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The RCGP Curriculum 2019

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We are very excited to publish the new RCGP curriculum, which incorporates the recommendations of the General Medical Council (GMC) to align with the Generic Professional Capabilities framework (Box 1). 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.

Box 1. The new curriculum provides:

- Enhanced content reflecting modern general practice
- New and updated Clinical, Life Stages and Professional Topic Guides
- Essential knowledge 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 that 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 General Medical Council, *Generic Professional Capabilities Framework*.

The approval process was overseen by the GMC Curriculum Oversight and Assessment Groups and was based on a framework that 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).

Within these broad areas of capability, we have mapped the specific core capabilities that will be familiar from previous versions of the curriculum (see Figure 2).

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

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Figure 1. The five 'Areas of Capability'.

Courtesy of Will Walter www.willwalterdesign.com.

Figure 2. Areas of Capability mapped to the 13 specific core capabilities.

Area of Capability	Specific capabilities for general practice *To be a GP, you must be capable of:*
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

depth and apply them to a clinical or professional context (Figure 3). 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 five 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
- Essential knowledge and skills (incorporating the Applied Knowledge Test (AKT) content guide)
- Service and wider community-orientated issues
- Case discussion and examples of reflective questions
- How to learn this topic

Figure 3. List of modifications to supplementary topic guides.

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

- Examples of how this area of practice may be tested in the MRCGP

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

A new schedule of assessment will be introduced and, in addition to the existing AKT, Clinical Skills Assessment (CSA) and Workplace-based Assessment (WPBA), will include:

- Case-based discussion
- Care assessment tool
- Clinical evaluation exercise
- Consultation observation tool
- Audio Consultation Observation Tool (Audio-COT)
- Leadership activity
- Quality improvement project
- Prescribing assessment

In order to streamline the process of recording WPBA evidence, the curriculum has been condensed to 7 'Clinical Evidence' groups to which learning log entries will now be linked. These include:

- Infants, children and young people
- People with mental health needs
- People with long term conditions and disability
- Frail and/or elderly people
- People requiring urgent and unscheduled care
- People with health disadvantages and vulnerabilities
- Health promotion and people with non-acute and/or non-chronic health problems

Evidence of progression

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

- 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'.

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