

# The GP with Extended Roles in Gastroenterology Training Programme



Endorsed by





## Course details



Study mode: **Part-time, 8-10 hours of online activities per month**



Course length: **Upper GI - 3 months  
Lower GI - 5 months  
HBP - 3 months  
QIP\* - 12 months**

\*Case Based Discussions  
& Reflective Learning

# BOOK NOW!



Scan the QR code or visit the web link below. Once registered we will be in touch with more information.

<https://www.pcsq.org.uk/register-your-interest-in-the-pcsq-gpwer-programme>

## Introduction

In 2023, the GPwER training programme was launched as a pilot in the Southwest of England with support from the Southwest endoscopy training network (NHS England). Following the success of this programme, we are delighted to be able to offer this outside the Southwest region to GPs across the UK who would like to develop a portfolio career as a GPwER in gastroenterology.

This education programme supports and compliments the mandatory clinical aspect of the GPwER training programme. Successful completion of the GPwER education programme fulfils the educational requirement of the GPwER training programme.

The education is delivered via an easily accessible online portal and covers all topics relevant to the GPwER role and runs for 12 months. An example of the curriculum can be found below.

You will be guided through the educational material in a carefully considered and planned way to help enhance your learning and build on the knowledge you will attain through the course. Because we appreciate that you are likely to be a busy GP, much of the material is available 'on-demand' to allow you to fit your learning around your day-to-day life and other work commitments.

During the programme, you will have access to a clinical tutor who will support your learning and provide individual feedback for the written aspects of the course.

We look forward to welcoming you onto the course and beginning your journey to become a GPwER!

# Programme benefits



## Learn with others

During the programme, you will learn and meet others interested in developing a portfolio career in gastroenterology. You will be able to build a network of like-minded GPs as you begin your GPwER journey.



## Improved outcomes for patients

GPswER in gastroenterology have the potential to work at the interface between primary and secondary care, improving pathway and experience for patients with a wide range of GI presentations and conditions.



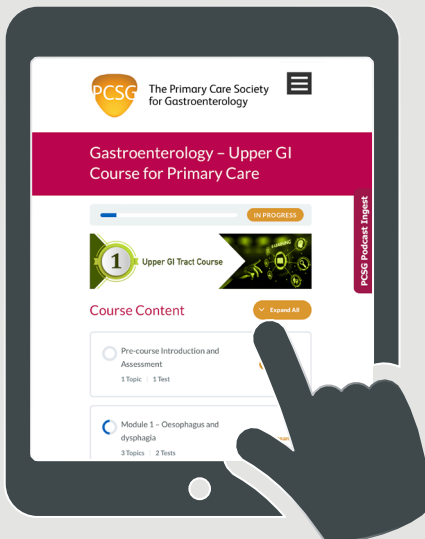
## Wider health system benefits

Given that around 10% of primary care contacts are for gastroenterological problems, enhancing your knowledge of this specialty will enhance not only your role as a GPwER but also as a GP by delivering greater expertise into the community.



## Satisfaction

If you have an interest in gastroenterology and would like to build this into your career as a GP, this is a great opportunity to develop your knowledge and enable you to build a portfolio career that aligns with your interests.



## Online Learning Portal

The course is delivered online via an interactive learning portal designed and run by the PCSG (Primary Care Society for Gastroenterology) with full IT and administrative support provided to each course participant throughout their chosen module.

# The educational material

The educational material is provided in a variety of ways to accommodate the preferred learning styles of the students. Each month there is an average of 10 hours of learning materials for the students to explore and complete in their own time, in order to fit around other work commitments.

Throughout the programme, the students have access to an experienced tutor to support their learning.



## Written assignments

Monthly 500-word written assignments, individually marked with tutor feedback.



## Virtual clinics

Two Interactive case studies monthly guiding trainees through 'typical' cases in clinical practice, linking to latest guidelines.



## Educational videos/presentations

Two hours of educational presentations each month delivered by experienced clinicians covering a range of topics, with 'live' sessions held during the module to allow trainee interaction with the speakers.



## Self-directed learning

Recommended reading lists provided, with trainees encouraged to focus on most relevant, BSG/NICE guidance around topics covered.



## Podcasts

Ingest podcast episodes linked to the programme allowing trainees easy access to relevant additional learning material to complement their learning on the programme.

## Successful completion of the programme requires:

**Completion** of all educational resources for the module (this is recorded in real-time through the PCSG learning portal).

**Successfully passing** the post-module MCQ (multiple-choice) exam.

Those who successfully complete the programme will be provided with a certificate of completion for their portfolio.

## Course pricing<sup>†</sup> for GPwERs

\*cost per student

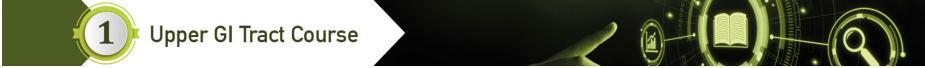
Course	Number of Students			
	1 - 4	5 - 9	10 - 20	21+
Upper GI (3 months)	✓	✓	✓	Please contact: secretariat@ pcsg.org.uk
Lower GI (5 months)	✓	✓	✓	
HPB (3 months)	✓	✓	✓	
QIP (12 months running concurrently)	✓	✓	✓	
<b>Total</b>	<b>£2,000*</b>	<b>£1,810*</b>	<b>£1,720*</b>	

† Prices are exclusive of VAT except where students are self funding. If you are planning to self fund please contact

# The curriculum and the learning outcomes

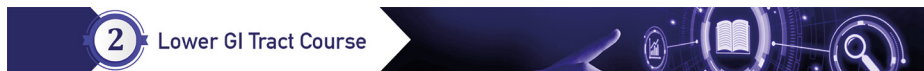
The GP programme consists of 3 modules: **Upper GI medicine** – 3 month programme  
**Lower GI medicine** – 5 month programme  
**HPB** – 3 month programme

The learning outcomes and curriculum for each module is closely based on the BSG training curriculum. In addition, there is an additional QIP and Reflective Learning Modules. See page 9.

		
Month	Learning outcomes	Topics/conditions explored
<b>Month 1</b> <b>dysphagia</b>	<ul style="list-style-type: none"> <li>Understand the physiology/anatomy of the oesophagus</li> <li>Select appropriate investigations for patient with dysphagia – OGD, oesophageal manometry and pH studies, barium swallow</li> <li>Develop a greater understanding of the causes, assessment, and therapeutic options for dysphagia</li> </ul>	Eosinophilic oesophagitis  Oesophageal motility disorders (GI and non-GI)  Oesophageal cancer  Oesophagitis
<b>Month 2</b> <b>dyspepsia</b>	<ul style="list-style-type: none"> <li>Understand the causes, assessment, and therapeutic options for GORD</li> <li>Build confidence in the diagnosis, management, and surveillance of Barrett's oesophagus</li> </ul>	Functional dyspepsia  GORD  Barretts oesophagus
<b>Month 3</b> <b>endoscopy essentials</b>	<ul style="list-style-type: none"> <li>Understand the anatomy/physiology of the stomach</li> <li>Understand the indications, contraindications and assessment of patients for endoscopy.</li> <li>Develop a deeper understanding of the endoscopic assessment of gastric polyps and pre-cancerous conditions conditions of the stomach and oesophagus</li> <li>Improve understanding of commonly used endoscopic techniques for assessing and managing precancerous and cancerous lesions of the upper GI tract</li> <li>Understanding upper GI histology report</li> </ul>	Chronic atrophic gastritis  Peptic ulcer disease  Helicobacter infection  Low- and high-grade dysplasia in Barretts oesophagus  Gastric cancer  Upper GI bleeding  GIST and other tumours of the upper GI tract

# The curriculum and the learning outcomes

Below is an example of the learning outcomes for the lower GI (5 month) module.



Month	Learning outcomes	Topics/conditions explored
<b>Month 1</b> <b>Weight loss and malabsorption</b>	<ul style="list-style-type: none"> <li>• Understand the anatomy and physiology of the digestive tract</li> <li>• Know how to assess the patient with malnutrition and weight loss, including the selection of appropriate tests to clarify the diagnosis.</li> <li>• Understand the role of the dietician in the assessment and management of nutritional deficiency.</li> <li>• Able to manage commoner causes of nutritional deficiency and weight loss and able to identify red flags for malignant causes of weight loss and refer appropriately.</li> </ul>	Coeliac disease  Pancreatic exocrine insufficiency  Giardia infection
<b>Month 2</b> <b>Iron deficient anaemia</b>	<ul style="list-style-type: none"> <li>• Understand how to approach the patient with iron deficient anaemia, selecting appropriate tests to identify underlying cause and acting appropriately on those findings.</li> <li>• Know when to suspect and how to test for hyperferritinaemia</li> </ul>	Hereditary hemochromatosis
<b>Month 3</b> <b>Inflammatory bowel disease</b>	<ul style="list-style-type: none"> <li>• Understand the physiological changes associated with inflammatory bowel disease, and be able to identify the intestinal and extraintestinal features associated with these conditions.</li> <li>• Able to confidently assess the patient with suspected inflammatory bowel disease, identifying those requiring urgent assessment in secondary care</li> <li>• Understands the chronic management of those with inflammatory bowel disease, including the role of the wider MDT in terms of supporting patients with IBS</li> </ul>	Ulcerative colitis  Crohn's disease  Microscopic colitis

lower GI continued...

<p>Month 4 Change in bowel habit</p>	<ul style="list-style-type: none"><li>• Able to approach the patient with a change in bowel habit, both constipation and diarrhoea, selecting appropriate tests to diagnose GI disease, and understanding red flag symptoms requiring urgent assessment.</li><li>• Understand the diagnosis and management of commonly encountered causes of diarrhoea, including IBS, bile acid malabsorption and infective causes of diarrhoea</li><li>• Can assess and manage the patient with constipation, identifying those requiring urgent assessment, and managing those with non-urgent causes (e.g. functional constipation and opioid-induced constipation)</li></ul>	<p>IBS</p> <p>Bile acid malabsorption</p> <p>SIBO</p> <p>Functional and opioid-induced constipation</p> <p>Infective gastroenteritis</p>
<p>Month 5 Rectal bleeding</p>	<ul style="list-style-type: none"><li>• Able to assess the patient with rectal bleeding, including appropriate use of diagnostic tests to identify those at risk of malignant causes of rectal bleeding, and being able to manage those with benign causes of rectal bleeding such as haemorrhoids, fissures, and proctitis.</li><li>• Can identify red flag symptoms requiring urgent assessment and can refer appropriately</li><li>• Uses tests (including FIT) to identify those at higher risk of colorectal cancer and understands the appropriate referral pathway for these patients.</li><li>• Able to identify those at higher risk of colorectal cancer, including both symptoms and genetic factors and referring for appropriate advice regarding surveillance.</li></ul>	<p>Diverticular disease</p> <p>Anorectal causes of rectal bleeding (including haemorrhoids, fissures, and proctitis)</p> <p>Colorectal cancer, including hereditary causes of colorectal cancer</p>

# The curriculum and the learning outcomes

Below is an example of the learning outcomes for the HPB (3 month) module.

		
Month	Learning outcomes	Topics/conditions explored
<b>Month 1</b> <b>Detecting liver disease</b>	<ul style="list-style-type: none"> <li>Understand the anatomy and physiology of the liver and its clinical relevance in both health and disease.</li> <li>Be able to assess of the patient with abnormal liver function tests including a wider aetiology screen and the use of imaging to diagnose and assess liver disease.</li> <li>Know how to identify rarer causes of liver disease (e.g. autoimmune hepatitis and primary biliary cirrhosis, and haemochromatosis) and referral pathways for further assessment for these patients.</li> <li>Be able to identify the common causes of drug-induced liver injury.</li> <li>Identify the risk factors, presentation and diagnostic work-up for patients with suspected hepatocellular carcinoma.</li> </ul>	Viral hepatitis Autoimmune hepatitis Primary biliary cirrhosis Drug-induced liver injury Haemochromatosis
<b>Month 2</b> <b>Steatosis and alcohol related liver disease</b>	<ul style="list-style-type: none"> <li>Be able to diagnose, risk assess, and manage patients with MASLD (Metabolic associated steatotic liver disease).</li> <li>Know how to diagnose and assessing those with alcohol-related liver disease and be aware of the role of the wider healthcare team in the management and support of these patients.</li> <li>Understand the psychological and social determinants of health with regards to liver disease, as well as the perceived stigma surrounding liver disease.</li> </ul>	MASLD Alcohol-related liver disease Cirrhosis
<b>Month 3</b> <b>Pancreatitis and pancreatic insufficiency</b>	<ul style="list-style-type: none"> <li>Understand the anatomy and physiology of the pancreas and it's clinical relevance in both health and disease.</li> <li>Understand the assessment of the patient with suspected pancreatic and biliary disease, biochemical and imaging assessment of the pancreas.</li> <li>Know the signs and symptoms of pancreatic and biliary disease.</li> <li>Know how to diagnose and managing patients with pancreatic exocrine insufficiency.</li> </ul>	Acute and chronic pancreatitis Pancreatic exocrine insufficiency Primary sclerosing cholangitis Cholangiocarcinoma Pancreatic cancer Neuroendocrine neoplasms of the pancreas



# QIP & Reflective Learning Module Examples

Students will be expected to complete a QIP project based on the template below.



1. Project information	
<b>Rationale</b>	Why is this an important problem, how does it link to wider organisational <u>strategic goals</u> , what is your personal experience or patient story that has led you to identifying this issue.
<b>Project team</b>	Who have you identified as the <u>key stakeholders</u> who could help you to improve the problem.
<b>Project vision</b>	If you have developed a <u>project vision</u> of the future state please write it here (if not delete this row)
<b>Key areas of focus</b>	What have you identified as the key causes of your problem that this project will focus on improving – link, embed or refer to any tools you might have used to determine this such as an <u>affinity diagram</u> , <u>fishbone diagram</u> or <u>Pareto chart</u> .
<b>Project measurement</b>	How will you <u>measure the impact</u> of your project?
<b>Project aim</b>	What is your SMARTER <u>aim statement</u>
<b>Start date</b>	<b>Finish date</b>

In addition students will be expected to complete one Reflective Learning task per month and six Case Based Discussions centred on their experience and learning from their in clinic work.

All of these activities form part of the GPwER pathway and contribute to the final mark.

# Feedback



Fantastic course, well organised and presented.”

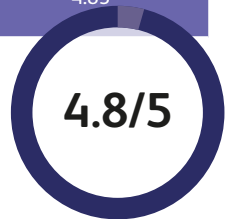
## What do our students say ?

We have run the programme through 2023 and 2024 for a number of GPs in the Southwest who are now planning their deployment back into the community.

	Upper GI module	Lower GI module
	Rating*	Rating*
The online portal was a good platform	4.95	4.75
The course was well organised	4.95	4.75
I would recommend this course to a colleague	4.95	4.83
This module has increased my knowledge	4.9	4.83
Following the course, I feel more confident diagnosing and managing patients	4.6	4.75
I will use the knowledge I have gained from this module in my current role	4.7	4.83

### Average rating

\*out of 5



I have really enjoyed the course which is pitched at the right level and has significantly improved my knowledge.”



The teaching has been excellent and pitched perfectly for me. I really like the clinical cases as I find the explanation that comes with the answers a really useful way of learning. I refer to the notes from the live teaching sessions on a regular basis when I am in clinic.”



I have taken lots of learning points back to my GP practice and have used knowledge in consultations.”