

COGPED/COPMED Principles of GP Education and Training – a focus for the future

Introduction

The publication of *Liberating the NHS: Developing the Healthcare Workforce* consultation document defines the Government's future vision for the commissioning and provision of Postgraduate education and training.

The responsibilities of those involved in training and employing GP Specialty Registrars (STRs) will change. Healthcare providers, including GPs in consortia, have an important future role in education and training in England and a better understanding of General Practice education and training is required to ensure that informed decisions can be made. Information on the 'essentials' of GP education and training has to be available to balance the recognised requirements of service provision.

Our future healthcare is in the hands of the healthcare professionals being trained today. COPMED with COGPED should ensure that the interests of Specialty Registrars, including GPSTRs, are protected by promoting an understanding of their education and training requirements.

There are essential elements of GP training that must continue to be provided in order to meet the national standards approved by the regulator, and enable GPSTRs to gain CCT. There are also other elements that ensure high quality education and training, and will be essential to provide a workforce capable of delivering Primary care in the future. These have made UK GP education and training exemplary.

COGPED along with COPMED, as UK bodies with current experience and expertise, has defined some specific guiding principles for future GP education and training.

These principles create a platform from which, those currently involved in commissioning and providing GP education and training, can engage with, and inform, other stakeholder organisations. From this basis we can work towards a wider focus in the future, which considers the uni-professional approach to education and training alongside the inter-professional and multi-professional team context.

Guiding Principles

The essential principles that should guide the future planning and development of GP education and training are:

1 Education and training should be service based.

Postgraduate training should allow learning as a Specialty Registrar while providing healthcare services in a variety of settings.

This maintains necessary patient care, but also provides the best learning experience for GP Registrars, who can develop expertise in a professionally overseen apprenticeship model, with distribution of the educational and clinical supervisory roles amongst trained senior clinicians.

2 Education and training should emphasise that learning for General Practice is lifelong.

Education and training should promote the realisation that continued professional education, skills development and reflective practice are essential to enable practitioners to respond to the changing environment.

Education and training must develop the necessary self awareness and reflective skills that lead to continuous improvement in a GP's practice.

3 Education and training should be delivered in the context of Multi-professional team working.

GP training should have a multi-professional/ disciplinary focus and context, including inter-professional and team learning, as is appropriate for current primary care patient care, and for future workforce development and the interface with social care. GP training should contribute to, and complement, education and training across the professional networks.

4 Education and training must acknowledge that competency is context dependent.

It is important that those working in the community are trained and assessed in the primary care setting. Currently this is addressed by GPSTR education and training. However there is a need to consider the requirement for future community based care and to ensure secondary care specialist competency in the community, by increasing teaching and experience in primary care settings.

5 Education and training must include Public health, and patient involvement and education.

Education and training need to take account of population and community needs, the interface with local authorities, and what patients want from the future healthcare service in their community. The development of partnerships which help patients and the wider community understand the relevant issues for health improvement, should be part of training development.

6 Education and training must demonstrably value General Practice professionalism.

Education and training need to address the learning outcome requirements of the GP curriculum, and should also value and address the requirement to learn generalist skills in General Practice. This will enable future GPs to cope with the many individuals who fall outside the patient pathways and specific areas which are the remit of other specialist clinicians, and to focus on the holistic treatment of the person, not their diseases.

7 GP education and training should support other specialists.

Education and training should support the development of the leadership and partnership working skills required to enable GPs to support other specialists in primary and secondary care to manage the uncertainties of community based care.

8 Education and training developments must be informed by, and inform, the role of the Regulators and the developing Healthcare organisations and the development of GP commissioning.

Education and training developments must fit within the regulations of the different regulators, GMC and CQC, and increase the effective use of self assessment of risk to drive quality improvements in the community environment.

Education and training development should be in line with the development of UK organisations involved in healthcare, (Heath Education England, CQC and Monitor in England), and be in parallel to the development of GP commissioning.

9 Education and training development should be informed by locality need.

GP education and training development should take account of local service requirements, by considering the requirements of employers/ consortia in the area, and by promoting the requirement for robust induction to new roles

GP education and training development should take account of the education and training requirements for continuous professional development (CPD), by considering; the development of the environment in practices and consortia to promote learning; the provision of support for those in transition between roles and in their early years; and the need for remediation and support for underperformance

10 Education and training should develop the most appropriate placements.

The future development of GP education and training should consider settings which are most suited to continuity of care and managing complexity, and are matched to the delivery of the GP curricular objectives.

11 Education and training should develop *Cultures that Shape* .

GP Education and training should develop environments that drive excellence, and are not reliant on Deanery (or equivalent) processes responsible for the quality and provision of training, to encourage this. Education and training development should focus on promoting improving quality in the environment which ensures the sustained development of individuals in the future.

12 Education and Training development should have General Practitioner Involvement.

Recognising the important future role of healthcare providers, General Practitioners must be involved in planning future education and training. The development of future General Practice education and training requires the efficient networking of primary and secondary care with other professional groups, with Trusts, service commissioning groups and social care.

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