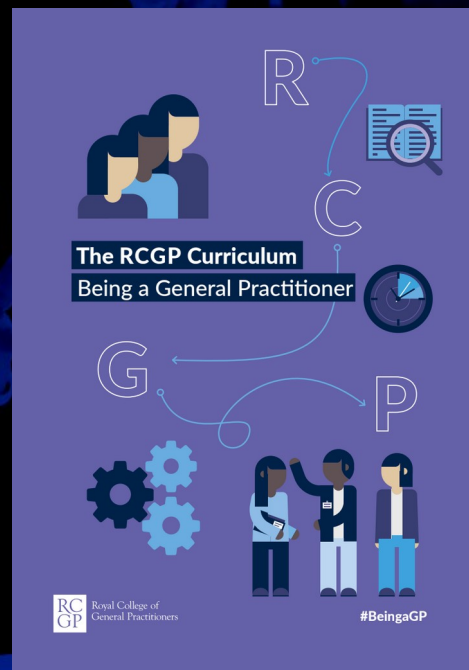


# Being a GP

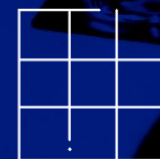
## The RCGP Curriculum 2019



The RCGP Curriculum describes the attitudes, skills and expertise required to be a GP in the UK

It sets out the educational framework of the specialty and builds a foundation for career-long development

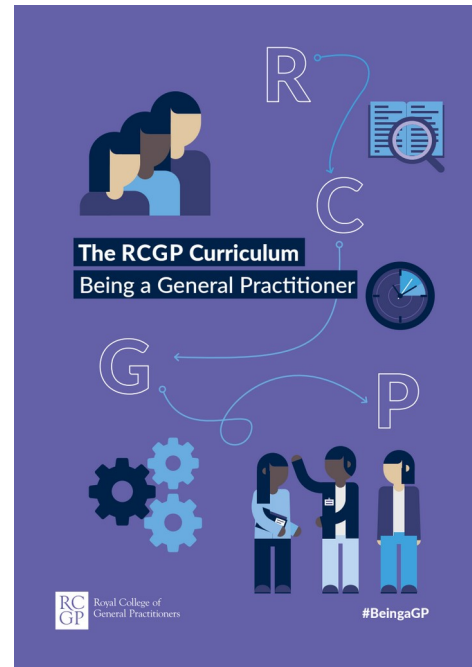
It aligns with the GMC generic professional capabilities framework 2017



# The Core Curriculum

## The new curriculum provides:

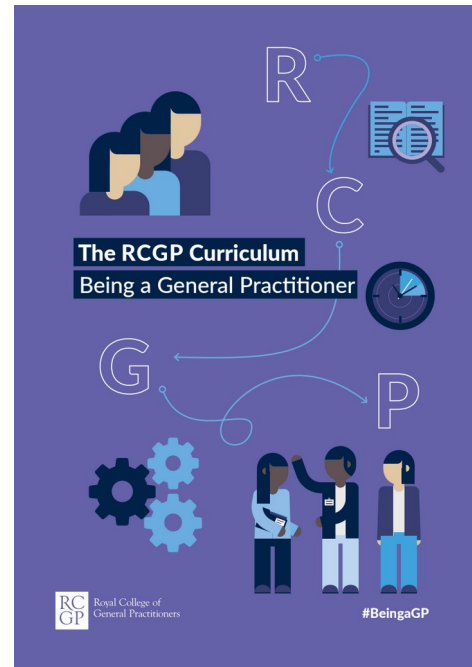
- Enhanced content reflecting modern General Practice
- New and updated Professional, Life Stages, and Clinical Topic Guides
- Essential knowledge guides
- Integrated information on training and assessment
- Content relevant to a lifelong career in General Practice



# The Core Curriculum

The content includes:

- The curriculum structure
- How to learn General Practice
- Delivering GP training
- Providing evidence of progress
- Assessing training progress
- Flexible training pathways



# Being a GP

## The core curriculum structure:

Five 'Areas of Capability' form the basis of the curriculum and provide developmental themes linking training, licensing, and career development. Whilst described individually, they should be considered as contributing to holistic professional development.

*The core curriculum is further supported by a series of **topic guides** which provide greater depth on specific areas of practice – see a separate presentation*



# Being a GP

## The core curriculum structure

The development of professional expertise is underpinned by the ability to understand yourself and relate successfully to other people

It usually begins with developing a deeper understanding through reflective practice and expands to incorporate relationships within multi-disciplinary teams and ultimately the wider healthcare system



# Being a GP

## Areas of Capability

Particularly in the early career stages, the emphasis is on building the broad base of clinical knowledge and skills needed for generalist medical practice

Early experience in General Practice gives insight into applied and enhanced knowledge required to provide multi-professional care in the community



# Being a GP

## Areas of Capability

Modern generalist medical care requires the capability to manage an increasingly complex population of patients with often multiple and overlapping health-related problems.

It is important to be able to manage uncertainty, deal with polypharmacy and lead, organize, and integrate a complex range of care at an individual, practice and system level.



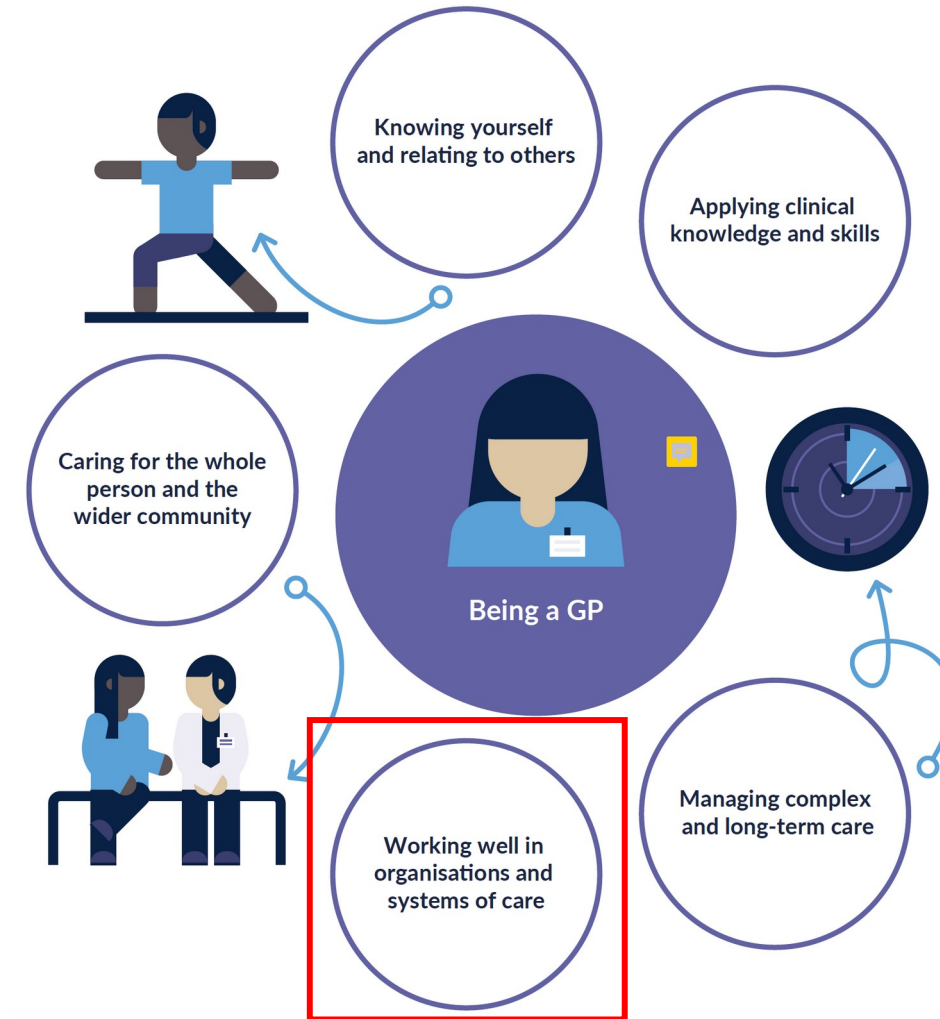
# Being a GP

## Areas of Capability

A GP will care for patients at multiple levels in the health service; increasingly GPs participate in development of care pathways and services

A wider range of influence and responsibility emerges alongside greater expertise and leadership

A professional will also develop systems to manage their own performance, education, and career-long development





# Being a GP

## Areas of Capability

Applying a holistic approach greatly improves the quality of care provided to patients and families

This capability is often the most challenging and relies on integration and enhancement of the more fundamental capabilities developed earlier in training

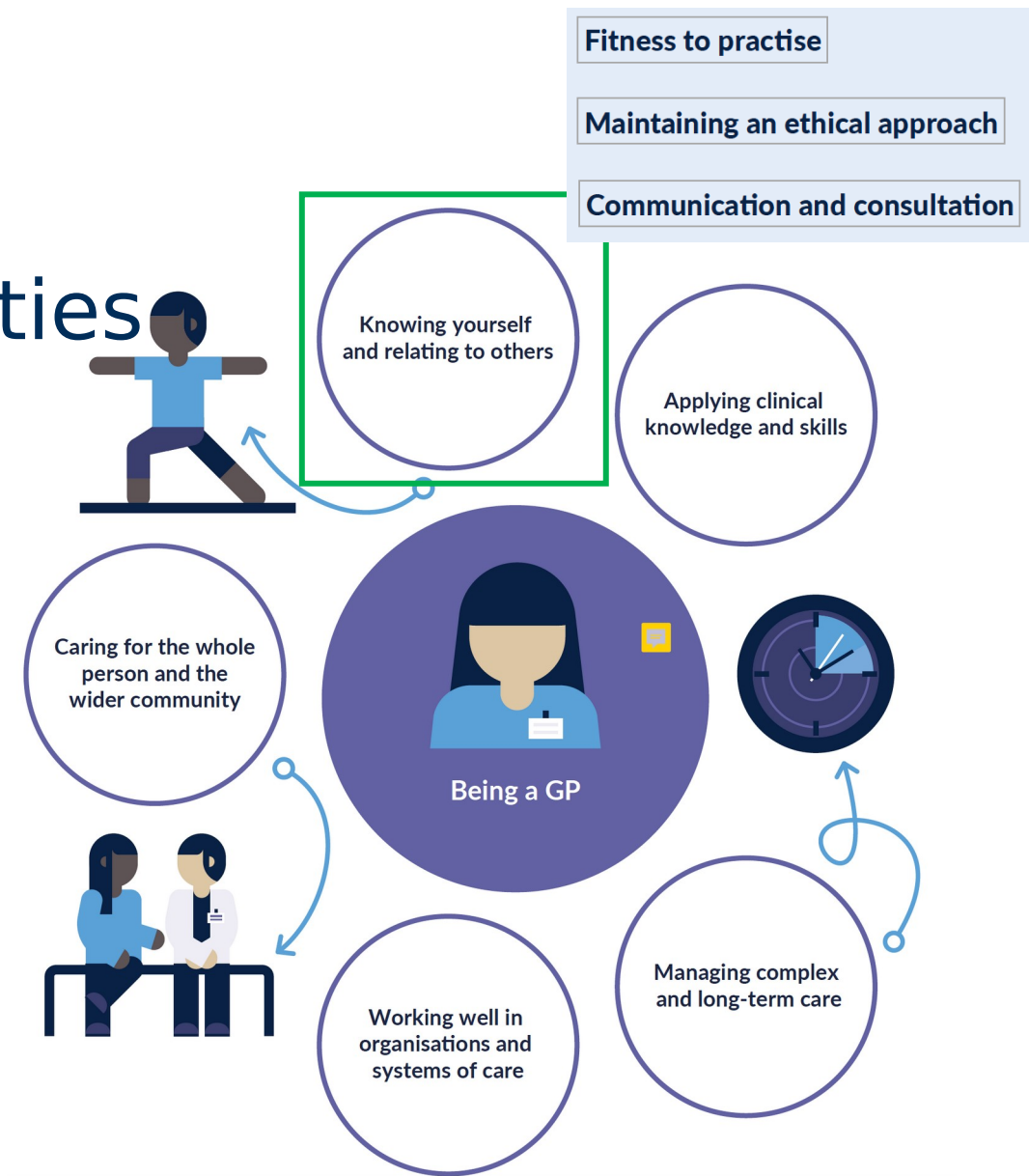


# Being a GP

## Specific Capabilities

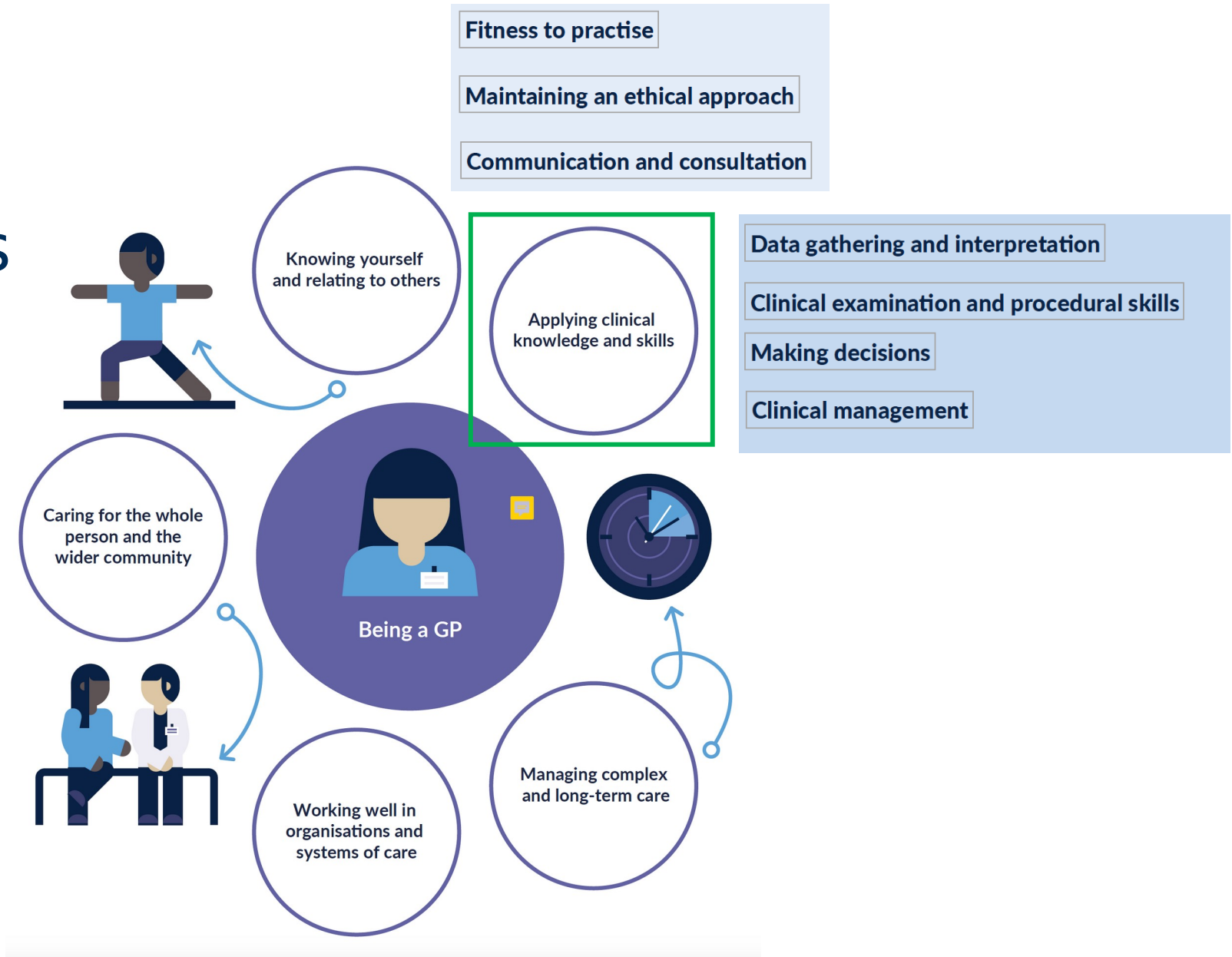
Within the Areas of capability we have described the 13 **'specific capabilities'** that are core to General Practice

They map explicitly to the GMC's generic capabilities framework and should be familiar from the previous versions of the curriculum



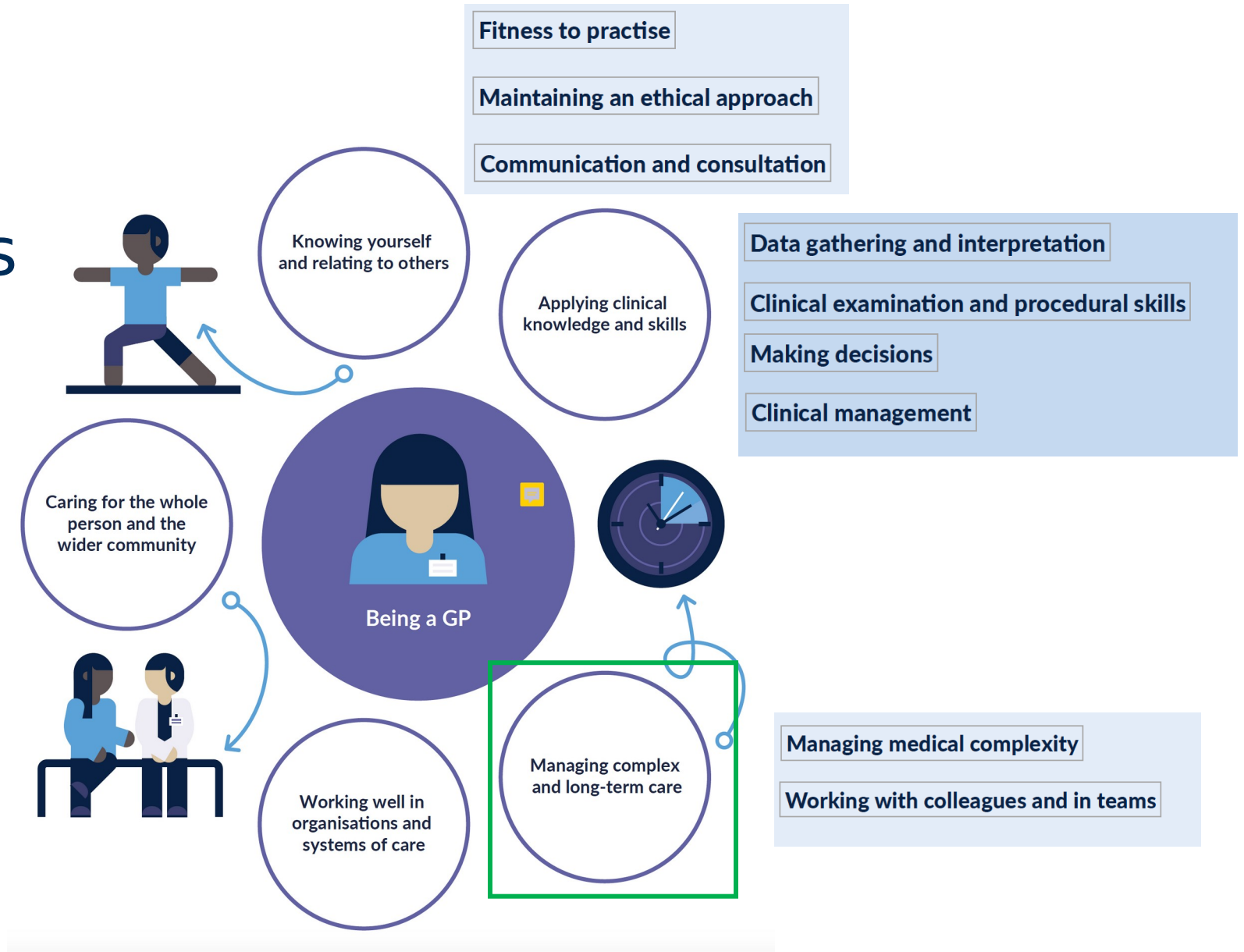
# Being a GP

## Core Capabilities



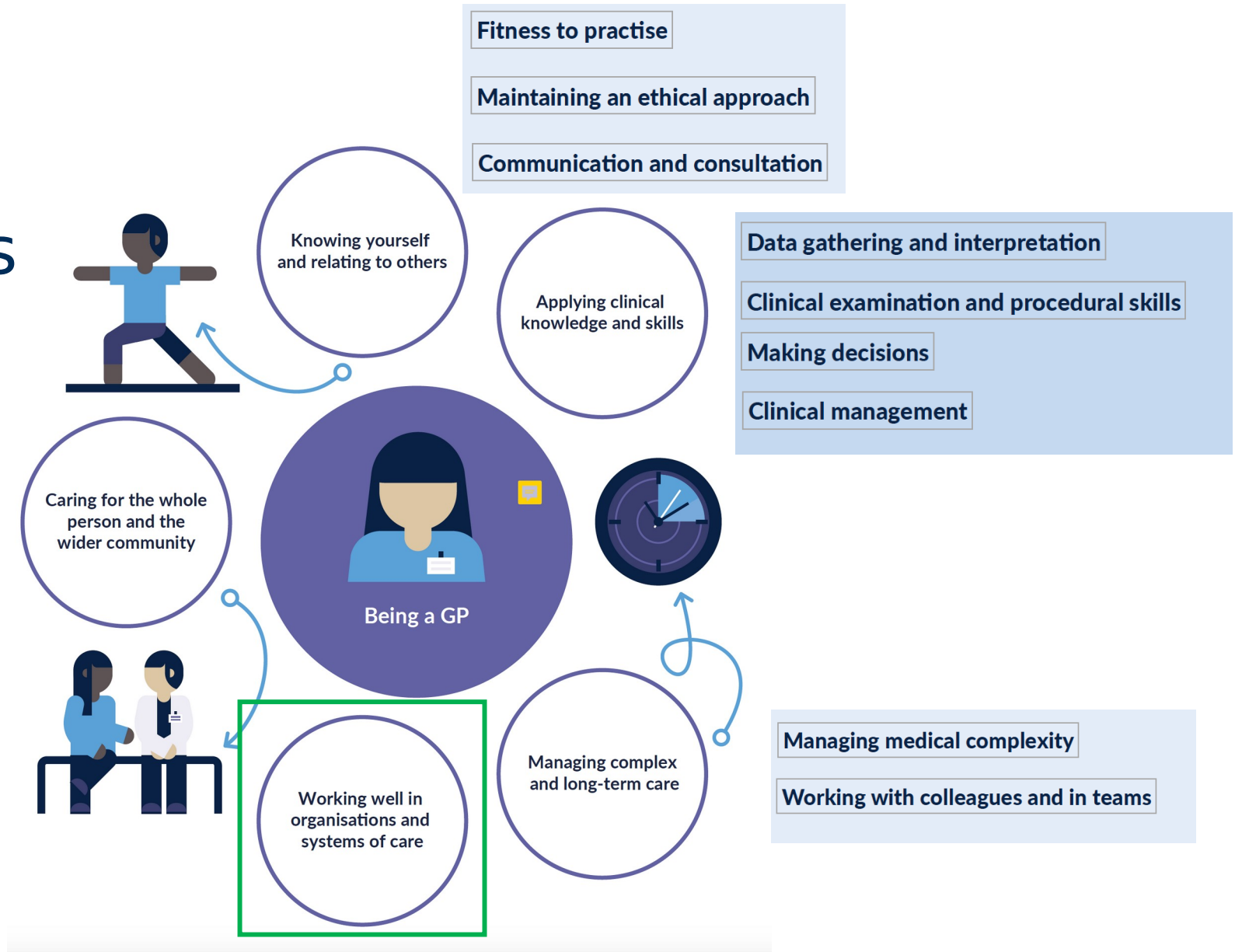
# Being a GP

## Core Capabilities



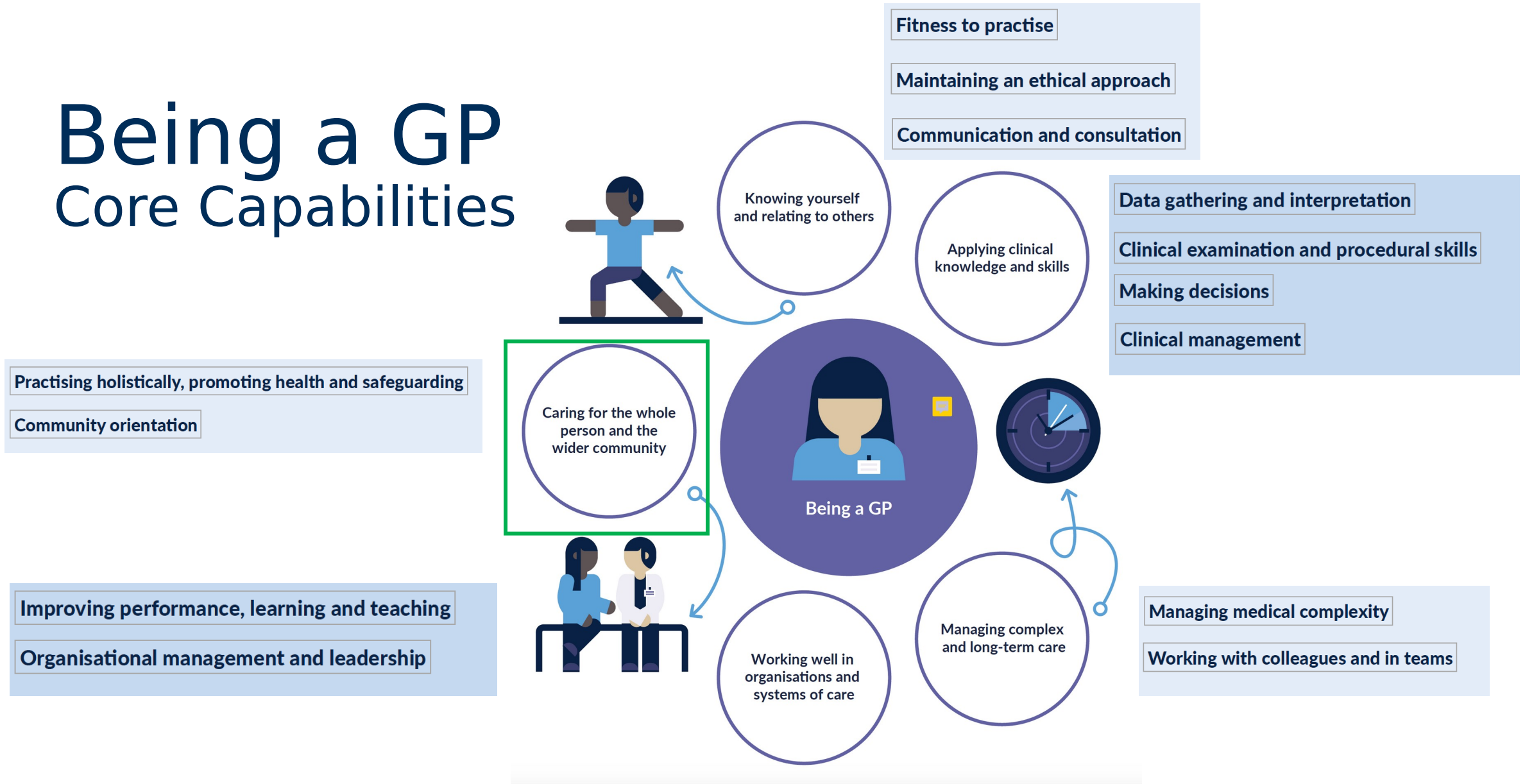
# Being a GP

## Core Capabilities



# Being a GP

## Core Capabilities



# Learning Outcomes

For each specific capability, the curriculum describes the relevant learning outcomes. For example 'Making



## Adopt appropriate decision-making principles

### Learning outcomes:

- Apply rules or plans and use decision aids (such as algorithms and risk calculators) where appropriate for straightforward clinical decisions
- Use an analytical approach to novel situations in which rules cannot be readily applied, developing your decision-making by forming and testing hypotheses
- Use an understanding of probability, based on the prevalence, incidence, natural history and time course of illness, to aid your decision-making
- Address problems that present early and in an undifferentiated way by integrating available information to make your best assessment of risk to the patient, recognising when to act and when to defer a decision if safe and appropriate to do so
- Recognise the inevitable uncertainty in general practice problem-solving, sharing uncertainty with the patient where appropriate
- Revise hypotheses in the light of new or additional information, incorporating advice from colleagues and experts as needed



## Apply a scientific and evidence-based approach

### Learning outcomes:

- Throughout your career, develop and maintain a sufficiently broad and detailed knowledge of the science relevant to your role. This includes (but is not limited to) elements of:
  - epidemiology and the determinants of health and ill health
  - pathology, natural history of disease and prognosis
  - therapeutics, pharmacology and non-drug therapies
  - evidence-based practice, research methodology, statistics and critical appraisal
  - health promotion, preventative healthcare and harm reduction
  - consultation and communication theory
  - adult educational and reflective learning theory
  - decision-making, reasoning and problem-solving theory
  - health economics, financing, commissioning and service design
  - leadership, management and quality improvement science
- Use the best available evidence in your decision-making, applying critical thinking to appraise the literature, recognising the strengths and limitations of evidence-based guidelines

# Progression point descriptors

and, for each specific capability, we have provided cross references to the GPCs and MRCGP assessments, with word pictures to assist feedback:

## Progression point descriptors

MAKING A DIAGNOSIS/DECISION			
Generic professional capabilities: professional skills			
MRCGP assessments: AKT, CSA, WPBA (CbD, CAT, COT, miniCEX, QIP, Leadership, Prescribing, CSR)			
Insufficient evidence	End of ST2 – needs further development	End of ST3 – competent	End of ST3 – excellent
From the available evidence, the doctor's performance cannot be placed on a higher point on this developmental scale	Generates an adequate differential diagnosis based on the information available	<ul style="list-style-type: none"> <li>Makes diagnoses in a structured way using a problem-solving method</li> <li>Uses an understanding of probability based on prevalence, incidence and natural history of illness to aid decision-making</li> <li>Addresses problems that present early and/or in an undifferentiated way by integrating all of the available information to help generate a differential diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>Uses pattern recognition to identify diagnoses quickly, safely and reliably</li> <li>Remains aware of the limitations of pattern recognition and when to revert to an analytical approach</li> </ul>
	Generates and tests appropriate hypotheses	Revises hypotheses in the light of additional information	No longer relies on rules or protocols but is able to use and justify discretionary judgement in situations of uncertainty
	Makes decisions by applying rules, plans	Thinks flexibly around problems, generating	



# Additional content

Includes:

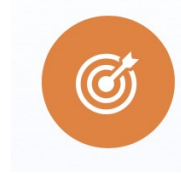
- How to learn General Practice
- Delivering GP training
- Providing evidence of progress
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- Flexible training pathways

# How to learn General Practice

Most learning occurs in the workplace and is enhanced by active reflection on everyday experiences

In every placement, contact with patients, families and colleagues will help you to become better a GP.

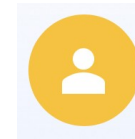
The key educational relationships are with the clinical and educational supervisors and training programme directors



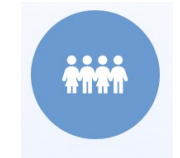
ensuring a broad range of experience



providing work-based learning



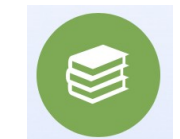
facilitating self-directed learning



encouraging learning with peers and other health and care professionals



integrating specialist approaches into generalist care



developing the habits of lifelong learning

# How workplace-based progress is assessed

We are developing new and enhanced methods of workplace-based assessment from August 2020  
The prescribing assessment is currently being piloted and learning log linkage is being condensed to 8 'clinical experience groups'  
**See separate presentation for ePortfolio**



# Thank you

Any questions?

Please contact us on:

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