

Out of Hours Key Curriculum Statements

GP curriculum; <http://www.rcgp.org.uk/gp-training-and-exams/gp-curriculum-overview.aspx>

Care of Acutely Ill People; http://www.rcgp.org.uk/gp-training-and-exams/~/_media/Files/GP-training-and-exams/Curriculum-2012/RCGP-Curriculum-3-03-Acutely-Ill-People.ashx

This statement is part of the curriculum produced by the Royal College of General Practitioners (RCGP) which defines the learning outcomes for the discipline of general practice and describes the skills you require to practise medicine as a general practitioner in the National Health Service (NHS) of the United Kingdom. Although primarily aimed at the start of independent work as a general practitioner, it must also prepare the doctor beyond the training period and provide support for a professional life of development and change.

Work-based learning – in primary care

As a GP specialty trainee you must gain experience in emergency care, which is a feature of both in-hours and out-of-hours work. Because there are particular features of the out-of-hours period that require a specific educational focus, such as isolation, the relative lack of supporting services and the need for proper self-care, it is important that you spend time in the out-of-hours primary care work environment.

During your training you should work in the local out-of-hours service, under supervision, in order to gain competence and confidence in delivery of these services. You should be supported by your GP trainer, who should make arrangements as part of your initial educational planning for your sessions with the out-of-hours service provider. This should follow an evaluation of your level of knowledge, skills and learning needs.

There are a number of organisations involved in the delivery of primary care out-of-hours services, including GP co-ops, commercial deputising services, NHS Direct, NHS 24, nurse triage, minor injury centres, primary care walk-in centres, accident and emergency departments and some remaining individual practices and practitioners. The model of service provided varies, but there will be a need for partnership and collaboration between all agencies at the local level. As part of your training programme, you need exposure to a variety of community-based emergency and out-of-hours models.

Learning with other healthcare professionals

Teamwork is essential for the effective management of acutely ill patients in primary and secondary

care. In primary care, it is vital that all members of the primary healthcare team understand their roles in managing acutely ill patients and contribute to the development of practice guidelines.

Acute events are an important source of material for significant event analyses and team members should be encouraged to participate in these and learn from them at both the individual and team level. Working in the out-of-hours environment will help the specialty registrar gain valuable experience of working and learning in multiprofessional settings, which will include GPs, nurses, paramedics, accident and emergency staff, etc.

Example: Observing nurse practitioners triaging patients; undertaking home visits with paramedics.

The RCGP areas of competence

1 Primary care management

1.17 Understand the roles of different organisations and professionals who provide unscheduled care for patients both in and out of hours

1.22 Know the arrangements for providing unscheduled and emergency care, both in and out of hours in the locality in which you are working

1.23 Know the administrative and operating processes for any out-of-hours organisation in which you will be working, and ensure you have this knowledge (e.g. by appropriate induction) before working there.

This includes understanding:

1.23.1 The appropriate information technology (IT)

1.23.2 The process for recording and transmitting information about patients and the outcomes of any contact with them

1.23.3 The communication systems within and without any out-of-hours organisation

1.23.4 The process for organising and booking any working sessions or shifts you will be having with the out-of-hours organisation

1.24 Know the requirements for effective continuity of care in the out-of-hours (OOH) setting and understand your responsibility to provide appropriate documentation and records of any patient contact, which must be handed over to the next professional who will be involved with that patient

1.25 Understand the information that OOH providers use to audit and map the service that they provide (e.g. the RCGP Out-of-Hours Toolkit)

<http://www.rcgp.org.uk/clinical-and-research/clinical-resources/urgent-and-emergency-care.aspx>

1.26 Know the process by which you can give effective feedback to the out-of-hours organisation in which you have worked and trained, and ensure that you give this

1.27 Understand the importance of analysing significant and untoward events relating to acutely ill patients that you, the OOH provider or the training practice may be involved in, both in and out-of-hours, and ensure that you are actively involved for the benefit of both the team and the organisation, and for your own, personal development

5 Community orientation

5.1 Know the factors that may determine patient responses to the acute presentation of illness within the community/communities that you will be responsible for, both in and out of hours (e.g. rural/urban, ethnic variation, presence of immigrant communities, mobile population, social demographics)

EF1 Contextual features

EF1.2 Being aware of the differences between resources to manage patients in hours and out of hours and how you can appropriately alter your style of working to manage patients safely and effectively in both contexts (see also statement 2.02 Patient Safety and Quality of Care)

EF3 Scientific features

EF3.5 Understanding the factors that affect the demand for OOH and unscheduled primary care in different communities, and at different times of the day and the year