at a team level, and when appropriate, at a service level. * Anticipate and manage the problems that arise during transition in care, especially at the interface of different healthcare professionals, services, and organisations. Be able to work across these boundaries. |

**Area of capability – 4. Working well in organisations and systems of care**

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| **Improving performance, learning and teaching**  **Organisational Management and Leadership** | Continuously evaluate and improve the care you provide  Adopt a safe and scientific approach to improve quality of care  Apply leadership skills to help improve your organisation’s performance  Make effective use of information management and communication systems | * Regularly obtain and act on feedback from patients and colleagues on your own performance as a practitioner. * Engage in structured team-based reviews of significant or untoward events and apply the learning arising from them. * Follow infection control protocols * Contribute to the assessment of risk across the system of care, involving the whole team in patient safety improvement * Promote safety behaviours to colleagues and demonstrate awareness of human factors in maintaining safety and reducing risk * Acknowledge the importance to patients of having an identified and trusted professional responsible for their care and advocate this by acting as the lead professional when required. * Recognise your responsibilities as a leader for safeguarding * Use systems effectively for clinical recording, referral and communicating with patients and colleagues |

**Area of capability – 5. Caring for the whole person and the wider community**

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| **Practising holistically, promoting health and safeguarding**  **Community Orientation** | Demonstrate the holistic mindset of a generalist medical practitioner  Safeguard individuals, families, and local populations  Understand the health service and your role within it. | * Interpret each patient’s personal story in his or her unique context. * Develop the ability to switch from diagnostic and curative approaches to supportive and palliative approaches as appropriate for the patient’s needs * Recognise how safeguarding concerns may present across a range of scales – individual, families, and populations. * Respond safely, promptly and effectively to the full range of safeguarding needs. * Recognise the role of a GP as first contact clinician, patient advocate, service navigator and gatekeeper. * Identify how local services can be accessed and use this to inform your referrals * Optimise you use of limited resources |