The RCGP Curriculum 2019

We are very excited to publish the new RCGP curriculum which incorporates the recommendations of the GMC to align with the Generic Professional Capabilities framework.
It articulates the special qualities and capabilities of being a generalist in an increasingly complex and specialised health care system. It is also a representation of the challenges and rewards of employing the full scope of these capabilities as part of a lifelong career as a GP.
The curriculum has been freshly reviewed from the perspective of equality and diversity and incorporates feedback from stakeholders. Specialist interest groups have been consulted to ensure appropriate content.

The new curriculum provides:
- Enhanced content reflecting modern General Practice
- New and updated Clinical, Life Stages, and Professional Topic Guides
- Knowledge and skills guides
- Integrated information on training and assessment
- Content relevant to a lifelong career as a GP

We understand that the curriculum will not be implemented simply through publishing documents or web pages, but through the conversations, shared stories and discussions which take place in a social learning environment with colleagues and patients. This is the start of that process as we develop the new curriculum into a more user-friendly and accessible format. As new challenges to the profession continue to unfold, we will ensure that it is regularly updated to reflect modern GP practice.

A brief overview of the new RCGP Curriculum

The GMC requires that all specialty curricula are aligned to the nine domains of the Generic Capabilities Framework described in ‘Excellence by Design’ 2017 and ‘Shape of Training’ Review 2013.
The approval process was overseen by the GMC Curriculum Oversight and Assessment Groups and was based on a framework which included

- the rationale and purpose of the curriculum based on an analysis of patient, population, professional and workforce needs
- the scope of practice of a GP
- high level learning outcomes to demonstrate capability linked to critical progression and completion of training
- interdependence with other training programmes and professions
- support for flexibility and transferability across related specialties and disciplines.
Learning Outcomes

The intended learning outcomes of the RCGP curriculum are organised into five broad Areas of Capability based around the GMC’s generic professional capabilities framework and are classified under specific capabilities described in the document.

Figure 1: The Core Curriculum - five ‘Areas of Capability’:

Within the areas of capability, are the specific core capabilities that will be familiar from previous versions of the curriculum. (see Appendix 1)

Topics covered in GP specialty training

The enhanced curriculum content is supplemented by a series of topic guides that explore the specific capabilities in more depth and apply them to a clinical or professional context. Each topic guide is intended to illustrate important aspects of everyday general practice. However, they are not intended to represent a complete list of all the learning necessary. The supplementary topic guides are as follows -

- **Professional Topic Guides (6)**
- **Life Stages Topic Guides (5)**
- **Clinical Topic Guides (20)**

We have introduced 5 new Topic Guides and revised and refreshed the existing guides. Each Clinical Topic Guide has a standardised structure under the following headings –
  - Relevance to the role of a GP clinical practice
  - Emerging Issues
  - Knowledge and skills (incorporating the AKT Content guide)
  - Service and wider community-orientated issues
  - Case Discussion and examples of Reflective questions;
  - How to learn this topic.
  - Examples of how this area of practice may be tested in the MRCGP
Table 1: List of modifications to supplementary topic guides. RCGP August 2019.

<table>
<thead>
<tr>
<th>Curriculum Topic Guides (August 2019)</th>
<th>Equivalent curriculum modules (March 2016)</th>
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<tbody>
<tr>
<td><strong>Professional Topic Guides</strong></td>
<td></td>
</tr>
<tr>
<td>Consulting in General Practice</td>
<td>2.01 The GP Consultation in Practice</td>
</tr>
<tr>
<td>Equality, Diversity and Inclusion</td>
<td>New</td>
</tr>
<tr>
<td>Evidence Based Practice, Research and Sharing Knowledge</td>
<td>2.04 Enhancing Professional Knowledge</td>
</tr>
<tr>
<td>Improving Quality, Safety and Prescribing</td>
<td>2.02 Patient Safety and Quality of Care</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>2.03 The GP in the Wider Professional Environment</td>
</tr>
<tr>
<td>Urgent and Unscheduled Care</td>
<td>3.03 Care of Acutely Ill People</td>
</tr>
<tr>
<td><strong>Life Stages Topic Guides</strong></td>
<td></td>
</tr>
<tr>
<td>Children and Young People</td>
<td>3.04 Care of Children and Young People</td>
</tr>
<tr>
<td>People with Long-Term Conditions including Cancer</td>
<td>New</td>
</tr>
<tr>
<td>Maternity and Reproductive Health</td>
<td>Parts of 3.06 Women’s Health</td>
</tr>
<tr>
<td>Older Adults</td>
<td>3.05 Care of Older Adults</td>
</tr>
<tr>
<td>People at the End-of-Life</td>
<td>3.09 End-of-Life Care</td>
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<tr>
<td><strong>Clinical Topic Guides</strong></td>
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<tr>
<td>Allergy and Immunology</td>
<td>New</td>
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<tr>
<td>Cardiovascular Health</td>
<td>3.12 Cardiovascular Health</td>
</tr>
<tr>
<td>Dermatology</td>
<td>3.21 Care of People with Skin Problems</td>
</tr>
<tr>
<td>Ear, Nose and Throat, Speech and Hearing</td>
<td>3.15 Care of People with ENT, Oral and Facial Problems</td>
</tr>
<tr>
<td>Eyes and Vision</td>
<td>3.16 Care of People with Eye Problems</td>
</tr>
<tr>
<td>Gastroenterology</td>
<td>3.13 Digestive Health</td>
</tr>
<tr>
<td>Genomic Medicine</td>
<td>3.02 Genetics in Primary Care</td>
</tr>
<tr>
<td>Gynaecology and Breast</td>
<td>Parts of 3.06 Women’s Health</td>
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<tr>
<td>Haematology</td>
<td>New</td>
</tr>
<tr>
<td>Infectious Disease and Travel Health</td>
<td>New</td>
</tr>
<tr>
<td>Kidney and Urology</td>
<td>3.07 Men’s Health (part of)</td>
</tr>
<tr>
<td>Mental Health</td>
<td>3.10 Care of People with Mental Health Problems</td>
</tr>
<tr>
<td>Metabolic Problems and Endocrinology</td>
<td>3.17 Care of People with Metabolic Problems</td>
</tr>
<tr>
<td>Musculoskeletal Health</td>
<td>3.20 Care of People with Musculoskeletal Problems</td>
</tr>
<tr>
<td>Neurodevelopmental Disorders, Intellectual and Social Disability</td>
<td>3.11 Care of People with Intellectual Disability</td>
</tr>
<tr>
<td>Neurology</td>
<td>3.18 Care of People with Neurological Problems</td>
</tr>
<tr>
<td>Population Health</td>
<td>3.01 Healthy People: promoting health and preventing disease</td>
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<tr>
<td>Respiratory Health</td>
<td>3.19 Respiratory Health</td>
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<tr>
<td>Sexual Health</td>
<td>3.08 Sexual Health</td>
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<tr>
<td>Smoking, Alcohol and Substance Misuse</td>
<td>3.14 Care of People who Misuse Drugs and Alcohol</td>
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</table>
How to learn general practice

The curriculum now describes how we can support a feasible, practical, and sustainable training programme by

- ensuring a broad range of experience
- integrating specialist approaches into generalist care
- providing work-based learning
- facilitating self-directed learning
- encouraging learning with peers and other health and care professionals
- developing the habits of lifelong learning.

How GP training is delivered

The curriculum provides an overview of training implementation, and describes

- the structure of the programme
- primary care placements
- secondary care placements
- clinical and educational supervision.

How training progress is assessed

Workplace-based Assessment

The new curriculum will be represented by new learning log entries linkage in the ePortfolio from September 2019.

In order to minimise repetition, and the need for ‘tick box’ coverage of the whole curriculum, we have distilled the overall content down to 8 ‘Clinical Experience Groups’ for WPBA. Grouping learning log entries in this way will make the recording of evidence less onerous and retain alignment with capabilities relevant to CCT.

The 8 Clinical Experience groups are as follows -

1. Infants, children and young people under the age of 19
2. People with mental health needs (including addictions)
3. People with long-term conditions and disability
4. Frail and/or elderly people (including multiple morbidity and care of the dying)
5. Gender health (Women’s, Men’s and LGBTQ health)
6. People requiring urgent and unscheduled care
7. People with health disadvantages and vulnerabilities (for example veterans, mental capacity difficulties, safeguarding issues, and those with communication difficulties)
8. Health promotion and people with non-acute and/or non-chronic health problems

New methods of WPBA assessment will be introduced in August 2020 and will include:

- Case-based Discussion
- Care Assessment Tool
- Clinical Evaluation Exercise
Evidence of progression

The requirements that must be met at the end of ST2 and ST3 stages of training are now made explicit by including:

- progression point descriptors under each area of capability
- linkage to Generic Professional Capabilities and relevant MRCGP assessments
- word pictures for ‘end of ST2 - needs further development’, ‘end of ST3 – competent’, and ‘end of ST3 – excellent’.
### Appendix 1. Areas of Capability mapped to the 13 the specific core capabilities

<table>
<thead>
<tr>
<th>Area of Capability</th>
<th>Specific capabilities for general practice</th>
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<tbody>
<tr>
<td><strong>To be a GP, you must be capable of:</strong></td>
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</tbody>
</table>
| **A. Knowing yourself and relating to others** | Fitness to practise  
Demonstrating the attitudes and behaviours expected of a good doctor  
Managing the factors that influence your performance  
Maintaining an ethical approach  
Treating others fairly and with respect and acting without discrimination  
Providing care with compassion and kindness  
Communication and consultation  
Establishing an effective partnership with patients  
Maintaining a continuing relationship with patients, carers and families |
| **B. Applying clinical knowledge and skill** | Data gathering and interpretation  
Applying a structured approach to data gathering and investigation  
Interpreting findings accurately to reach a diagnosis  
Clinical examination and procedural skills  
Demonstrating a proficient approach to clinical examination  
Demonstrating a proficient approach to the performance of procedures  
Making decisions  
Adopting appropriate decision-making principles  
Applying a scientific and evidence-based approach  
Clinical management  
Providing general clinical care to patients of all ages and backgrounds  
Adopting a structured approach to clinical management  
Making appropriate use of other professionals and services  
Providing urgent care when needed |
| **C. Managing complex and long-term care** | Managing medical complexity  
Enabling people living with long-term conditions to improve their health  
Managing concurrent health problems within an individual patient  
Adopting safe and effective approaches for patients with complex needs  
Working with colleagues and in teams  
Working as an effective team member  
Coordinating a team-based approach to the care of patients |
| **D. Working well in organisations and in systems of care** | Improving performance, learning and teaching  
Continuously evaluating and improving the care you provide  
Adopting a safe and scientific approach to improve quality of care  
Supporting the education and development of colleagues  
Organisational management and leadership  
Applying leadership skills to improve your organisation’s performance  
Making effective use of information and communication systems  
Developing the financial and business skills required for your role |
| **E. Caring for the whole person and the wider community** | Practising holistically, promoting health and safeguarding  
Demonstrating the holistic mindset of a generalist medical practitioner  
Supporting people through experiences of health, illness and recovery  
Safeguarding individuals, families and local populations  
Community orientation  
Understanding the health service and your role within it  
Building relationships with the communities in which you work |
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Ms Donna McFarlane

Dr. Steve Walter
RCGP Curriculum Lead
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