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

Core capability	Specific capability	Learning outcomes relevant to urgent care
Fitness to Practise	Manage the factors that influence your performance	• 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.
Communication and Consultation	Establish an effective partnership with patients	• 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

Data Gathering and interpretation	Apply a structured approach to data gathering and investigation	• 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
	Interpret findings accurately to reach a diagnosis	• 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.
Clinical Examination and Procedural Skills	Demonstrate a proficient approach to clinical examination	• Perform and accurately interpret focused examination in challenging circumstances eg. Emergencies

Making decisions	Adopt appropriate decision-making principles	• 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.
Clinical Management	Provide general clinical care to patients of all ages and backgrounds	• 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.
	Adopt a structured approach to clinical management	• 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
	Make appropriate use of other professionals and services	• Refer appropriately to other professionals and service
	Provide urgent care where needed	• *See other learning outcomes* • Develop and maintain skills in basic life-support and AED

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

Managing medical complexity	Manage concurrent health problems in individual 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.
	Adopt safe and effective approaches for patients with complex health needs	• 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.
Working with colleagues and in teams	Work as an effective team member	• Seek advice from colleagues when encountering problems in following agreed protocols and policies.

	Coordinate a team-based approach to the care of patients	• 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

Improving performance, learning and teaching	Continuously evaluate and improve the care you provide	• 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.
	Adopt a safe and scientific approach to improve quality of care	• 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
Organisational Management and Leadership	Apply leadership skills to help improve your organisation's performance	• 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
	Make effective use of information management and communication systems	• 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

Practising holistically, promoting health and safeguarding	Demonstrate the holistic mindset of a generalist medical practitioner	• 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
	Safeguard individuals, families, and local populations	• Recognise how safeguarding concerns may present across a range of scales – individual, families, and populations.

Community Orientation	Understand the health service and your role within it.	- 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 use of limited resources