



## RCGP Curriculum Amendments change log, February 2009

This change log should be read in conjunction with the accompanying track-changed copy of the curriculum statements. Page numbers refer to the track-changed copy

Changes are listed according to the statement and section in which they occur. For substantive changes to the Learning Outcomes, the new text is quoted in full. Changes to all other sections are given in outline only.

The following types of changes are not included in this list, but are shown in the track-changed copy of the statements:

- Changes to website addresses
- Amendments to reference or appendix numbers caused by deletion or insertions.
- Updates to references, e.g. edition number, publication date
- Deletion of information about resources and websites which are no longer available or considered helpful

Queries about the curriculum can be sent to the Curriculum Administrator at [postgraduatetraining@rcgp.org.uk](mailto:postgraduatetraining@rcgp.org.uk)

### Curriculum statement 1: Being a General Practitioner

	Page reference	Change made	Rationale for change
<b>Learning Outcomes</b>			
1.	Statement 1 page 8 'Domain 1 – Primary Care Management'	Replace 'Trainee physicians' with 'Specialist registrars (GP)'	To make terminology consistent
2.	Statement 1 page 10 'Domain 3 – Specific problem solving skills'	Replace 'Trainees' with 'specialist registrars (GP)'	To make terminology consistent

## Curriculum statement 2: The GP Consultation

	Page reference	Change made	Rationale for change
<b>Further Reading</b>			
3.	Statement 2 page 12 'Web resources'	Rename and amend paragraph 'RCGP video workbook website'	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed.
<b>Promoting Learning</b>			
4.	Statement 2 page 13 'Work-based learning – in primary care'	Expand bullet points 1, 2, 4 & 5	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed.
5.	Statement 2 page 13 'Work-based learning – in secondary care'	Expand bullet point 2	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed.
<b>Appendix</b>			
6.	Statement 2 page 15, Appendix	Replace the MRCGP Video Assessment Criteria with the COT Performance Criteria	To bring the statement up to date: the COT performance criteria have replaced the old MRCGP video assessment criteria

## Curriculum statement 3.1: Clinical governance

No significant changes

### Curriculum statement 3.2: Patient Safety

	Page reference	Change made	Rationale for change
<b>Learning Outcomes</b>			
7.	Statement 3.2 page 7 'Primary care management', bullet 4 page 9 'Scientific aspects'. bullet 1	Delete www.saferhealthcare.org.uk from these two bullet points	To bring the statement up to date – this website no longer exists
<b>Further Reading</b>			
8.	Statement 3.2 page 11, 'Web resources'	Delete paragraphs on saferprescribing.nhs.uk and saferhealthcare	To bring the statement up to date – these websites no longer exists
9.	Statement 3.2 pages 12-13 'Promoting Learning about Patient Safety - Learning with other healthcare professionals'	Add sentence	Correction to previous published version – this sentence had been omitted
<b>References</b>			
10.	Statement 3.2 page 14 'References'	Delete reference 8: 'www.saferhealthcare.org.uk'	To bring the statement up to date – this website no longer exists

### Curriculum statement 3.3 Clinical Ethics and Values-Based Practice

	Page reference	Change made	Rationale for change
<b>Learning Outcomes</b>			
11.	Statement 3.3 page 7 'Primary care management'	Add new learning outcome: 'Ability to recognize the needs and values of carers and their impact on patient care.'	For clarification and to explicitly identify the needs of carers as an important value.
12.	Statement 3.3 page 7 'Person-centred care'	Add new learning outcome: 'Ability to apply the law relating to making decisions for people who lack capacity to the particular context of primary care.'	To recognise the development of a new legislative framework for making decisions for people who lack capacity.
13.	Statement 3.3 page 7 'Person-centred care'	Add new learning outcome: 'Understanding of the relationship between the interests of patients and the interests of their carers.'	For clarification and to explicitly identify the potential tension between the needs of patients and their carers.
<b>Further Reading</b>			
14.	Statement 3.3 page 10 'Examples of relevant texts and resources – Professional ethics'	Add two new references	To bring the statement up to date by taking into account recent GMC guidance
15.	Statement 3.3 page 10 'Examples of relevant texts and resources – Medical ethics'	Add new resource	To bring the statement up to date: new resource published since last version.
16.	Statement 3.3 page 11 'Examples of relevant texts and resources – Medical law'	Add references to relevant legislation	To bring the statement up to date with relevant legislation on Mental Capacity

### Curriculum statement 3.4: Promoting Equality and Valuing Diversity

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
17.	Statement 3.4 page 6	Paragraph 1 - replace final 2 sentences with new sentence.	For clarification and to remove duplication of wording which is also given further down the page.
18.	Statement 3.4 page 6 'Rationale for this curriculum statement'	Reword 2 <sup>nd</sup> paragraph	For clarification
19.	Statement 3.4 page 6 'Rationale for this curriculum statement'	Rephrase 4 <sup>th</sup> paragraph	For clarification
20.	Statement 3.4 page 7 'The legal situation in the UK and Europe'	Update list of legislation and directives	To bring the list up to date
21.	Statement 3.4 page 8, 'The legal situation in the UK and Europe'	Reword paragraph 2	For clarification and to update information
22.	Statement 3.4 page 8, 'The legal situation in the UK and Europe'	Add 'gender' to paragraph 3	For clarification

### Curriculum statement 3.5: Evidence-Based Practice

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
23.	Statement 3.5 page 6, 'Rationale for this curriculum statement'	Add to text of step 5. Evaluation of performance	For clarification: this fits in with the latest thinking and was discussed at the Sicily conference in 2007
24.	Statement 3.5 page 6, 'UK health priorities'	Amend final sentence	To bring the curriculum statement into line with current NHS policy guidance in the UK
<b>Learning Outcomes</b>			
25.	Statement 3.5 page 7, 'Core evidence-based practice competences'	Add to first bullet point : 'All GPs should be able to: <ul style="list-style-type: none"> <li>• Ask the 'right questions' following a consultation or query from a patient, to enable an efficient search to: <ul style="list-style-type: none"> <li>- Find the appropriate literature ...'</li> </ul> </li> </ul>	For clarification
26.	Statement 3.5 page 7, 'Person-centred care'	Amend first bullet point : 'The GP should have the ability to: <ul style="list-style-type: none"> <li>• Demonstrate the skills to offer patients health choices based on evidence: so that an informed discussion can take place taking into account the patient's values and motivation'</li> </ul>	For clarification: allows the patient's health beliefs to be integrated into discussion based on best evidence
27.	Statement 3.5 page 8, 'Person-centred care'	Amend sixth bullet point: <ul style="list-style-type: none"> <li>• 'Demonstrate an understanding of how the doctor-patient relationship can be used to reconcile the patient's personal objectives (which are values driven) and solutions to medical problems (which should be value neutral)'</li> </ul>	For clarification: allows the patients views to be central to the discussion without losing the impact of evidence based information
28.	Statement 3.5 page 8, 'A comprehensive approach'	Amend first bullet point: <ul style="list-style-type: none"> <li>• 'Demonstrate an understanding of what the limitations of evidence are in patients with chronic disease or the very elderly (who are often excluded from trials) in primary care:  <ul style="list-style-type: none"> <li>- there are no agreed definitions for chronic disease (e.g. asthma, heart failure, hypercholesterolaemia, depression), which makes applying best practice complex especially as GPs frequently deal with mild disease or diseases in the very early stages, unlike research evidence, which often uses patients where the disease is established'</li> </ul> </li> </ul>	For clarification: gives a better illustration of the pragmatic need to find the best fit evidence to the patient
29.	Statement 3.5 page 8, 'A comprehensive approach'	Amend second bullet point: <ul style="list-style-type: none"> <li>• 'Demonstrate an understanding that where there are no agreed definitions there are implications for the collection of epidemiological data for audit.'</li> </ul>	For clarification: to enhance understanding of how epidemiological data is collected and what the limitations to its use can be.

### Curriculum statement 3.5: Evidence-Based Practice (continued)

	Page reference	Change made	Rationale for change
<b>Learning Outcomes (continued)</b>			
30.	Statement 3.5 page 8, 'A comprehensive approach'	Amend third bullet point: <ul style="list-style-type: none"> <li>'Demonstrate an understanding that trials looking at therapeutic interventions may come from studies that exclude patients with significant co-morbidity (co-morbidity is a common reason for exclusion from randomised controlled trials (RCTs) and exclusion is not always justified).'</li> </ul>	For clarification: to enhance understanding that general practice populations are rarely the same as those in trials.
31.	Statement 3.5 page 8, 'Community orientation'	Add new bullet point : <ul style="list-style-type: none"> <li>'Include the cultural values of the patient and his circumstances in the discussion'</li> </ul>	For clarification: to encourage understanding of the patients cultural values and beliefs and to involve this in any discussion about evidence
32.	Statement 3.5 page 8-9, 'A holistic approach'	Delete sentence in parentheses from bullet point 1	To improve readability
33.	Statement 3.5 page 9, 'Contextual aspects'	Amend section. 'The GP should have the ability to: <ul style="list-style-type: none"> <li>Demonstrate awareness that evidence-based practice is not merely searching for randomized controlled trials, and needs the practitioner to understand that not all questions have a directly available answer. Evidence may come from an RCT or may be from qualitative research or a narrative based paper depending on the type of question asked i.e. the art of the science of EBP is to look for the best available evidence and to use this to inform the discussion with the patient'</li> </ul>	For clarification: to enhance understanding that not all answers are best served by RCTs
<b>Promoting Learning</b>			
34.	Statement 3.5 pages 12-13, 'Promoting Learning about evidence-based practice'	Reorder material in this section, add a new sentence and new bullet point	For clarification and to ensure that this way of working is understood to be a suggestion and not a requirement of the curriculum
<b>Appendices</b>			
35.	Statement 3.5 page 14, Appendix 1	Add sentence at end of paragraph 2	For clarification: this fits in with the latest thinking and was discussed at the Sicily conference in 2007
36.	Statement 3.5 page 15, Appendix 2	Delete Appendix 2	The points made in this appendix have been integrated into the main body of the curriculum statement

### Curriculum statement 3.6: Research and Academic Activity

No significant changes

### Curriculum statement 3.7: Teaching, Mentoring and Clinical Supervision

	Page reference	Change made	Rationale for change
<b>Further Reading</b>			
37.	Statement 3.7 page 10 'Examples of relevant texts and resources'	Delete section 'Analysing and teaching consultation skills'	To avoid duplication with the Consultation Skills statement (Statement 2)
38.	Statement 3.7 page 12 'Web resources'	Amend paragraph on 'The London Deanery'	To update and expand the information
<b>Promoting Learning</b>			
39.	Statement 3.7 page 12-13 'Non-work-based learning'	Replace section on University of Dundee PGCMEGP with information on a number of courses	To provide information on more than one course and avoid appearing to promote one particular provider.

### Curriculum statement 4.1: Management in Primary Care

	Page reference	Change made	Rationale for change
<b>Further reading</b>			
40.	Statement 4.1 page 15 'Web resources'	Add new paragraph about National Library for Health	Correction to previous published version – this paragraph had been omitted

## Curriculum statement 4.2: Information Management and Technology

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
41.	Statement 4.2 page 7 'UK health priorities'	Paragraph 2 - add new final sentence and reference	To bring the information up to date and add a significant new reference
42.	Statement 4.2 page 7 'UK health priorities'	Paragraph 3, amend last three sentences	To bring the information up to date
<b>Learning outcomes</b>			
43.	Statement 4.2 page 9 'Primary care management'	Add 'patient consent' to bullet point: 'Demonstrate an understanding of information governance, patient consent and privacy issues that relate to the sharing of electronic health records, and the central storage of health information (e.g. that is proposed by NHS Connecting for Health)'	For clarification: patient consent is a complex and important issue that had been inadvertently omitted from the previous version.
44.	Statement 4.2 page 9 'Primary care management'	Add text to bullet point: 'Demonstrate an understanding of the power of reporting from clinical systems for personal/practice audit and data analysis; and for comparisons with other practices that assist in setting the agenda for improving quality of care and recording of care'	To bring the statement up to date: it is only in recent years that good inter-practice comparisons can be made routinely
45.	Statement 4.2 page 10 'Specific problem-solving skills'	First bullet point - delete 'PRODIGY'; add 'Map of Medicine': 'Demonstrate effective use of expert and web-based information systems, e.g. MENTOR & Map of Medicine.'	To bring the statement up to date: the PRODIGY website is no longer available. Map of Medicine is a new resource.
<b>Further reading</b>			
46.	Statement 4.2 page 13 'Web resources'	Add new paragraph about Map of Medicine	To bring the statement up to date: Map of Medicine is a new resource.
<b>Promoting learning about information management and technology</b>			
47.	Statement 4.2 page 16 'Work-based learning – in secondary care'	Add 'Picture and Archiving Service (PACS)' to computerised initiatives	To bring the statement up to date: PACS is a successful electronic service in secondary care
48.	Statement 4.2 page 17 'References'	Add new reference 9	To bring the information up to date and add a significant new reference

## Curriculum statement 5: Healthy People: promoting health and preventing disease

No significant changes

## Curriculum statement 6: Genetics in Primary Care

No significant changes

## Curriculum statement 7: Care of Acutely Ill People

	Page reference	Change made	Rationale for change
<b>Appendix 1</b>			
49.	Statement 7 page 14 Appendix 1	Replace the 2004 COGPED OOH position paper with the 2007 version	To bring the statement up to date: a new version of the paper was issued in 2007

## Curriculum statement 8: Care of Children and Young People

No significant changes

## Curriculum statement 9 Care of Older Adults

No significant changes

## Curriculum statement 10.1 Women's Health

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
50.	Statement 10.1 page 6 'UK health priorities'	Paragraph 1 revised	For clarification
51.	Statement 10.1 pages 6-7 'UK health priorities'	Addition of information on the <i>National Service Framework: improving services to women offenders</i> , including 2 new references	To bring the statement up to date with new government publications
52.	Statement 10.1 page 7 'UK health priorities'	Revision of section on <i>National Service Framework for Children, Young People and Maternity Services</i>	To bring the statement up to date and into line with the revised NSF
53.	Statement 10.1 pages 9-10 'UK health priorities'	Addition of section on relevant NICE publications	To bring the statement up to date with recent publications
<b>Promoting learning about Women's Health</b>			
54.	Statement 10.1 page 19-20 'Non-work-based learning'	Amendments to paragraph about the RCGP Learning Unit and website address	To update information on learning resources
<b>References</b>			
55.	Statement 10.1 page 23 'References'	Add two new references	To bring the statement up to date with new government publications and add two significant new references

## Curriculum statement 10.2 Men's Health

	Page reference	Change made	Rationale for change
<b>Promoting learning about Men's Health</b>			
56.	Statement 10.2 page 16 'Non-work-based learning'	Amendments to paragraph about the RCGP Learning Unit and website address	To update information on learning resources

## Curriculum statement 11 Sexual Health

No significant changes

## Curriculum statement 12: Care of People with Cancer & Palliative Care

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
57.	Statement 12 page 7 'UK health priorities'	Replace chart showing incidence of cancers in 2000 with 2005 version	To bring the statement up to date
<b>Further reading</b>			
58.	Statement 12 page 11 'Examples of relevant texts and resources'	Add new publication	To bring the information up to date and add a significant new reference
59.	Statement 12 page 13 'Web resources'	Add new paragraph on NICE	To bring the statement up to date: this entry replaces the one on Dept of Health

### Curriculum statement 13: Care of People with Mental Health Problems

	Page reference	Change made	Rationale for change
<b>Learning outcomes</b>			
60.	Statement 13 page 13, 'The knowledge base – common and/or important conditions'	Delete reference to Appendix 3	The relevant appendix has been deleted from the statement
<b>Teaching and learning resources</b>			
61.	Statement 13 page 16 'Web resources'	Add two new web resources	To bring the web resources up to date
<b>Appendices</b>			
62.	Statement 13 page 20 Appendix 3	Delete appendix 3 'Mental health disorders in primary care, with Read codes'	Read codes are not needed within curriculum as they are not an educational resource and can be accessed by other means
63.	Statement 13 page 21 Appendix 4	Delete appendix 4 'Assessing the severity of depression in primary care'	Severity of depression guidance is covered in links and other documentation GPs receive
64.	Statement 13 pages 24-25 Appendix 4 (new number, previously appendix 6)	Additions to section on 'Referral to child and adolescent mental health services'	For clarification: to make explicit that it needs to be an age appropriate service

### Curriculum statement 14: Care of People with Learning Disabilities

No significant changes

## Curriculum statement 15.1: Cardiovascular Problems

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
65.	Statement 15.1 page 6 'Rationale for this curriculum statement'	Bullet point 3 - delete reference 3	This reference is now out of date.
66.	Statement 15.1 page 6 'Rationale for this curriculum statement'	Bullet point 4 - replace the 1999 figures for the health costs of cardiovascular problems with 2003 figure	To bring the statement up to date.
67.	Statement 15.1 page 6 'UK health priorities'	Amend paragraph 'General Medical Services 2 contract'	To bring the statement up to date: the GMS2 contract has been updated.
68.	Statement 15.1 page 6 'UK health priorities'	Add new paragraph on NICE guidelines	To bring the statement up to date: several new NICE guidelines have been published.
<b>Learning outcomes</b>			
69.	Statement 15.1 page 7 'Primary care management'	Add 'stroke/TIA' to bullet point 3: 'Make timely appropriate referrals on behalf of patients to specialist services, especially to rapid-access chest pain, stroke/TIA and heart failure clinics.'	To bring the statement up to date: stroke/TIA clinics should now be included due to new evidence and its inclusion in NICE and intercollegiate guidelines.
70.	Statement 15.1 page 8 'The knowledge base – investigations'	Add 'CT/MRI, carotid doppler examination' to bullet point 5: 'Knowledge of secondary care investigations and treatment including echocardiography, 24-hour arrhythmia monitoring, venography, CT/MRI, carotid doppler examination, invasive procedures such as angioplasty, coronary artery bypass grafting.'	Correction: these investigations were inadvertently missed from the original curriculum statement.
<b>Further reading</b>			
71.	Statement 15.1 page 11 'Web resources'	Add NICE to web resources	To bring the statement up to date: new guidance is now available from the NICE website.
72.	Statement 15.1 page 12 'Interesting papers - Risk factors for CHD'	Add two new papers	To bring the statement up to date: these publications add important new evidence about the treatment of blood pressure.
73.	Statement 15.1 page 13 'Interesting papers - Self-management'	Add new paper	To bring the statement up to date: this paper reflects new thinking about self monitoring in hypertension.
74.	Statement 15.1 page 12 'Interesting papers'	Add new section of papers on Stroke	To bring the statement up to date: these are recent publications and fill a gap in stroke references.

### Curriculum statement 15.1: Cardiovascular Problems (continued)

	Page reference	Change made	Rationale for change
<b>Promoting learning about cardiovascular problems</b>			
75.	Statement 15.1 page 15 'Work-based learning – in secondary care'	Add new paragraph	Correction to previous published version – this paragraph had been omitted
<b>References</b>			
76.	Statement 15.1 page 16 'References'	Delete reference 3	This reference is now out of date.
77.	Statement 15.1 page 16 'References'	Add CG34 Hypertension treatment update to reference 3	To bring the statement up to date: this is an update of the previously cited reference.

### Curriculum statement 15.2: Digestive Problems

No significant changes

### Curriculum statement 15.3: Drug and Alcohol Problems

No significant changes

### Curriculum statement 15.4: ENT and Facial Problems

	Page reference	Change made	Rationale for change
<b>Learning outcomes</b>			
78.	Statement 15.4 page 10 'Scientific aspects'	Change 'Prodigy' to 'Clinical Knowledge Summaries': 'Understand and implement the key national guidelines that influence healthcare provision for ENT problems, e.g. Clinical Knowledge Summaries.'	To bring the information up to date: Prodigy has been renamed
<b>References</b>			
79.	Statement 15.4 page 16 'References'	Reference 5 – replace reference to NICE GP Referral Practice with NICE guidelines on OME	To bring the statement up to date: the guidelines on OME have been published since the previous version of the statement.

### Curriculum statement 15.5: Eye Problems

No significant changes

### Curriculum statement 15.6: Metabolic Problems

No significant changes

### Curriculum statement 15.7: Neurological Problems

	Page reference	Change made	Rationale for change
<b>Promoting learning in neurological disease</b>			
80.	Statement 15.7 page 13 'Non-work-based learning'	Amendments to section about the RCGP Learning Unit	To update information on resources

### Curriculum statement 15.8: Respiratory Problems

No significant changes

### Curriculum statement 15.9: Rheumatology and Conditions of the Musculoskeletal System (including Trauma)

	Page reference	Change made	Rationale for change
<b>Introduction</b>			
81.	Statement 15.9 page 7 'UK Health Priorities'	Additions to first paragraph to emphasise triage.	The biomedical model was overemphasised in the original curriculum statement. The additions aim to achieve a better balance by emphasising triage, which retains the importance of the biomedical components of a musculoskeletal consultation, but allows equal emphasis on the natural history/psychosocial aspects.
<b>Further reading</b>			
82.	Statement 15.9 page 12 'Examples of relevant texts and resources'	Add new resource	To reflect the availability of useful documents developed by multidisciplinary teams with relevant material for GPs
83.	Statement 15.9 page 12 'Web resources'	Addition of new web resource (ARMA)	To bring the statement up to date: reflecting the availability of new and relevant material
84.	Statement 15.9 page 12 'Web resources'	Expand information about Arthritis Research Campaign	To highlight the importance of the arc in this area.
<b>Promoting learning about musculoskeletal problems</b>			
85.	Statement 15.9 page 15 'Non work-based learning'	Amend paragraph about the RCGP Learning Unit and website address	To update information on learning resources
<b>References</b>			
86.	Statement 15.9 page 16 'References'	Delete reference 10	This resource is no longer available

### Curriculum statement 15.10: Skin Problems

No significant changes