



- RCGP Curriculum
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- Covering the RCGP Curriculum

- What do you want from the session?





- How do you currently use the RCGP Curriculum ?

- Where does the curriculum fit into training?

# • Learning Outcomes

- Gain a better understanding of what the RCGP curriculum is.
- Understand how the RCGP curriculum is structured.
- How best to use the RCGP curriculum for learners and educators.
- Understand how the RCGP curriculum fits in with assessments.



# • What is the RCGP curriculum?

- The RCGP core curriculum is designed to set professional standards through high level learning outcomes and is not intended as a learning resource or 'syllabus'.

The core curriculum statement provides a full description of the knowledge, skills, attitudes and behaviours required of a GP in managing patients and their problems.

# • Becoming a capable and competent GP

- The RCGP curriculum acts as the educational framework for the 3-year specialty training programme for doctors entering general practice in the UK.
- The 2019 GP curriculum is designed to integrate with the General Medical Council's (GMC) generic professional capabilities framework. This framework describes the essential capabilities that support professional medical practice in the UK

The curriculum has undergone an update and the date for this update to be released is August 2025.

# Headline curriculum updates



- Reformatting of:
- Being a GP
- Topic Guides-Professional, Life Stages, Clinical
- Super Condensed Curriculum Guide



# Updates to the curriculum for 2025:

- Streamlining and factual updating of the purpose statement and generic curriculum content, including the definition of a GP.
- Updating learning outcomes and adding core capabilities around practitioner wellbeing, inclusivity, remote consulting, advocating for generalism and population and planetary health.
- Updating progression point descriptors and removal of these for ST1, allowing for fairer and more flexible assessment of progress earlier in the programme.
- 'Decolonising' the curriculum to address the needs of the changing demographic of GP registrars and patients.

# Decolonising the RCGP curriculum

- In line with other educational and professional organisations, the RCGP has been undertaking a process of decolonising the curriculum. Our working definition of the term 'decolonising' is 'a process of addressing the colonial legacies that persist within modern medical education, and better understanding how the historical inclusion and exclusion of some knowledge and its producers has shaped the profession we work in'.
- We have begun to critically reflect on the origins and formation of our knowledge, how this is taught in primary care and how it might create unhelpful power hierarchies. Can these be reframed and reconstructed in the curriculum?
- In collaboration with experts and our stakeholders, we have tried to integrate these principles into the curriculum to promote inclusivity in GP education and practice.

# This process was started by asking the following questions:

- Does the language of the curriculum create any barriers to understanding and learning general practice? Have we provided sufficient representation in terms of identity, language and case examples?
- Does the curriculum content sufficiently reflect diversity in modern UK general practice, and is it appropriate in terms of its breadth? Are there any potential controversies or omissions?
- Are we still using appropriate and relevant references and authorities for our knowledge sources? Do they help us improve cultural humility and reduce hierarchies?
- Does the curriculum sufficiently support a learner-centred and values-based approach to professional development?
- Do we sufficiently recognise the influence of prior experience and practices from within other healthcare systems on international graduates now working in the NHS?

This is still an ongoing process, and we acknowledge that there will be areas for improvement.

- Professional capabilities framework



- Becoming a capable and competent GP



# • Where does the curriculum fit into training?

- The curriculum describes 13 specific capabilities that are core to general practice and that a doctor is expected to acquire during GP specialty training. These capabilities map explicitly to the GMC's generic professional capabilities framework.

Educational Supervisor Report-13 specific core capabilities



# • A: Knowing yourself and relating to others

- Fitness to practise
- Maintaining an ethical approach
- Communication and consultation



- B: Applying clinical knowledge and skill

Data gathering and interpretation

Clinical examination and procedural skills

Making decisions

Clinical management

- C:Managing complex and long-term care



- Managing medical complexity
- Working with colleagues and in teams



- D: Working well in organisations and in systems of care

- Improving performance, learning and teaching
- Organisational management and leadership



- **E:** Caring for the whole person and the wider community

Practising holistically, promoting health and safeguarding

Community orientation



A decorative image on the left side of the slide showing several black graduation caps with yellow tassels arranged on a teal background.

# • Assessing the curriculum

The MRCGP comprises of three separate components:

- Applied Knowledge Test (AKT)
  - Simulated Consultation Assessment (SCA)
  - Workplace-Based Assessment (WPBA)
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- Each tests different capabilities using validated assessment methods and which together cover the spectrum of knowledge, skills, behaviours and attitudes defined by the GP specialty training curriculum.

# • How can the curriculum guide be best used?

- Curriculum and assessment blueprint
- COTs, CBDs, CEPS, CEX, PSQ, MSF, CSR, AKT, SCA

# • Clinical Topic Guides

- The 'Clinical Topic Guides' provide more specific supporting guidance and suggestions for training and CPD.
- The Topic Guides explore Being a GP.
- It is also very important to understand that the importance of a clinical topic cannot be interpreted by the amount of text in the curriculum. In fact, many important topics are covered by high level statements rather than in greater detail which would be too extensive for curriculum purposes.



- Each clinical topic guide has:

How to learn

Examples of how the area may be tested in the MRCGP

# • Super condensed curriculum guides

The topic guides are those that correspond to the most usual GP training posts. They are intended to assist trainees in formulating their PDPs and e-Portfolios at the beginning and throughout their training posts, help trainers as a framework for learning needs analysis, and enable specialist clinical supervisors to align experiential learning to the needs of the GP curriculum. They are subdivided into:

- The Role of the GP and emerging issues in primary care
- Knowledge and Skills Self-Assessment Guide
- How to learn
- How this might be tested in MRCGP

- The guides are intended as a resource for supporting educational conversations in training and as a means of identifying learning needs for professional development.