

## Annex 9

### Annual college/faculty Summary Form per specialty or sub-specialty

This form is a **summary of the minor changes** made to the curriculum and/or assessment system for each specialty or sub-specialty during a given period.

The changes must be in accordance with the definition of a minor change and should comply with PMETB's *Standards for curricula*, March 2005 and the *Principles for an assessment system for postgraduate medical training*, September 2004.

#### ALL SECTIONS OF THE FORM MUST BE COMPLETED AND ONE FORM SHOULD BE COMPLETED PER SPECIALTY OR SUB-SPECIALTY

#### Section 1. Details of the medical Royal College/Faculty/ Specialist Association

Details of the medical Royal College/Faculty/Specialist Association	
Name	Royal College of General Practitioners
Specialty	General Practice
Sub-specialty	
Contact details for the person responsible for submitting this form to PMETB	
Name	Dr Charlotte Tulinius
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Job Title/Role	Medical Director of Curriculum
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#### Section 2. Details of changes made for the period

Section 2(a) Please tick ONE box:  2008/9  2009/10  2010/11

Section 2(b)

Box reference	Minor changes made	Page reference in original document*	Proposed new wording	Rationale for changes made
1.	Amendment to para 2 - Replace 'Every citizen has the right to be registered with a GP' with two new sentences.	Curriculum statement 1 page 4-5, 'UK health priorities' section	In the United Kingdom, general practice has been a fundamental element of healthcare provision since the inception of the National Health Service in 1948. Since 1948 patients have had the right to choose their GP and primary healthcare provider. This right to choose to register	For clarification

			with a practice is a fundamental building block of the NHS.	
2.	Change date of WONCA definition from 2002 to 2005.	Curriculum statement 1 page 5, 'The RCGP domains of competence and essential features' section	Using the six independent domains of core competences, and the three background features of the discipline described in the WONCA 2005 definition and the learning outcomes developed by EURACT ...	The WONCA definition was revised in 2005
3.	Bullet point 8, delete 'co-payments'	Curriculum statement 1 page 11, para 5.1	An understanding of how the healthcare system can be used by the patient and the doctor (referral procedure, sick leave, legal issues, etc.) in their own context	For clarification
4.	Amend section title 'Examples of relevant texts and references'	Curriculum statement 1 page 14 Curriculum statement 13.1 page 11 Curriculum statement 3.3 page 8 Curriculum statement 3.4 page 8 Curriculum statement 3.5 page 8 Curriculum statement 3.7 page 8 Curriculum statement 4.1 page 11 Curriculum statement 4.2 page 9 Curriculum statement 5 page 11 Curriculum statement 6 page 10 Curriculum statement 7 page 9 Curriculum statement 8 page 16 Curriculum statement 9 page 13 Curriculum statement 10.1 page 13 Curriculum statement 10.2 page 12 Curriculum statement 11 page 12 Curriculum statement 12 page 9 Curriculum statement 13 page 13 Curriculum statement 14 page 9 Curriculum statement 15.1 page 9 Curriculum statement 15.2 page 8 Curriculum statement 15.3 page 11	Examples of relevant texts and resources	For clarification: to avoid confusion with cited references

		Curriculum statement 15.4 page 9 Curriculum statement 15.5 page 9 Curriculum statement 15.6 page 10 Curriculum statement 15.7 page 9 Curriculum statement 15.8 page 9 Curriculum statement 15.9 page 10 Curriculum statement 15.10 page 10		
5.	2 <sup>nd</sup> reference, amend edition number and publication date	Curriculum statement 1 page 14, 'Examples of relevant texts and resources – primary care management' section	McWhinney IR. A Textbook of Family Medicine (2nd edn) Oxford: Oxford University Press, 1997	To correct publication details
6.	Change order of appendices 1 & 2	Curriculum statement 1 pages 17-24, Appendices 1 & 2	See statement	To reflect the order in which these appendices appear in the text.
7.	Amend title of Appendix 1	Curriculum statement 1 page 17, Appendix 1	Mapping of curriculum to Good Medical Practice	For clarification
8.	Rephrase point 1	Curriculum statement 1 pages 19, Appendix 1, 'Relationships with Patients – Essential feature 1: Contextual aspects'	Having an understanding of the impact of the local community (including socio-economic and workplace factors, geography and culture) on patient care.	For clarification
9.	Amend paragraph 'RCGP video workbook website'	Curriculum statement 2 page 9 'Web resources' section	<b>RCGP curriculum and assessment website:</b> The RCGP curriculum website contains the key information about workplace based assessment of communication skills in general practice. Several methods are available to assess competence in the consultation both in primary and secondary care. These include case-based discussion (CBD), the consultation observation tool (COT) (see appendix for criteria), and the patient satisfaction questionnaire. It is an essential site for specialty registrars (GP). <a href="http://www.rcgp-curriculum.org.uk/nmr">www.rcgp-curriculum.org.uk/nmr</a>	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed, and this should be referenced in the GP consultation curriculum statement.

			cgp/wpba.aspx	
10.	Expand bullet points 1, 2, 4 & 5	Curriculum statement 2 page 10 'Work-based learning – in primary care' section	<ul style="list-style-type: none"> <li>• Video analysis of consultations. This can be done using the consultation observation tool (COT) (see appendix).</li> <li>• Random case analysis of a selection of consultations. This can be done using case-based discussion (CBD).</li> <li>• Sitting in with GPs and other healthcare professionals in practice to observe different consulting styles.</li> <li>• GP trainer to sit in with specialty registrar to give formative feedback. This can be done using the consultation observation tool (COT) (see appendix).</li> <li>• Patients' feedback on consultations using satisfaction questionnaires or tools, for example the patient satisfaction questionnaire (PSQ).</li> </ul>	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed, and this should be referenced in the GP consultation curriculum statement.
11.	Amend bullet point 2	Curriculum statement 2 page 10 'Work-based learning – in secondary care' section	Reflection on a selection of consultations in different specialties. This can be done using the clinical evaluation exercise (Mini-CEX).	To bring the statement up to date: the nMRCGP assessment methods for the consultation have changed, and this should be referenced in the GP consultation curriculum statement.
12.	Replace the MRCGP Video Assessment Criteria with the COT Performance Criteria	Curriculum statement 2 page 12	<p><b>APPENDIX: COT Performance Criteria</b></p> <ul style="list-style-type: none"> <li>• PC1: The doctor is seen to encourage the patient's contribution at appropriate points in the consultation.</li> <li>• PC2: The doctor is seen to respond to signals (cues) that lead to a deeper understanding of</li> </ul>	To bring the statement up to date: the COT performance criteria have replaced the old MRCGP video assessment criteria as part of the new nMRCGP assessment methods

			<ul style="list-style-type: none"> <li>the problem.</li> <li>• PC3: The doctor uses appropriate psychological and social information to place the complaint(s) in context.</li> <li>• PC4: The doctor explores the patient's health understanding.</li> <li>• PC5: The doctor obtains sufficient information to include or exclude likely relevant significant conditions.</li> <li>• PC6: The physical/mental examination chosen is likely to confirm or disprove hypotheses that could reasonably have been formed, OR is designed to address a patient's concern.</li> <li>• PC7: The doctor appears to make a clinically appropriate working diagnosis.</li> <li>• PC8: The doctor explains the problem or diagnosis in appropriate language.</li> <li>• PC9: The doctor specifically seeks to confirm the patient's understanding of the diagnosis.</li> <li>• PC10: The management plan (including any prescription) is appropriate for the working diagnosis, reflecting a good understanding of modern accepted medical practice.</li> <li>• PC11: The patient is given the opportunity to be involved in significant management decisions.</li> <li>• PC12: Makes effective use of resources.</li> </ul>	
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			<ul style="list-style-type: none"> <li>PC13: The doctor specifies the conditions and interval for follow-up or review.</li> </ul>	
13.	Amend section on National Electronic Library for Health and National Electronic Library for Public Health to reflect the changes to the names and websites	Curriculum statement 3.1 page 12 Curriculum statement 3.2 page 8 Curriculum statement 3.6 page 7 Curriculum statement 5 page 12 Curriculum statement 7 page 9 Curriculum statement 8 page 17 Curriculum statement 10.2 page 13 Curriculum statement 11 page 13 Curriculum statement 15.4 page 9-10 Curriculum statement 15.6 page 11 Curriculum statement 15.7 page 10 Curriculum statement 15.10, page 11	<p><b>National Library for Health and Public Health Specialist Library</b></p> <p>The aim of the National Library for Health (NLH) is to provide clinicians with access to the best current know-how and knowledge to support health care-related decisions. Patients, carers and the public are also welcome to use the site, because the NLH is open to all. The ultimate aim is for the Library to be a resource for the widest range of people both directly and indirectly.</p> <p>The main priority for the NLH is to help the NHS achieve its objectives. However, it is also aimed at those healthcare professionals who are working in the private sector, where common standards should apply. For example, the National Screening Committee is not only an NHS advisory committee, but its mission is also to promote the health of the whole population and its recommendations are relevant to the private sector. Part of the content of the NLH such as Clinical Evidence and Cochrane Library is licensed from commercial providers.</p> <p>There are two other groups of health and care professionals whose needs will also be met by the NLH – those working in public health and in social care. The Public Health Specialist Library is intended for all public health professionals, many of</p>	To update information on web resources

			whom work in local government. It has been developed by the Health Development Agency. www.library.nhs.uk www.library.nhs.uk/publichealth/	
14.	Delete www.saferhealthcare.org.uk.	Curriculum statement 3.2 page 5 'Primary care management', bullet 4 page 7 'Scientific aspects'. bullet 1 page 11 'References' reference 8		To bring the statement up to date – this website no longer exists
15.	Amend website address	Curriculum statement 3.2 page 8 'Further reading'	<b>Examples of relevant texts</b> <i>Seven Steps to Patient Safety for Primary Care</i> . The full reference guide (September 2005) is available at www.npsa.nhs.uk or call 08701 555455.	To bring the website address up to date
16.	Amend website address	Curriculum statement 3.2 page 8 'Web resources'	<i>Seven Steps to Patient Safety in Primary Care</i> lists actions that primary care organisations, staff and teams can take to improve patient safety locally and help meet their clinical governance targets. www.npsa.nhs.uk	To bring the website address up to date
17.	Delete paragraph on saferprescribing.nhs.uk	Curriculum statement 3.2 page 9, 'Web resources' section		To bring the statement up to date – this website no longer exists
18.	Delete paragraph on saferhealthcare	Curriculum statement 3.2 page 9, 'Web resources' section		To bring the statement up to date – this website no longer exists
19.	Add new learning outcome	Curriculum statement 3.3 page 5 'Primary care management' section	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.
20.	Add new learning outcome	Curriculum statement 3.3 page 5 'Person-centred care' section	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.
21.	Add new learning outcome	Curriculum statement 3.3 page 5 'Person-centred care' section	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.

22.	Update reference to Good Medical Practice and add two new references	Curriculum statement 3.3 page 8 'Professional ethics' section	<b>Professional ethics</b> <ul style="list-style-type: none"> <li>• General Medical Council. Good Medical Practice (3rd edn) London: GMC, 2006, <a href="http://www.gmc-uk.org/guidance/good_medical_practice/index.asp">www.gmc-uk.org/guidance/good_medical_practice/index.asp</a></li> <li>• General Medical Council. Consent: patients and doctors making decisions together. 2008. <a href="http://www.gmc-uk.org/guidance/ethical_guidance/consent_guidance/index.asp">www.gmc-uk.org/guidance/ethical_guidance/consent_guidance/index.asp</a></li> <li>• General Medical Council. 0-18 years: guidance for all doctors. <a href="http://www.gmc-uk.org/guidance/ethical_guidance/children_guidance/index.asp">www.gmc-uk.org/guidance/ethical_guidance/children_guidance/index.asp</a></li> </ul>	To bring the statement up to date by taking into account recent GMC guidance
23.	Add new resource	Curriculum statement 3.3 page 8 'Examples of relevant texts and resources – Medical ethics' section	Hope T Savulescu J, Hendrick J. Medical ethics and law: the core curriculum Churchill: Livingstone, 2008	To bring the statement up to date: new resource published since last version.
24.	Add references to relevant legislation	Curriculum statement 3.3 page 9 'Medical law' section	<b>Medical law</b> <ul style="list-style-type: none"> <li>• Mental Capacity Act. 2005. <a href="http://www.opsi.gov.uk/Acts/acts2005/ukpga_20050009_en_1">www.opsi.gov.uk/Acts/acts2005/ukpga_20050009_en_1</a></li> <li>• Adults with incapacity (Scotland) Act. 2000. <a href="http://www.opsi.gov.uk/legislation/scotland/acts2000/asp_2000004_en_1">www.opsi.gov.uk/legislation/scotland/acts2000/asp_2000004_en_1</a></li> <li>• Children Act 1989. <a href="http://www.opsi.gov.uk/acts/acts1989/ukpga_19890041_en_1">www.opsi.gov.uk/acts/acts1989/ukpga_19890041_en_1</a></li> <li>• Children (Scotland) Act 1995 <a href="http://www.opsi.gov.uk/Acts/acts1995/ukpga_19950036_en_1">www.opsi.gov.uk/Acts/acts1995/ukpga_19950036_en_1</a></li> </ul>	To bring the statement up to date with relevant legislation on Mental Capacity
25.	Amend website address	Curriculum statement 3.3 page 9 'Journals and web-based resources' section, bullet 2	<i>Clinical Ethics:</i> <a href="http://www.ce.rsmjournals.com">www.ce.rsmjournals.com</a> Aimed at practising clinicians and researchers. This journal has practically	To bring the website address up to date

			focused articles on ethical and legal issues in health care.	
26.	Amend website address	Curriculum statement 3.3 page 9 'Journals and web-based resources' section, bullet 4	National Reference Center for Bioethics Literature: <a href="http://www.bioethics.georgetown.edu">www.bioethics.georgetown.edu</a> The website for the largest library in medical ethics with useful bibliographies, search tools, educational material and web links.	To bring the website address up to date
27.	Amend website address	Curriculum statement 3.3 page 9 'Journals and web-based resources' section, bullet 5	Social Science Information Gateway: <a href="http://www.intute.ac.uk/socialsciences">www.intute.ac.uk/socialsciences</a> A comprehensive and well-classified gateway to web resources in social sciences including ethics and law.	To bring the website address up to date
28.	Amend website address	Curriculum statement 3.3 page 9 'National organisations' section, bullet 3	UK government reports: <a href="http://www.dh.gov.uk/en/Publicationsandstatistics/index.htm">www.dh.gov.uk/en/Publicationsandstatistics/index.htm</a> . Law commission reports are available as well as some government-sponsored educational documents such as that on consent.	To bring the website address up to date
29.	Amend information about the resource	Curriculum statement 3.3 page 9 'National organisations' section, bullet 6	National Institute for Mental Health in England: Whose Values? A workbook for values based practice in mental health care <a href="http://www.kc.csip.org.uk/viewresource.php?action=viewdocument&amp;doc=28429&amp;grp=1">www.kc.csip.org.uk/viewresource.php?action=viewdocument&amp;doc=28429&amp;grp=1</a> . For values framework in mental health.	To update information on web resources
30.	Amend website address	Curriculum statement 3.3 page 9 'National organisations' section, bullet 7	Royal College of General Practitioners: <a href="http://www.rcgp.org.uk/default.aspx?page=3296">http://www.rcgp.org.uk/default.aspx?page=3296</a> The RCGP Medical Ethics Portal.	To bring the website address up to date
31.	Replace information on UK Central Office for Research Ethics with National Research Ethics Service	Curriculum statement 3.3 page 10 'Medical research' section	National Research Ethics Service (NRES): <a href="http://www.nres.npsa.nhs.uk/">www.nres.npsa.nhs.uk/</a> Gateway to guidelines on medical research.	To update information on web resources
32.	Para 1 - replace sentences 3 & 4 'Equality is about	Curriculum statement 3.4 page 4	The college complies with the E&D policy and monitors that it is	For clarification and to remove duplication of wording which is also

	creating a fairer society .... Diversity is about recognising and valuing difference ...' with new sentence.		adhered to in relation to Trainees, Trainers, LEPs and Deaneries by administering appropriate Questionnaires on a regular basis.	given further down the page.
33.	Reword sentence beginning 'Discrimination, harassment or oppression ...'	Curriculum statement 3.4 page 4 'Rationale for this curriculum statement' section	Any of the above groups may experience discrimination, harassment or oppression related to ability, age, bodily appearance and decoration, class, creed, caste, culture, gender, health status, relationship status, mental health, offending background, place of origin, political beliefs, ethnicity, responsibility for dependants, religious beliefs and sexual orientation.	For clarification
34.	Rephrase para beginning 'For the purpose of the RCGP curriculum	Curriculum statement 3.4 page 4 'Rationale for this curriculum statement' section	For the purpose of the RCGP curriculum we have adopted the following definitions. Equality is about creating a fairer society where everyone can participate and have the opportunity to fulfil their full potential. UK Legislation places a responsibility on all organisations to address discrimination and to promote diversity	For clarification
35.	Update list of legislation and directives	Curriculum statement 3.4 page 5-6 'The legal situation in the UK and Europe' section	The Curriculum complies with equality and diversity and anti-discriminatory practice <ul style="list-style-type: none"> <li>• The Sex Discrimination Act 1975 and 1986(SDA)</li> <li>• The Race Relations Act 1976 (RRA)</li> <li>• Race Relations Amendment Act (2000) (RRAA)</li> <li>• The Race Relations Act 1976 (Amendment) Regulations 2003</li> <li>• The Equal Pay Act 1970</li> </ul>	To bring the list up to date

			<ul style="list-style-type: none"> <li>• Equal Pay Act (EPA) 1970 (Amendment) Regulations 2003</li> <li>• Employment Equality (Sexual Orientation) Regulations 2003</li> <li>• Civil Partnership Act 2004</li> <li>• Employment Equality (Religion or Belief) Regulations 2003</li> <li>• The Gender Directive – 2004/113/EC</li> <li>• Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations</li> <li>• The Employment Equality (Age) Regulations 2006</li> <li>• Human Rights Act (HRA) 1998</li> <li>• Equality Act 2006</li> <li>• Trade Union and Labour Relations Act 1992</li> <li>• Disability Discrimination Act 1995 and 2005</li> <li>• Maternity and Paternity Leave Regulations 1999</li> <li>• Part-Time Workers Regulations 2000</li> <li>• Employment Act 2002</li> <li>• European Union Employment Directive and European Union Race and Ethnic Origin Directive.</li> <li>• Fair Employment &amp; Treatment (NI) Order 1998 (as amended);</li> <li>• Fair Employment (Monitoring) Regulations (NI) 1999 (as amended);</li> <li>• Data Protection Act 1998;</li> <li>• Sex Discrimination (NI) Order 1976 (as amended);</li> <li>• Disability Discrimination Act 1995 (as amended);</li> <li>• Race Relations (NI)</li> </ul>	
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			<p>Order 1997 (as amended);</p> <ul style="list-style-type: none"> <li>• Employment Equality (Sexual Orientation) Regulations (NI) 2003;</li> <li>• Employment Equality (Age) Regulations (NI) 2006.</li> </ul>	
36.	Reword para beginning 'The PMETB has committed itself to promote equality ...'	Curriculum statement 3.4 page 6, para 2	The PMETB has committed itself to promoting equality and will carry out all its functions in accordance with the law by addressing sex, gender, race, disability, sexual orientation, age and religious discrimination.	For clarification and to update information
37.	Add 'gender' to sentence beginning 'The PMETB is committed to the principles	Curriculum statement 3.4 page 6, para 3	The PMETB is committed to the principles and promotion of equality by: the eradication of unlawful discrimination on grounds of sex, gender, race, disability, sexual orientation, age and religion; the promotion of equal opportunities with respect to its role as employer; and in the development of Board policies and procedures.	For clarification
38.	Delete British Medical Association: BMJ Careers Advice Line	Curriculum statement 3.4 page 9, 'Web resources'		This website is no longer deemed useful
39.	Amend website address	Curriculum statement 3.4 page 9, 'Web resources'	British Medical Association: BMJ Careers Chronic Illness Matching Scheme <a href="http://careers.bmj.com/careers/welcome.html">http://careers.bmj.com/careers/welcome.html</a>	To bring the website address up to date
40.	Amend website address	Curriculum statement 3.4 page 9, 'Web resources'	Gay and Lesbian Association of Doctors and Dentists, Dignity at Work Guidelines <a href="http://www.gladd.co.uk/page25.htm">http://www.gladd.co.uk/page25.htm</a>	To bring the website address up to date
41.	Amend website address	Curriculum statement 3.4 page 9, 'Web resources'	National Library for Health <a href="http://www.library.nhs.uk">www.library.nhs.uk</a>	To bring the website address up to date

42.	Addition to text of step 5.	Curriculum statement 3.5 page 4, section 'Rationale for this curriculum statement'	5. Evaluation of performance (some authors will take this step as a next stage, so that performance of not only the individual but the organization can be evaluated. i.e. 4 steps plus evaluation).	For clarification: this fits in with the latest thinking and was discussed at the Sicily conference in 2007
43.	Amendment to sentence beginning 'Recently, frameworks for the care of chronic diseases ....'	Curriculum statement 3.5 page 4, section 'UK health priorities'	Frameworks for the care of chronic diseases have included a scientific rationale, aimed at enhancing the personalised care provided by the health service. Guidance from the National Institute for Health and Clinical Excellence (NICE), also includes an economic evaluation, often controversial, but as an attempt to provide best evidence for best available practice	To bring the curriculum statement into line with current NHS policy guidance in the UK
44.	Addition to first bullet point	Curriculum statement 3.5 page 5, section 'Core evidence-based practice competences'	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 from the widest available sources</li> <li>- ...</li> </ul> </li> </ul>	For clarification
45.	Amendment to first bullet point	Curriculum statement 3.5 page 5, section 'Person-centred care'	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
46.	Amendment to fifth bullet point	Curriculum statement 3.5 page 5, section 'Person-centred care'	Demonstrate an understanding of how the doctor-patient relationship can be used to reconcile the	For clarification: allows the patients views to be central to the discussion without losing the impact of

			patient's personal objectives (which are values driven) and solutions to medical problems (which should be value neutral)	evidence based information
47.	Amendment to first bullet point	Curriculum statement 3.5 page 6, section ' A comprehensive approach'	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, hypercholesterolemia, 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>	For clarification: gives a better illustration of the pragmatic need to find the best fit evidence to the patient
48.	Amendment to second bullet point	Curriculum statement 3.5 page 6, section ' A comprehensive approach'	Demonstrate an understanding that where there are no agreed definitions there are implications for the collection of epidemiological data for audit	For clarification: to enhance understanding of how epidemiological data is collected and what the limitations to its use can be.
49.	Amendment to third bullet point	Curriculum statement 3.5 page 6, section ' A comprehensive approach'	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).	For clarification: to enhance understanding that general practice populations are rarely the same as those in trials.

50.	Delete reference to Appendix 2	Curriculum statement 3.5 page 6, section 'Community orientation'		The relevant appendix has been deleted from the statement
51.	Additional bullet point	Curriculum statement 3.5 page 6, section 'Community orientation'	Include the cultural values of the patient and his circumstances in the discussion	For clarification: to encourage the GP to understand the patients cultural values and beliefs and to involve this in any discussion about evidence
52.	Delete sentence in parentheses ' <i>(as individuals, we are all a mixture of our inclinations .....)</i>	Curriculum statement 3.5 page 6, section 'A holistic approach', bullet point 1	The GP should have the ability to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the limitations of separating the scientific and non-scientific: <ul style="list-style-type: none"> <li>◦ the GP must understand and accept a patient's wish to approach his or her health (and illness) in a non-scientific way</li> </ul> </li> </ul>	To improve readability
53.	Amend section	Curriculum statement 3.5 page 7, section 'Contextual aspects'	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
54.	Amend website address	Curriculum statement 3.5 page 8,	Critical Appraisal Skills Program.	To bring the website address up to date

		'Examples of relevant texts and resources – critical reading' section, bullet 3	<a href="http://www.phru.nhs.uk/Pages/PHD/CASP.htm">www.phru.nhs.uk/Pages/PHD/CASP.htm</a>	
55.	Delete reference 'Department of Health. Patient and Public Involvement: a brief overview....'	Curriculum statement 3.5 page 8, 'Examples of relevant texts and resources – change management' section, bullet 1		The resource is no longer available
56.	Reorder material in this section, add a new sentence and new bullet point	Curriculum statement 3.5 pages 10-11, Promoting Learning about evidence-based practice	<p>Promoting good practice</p> <p>Core knowledge and skills should be used throughout the course, so that the discipline of understanding evidence is not seen as a dry academic subject, but as a central part of being a GP who understands the needs of the patient, society and the NHS. We suggest the use of a developed framework to answer questions derived as part of problem-based learning groups or to develop future GPs as they present subjects to their peer group, using an experiential learning cycle to develop good practice. Learning could include:</p> <ul style="list-style-type: none"> <li>• A core course to develop skills and explore areas of development</li> <li>• Work-based learning in other clinical areas: using a strategy for facilitators to encourage critical questioning of clinical and management ideas, and their relevance to general practice</li> <li>• Non-work-based learning in the development of portfolios, reflective learning and CPD strategies.</li> <li>• Using a case-based journal group to</li> </ul>	For clarification and to ensure that this way of working is understood to be a suggestion and not a requirement of the curriculum

			<p>look at the evidence and its applicability in context.</p> <p>The following questions could be used as a way of working with evidence-based practice during training.</p> <p>1. The architecture of health research (and its application to family practice):</p> <ul style="list-style-type: none"> <li>• What is research?</li> <li>• How can it inform practice?</li> </ul> <p>..... etc</p>	
57.	Add sentence at end of para 2	Curriculum statement 3.5 page 12, Appendix 1 'The Sicily statement on evidence-based practice'	Many teachers in EBP will use this step as an additional section, thus promoting a more comprehensive evaluation of the effect of the change.	For clarification: this fits in with the latest thinking and was discussed at the Sicily conference in 2007
58.	Delete Appendix 2	Curriculum statement 3.5 page 13-14, Appendix 2 'Sharing evidence: respect for autonomy and informed patient choice'		The points made in this appendix have been integrated into the main body of the curriculum statement
59.	Amend website address	Curriculum statement 3.6 page 9 'Non-work-based learning' section	The RCGP provides a list of research resources allowing researchers to access information ( <a href="http://www.rcgp.org.uk/clinical_and_research/circ/research/resources.aspx">www.rcgp.org.uk/clinical_and_research/circ/research/resources.aspx</a> )	To bring the website address up to date
60.	Delete section 'Analysing and teaching consultation skills'	Curriculum statement 3.7 page 8		To avoid duplication with the Consultation Skills statement (Statement 2)
61.	Amend website address	Curriculum statement 3.7 page 10 'Web resources' section	<b>gp-training.net</b> <a href="http://www.gp-training.net/training/">www.gp-training.net/training/</a> This is a very good website and has helpful notes on educational theory.	To bring the website address up to date
62.	Amend paragraph 'The London Deanery'	Curriculum statement 3.7 page 10 'Web resources' section	<b>London Deanery</b> <a href="http://www.londondeanery.ac.uk/facultydevelopment">www.londondeanery.ac.uk/facultydevelopment</a> The London Deanery website hosts a series of open access short modules covering core topics in clinical	To update and expand the information

			teaching and learning. They were developed by the London Deanery to inform and support the professional development of clinical teachers. On completion of a module, a certificate can be printed out for your own records.	
63.	Delete paragraph 'West Midlands GP Trainers'	Curriculum statement 3.7 page 10 'Web resources' section		The website is no longer deemed useful.
64.	2 <sup>nd</sup> para, amend 2 <sup>nd</sup> sentence beginning 'There are also web-based resources available ...'	Curriculum statement 3.7 page 12 'Non-work-based learning' section	There are a number of web-based resources available ...	To improve readability.
65.	Replace section on University of Dundee PGCMEGP with information on a number of courses	Curriculum statement 3.7 page 12-13 'Non-work-based learning' section	Examples of Masters level courses in medical education Institute of Education, University of London MA Clinical Education <a href="http://www.ioe.ac.uk/courses">www.ioe.ac.uk/courses</a> University of Bedfordshire Postgraduate Certificate, Diploma and Masters in Medical Education <a href="http://www.beds.ac.uk/courses">www.beds.ac.uk/courses</a> University of Cardiff Postgraduate Diploma and Masters in Medical Education Available through distance learning. <a href="http://www.cardiff.ac.uk/pgmde/medical_education/mscdip_med">www.cardiff.ac.uk/pgmde/medical_education/mscdip_med</a> University of Dundee (developed in cooperation with the RCGP) Postgraduate Certificate, Diploma and Masters in Medical Education Available through distance learning. <a href="http://www.dundee.ac.uk/meded">www.dundee.ac.uk/meded</a> University of Maastricht Masters of Health Professions Education Available through distance learning. <a href="http://www.unimaas.nl">www.unimaas.nl</a>	To provide information on more than one course and avoid appearing to promote one particular provider.

66.	Amend website address	Curriculum statement 4.1, page 11 'Web resources' section	www.bamm.co.uk/	To bring the website address up to date
67.	Amend website address for Dept of Health - Primary Care	Curriculum statement 4.1, page 12 'Web resources' section	The website also has pages dedicated to primary care www.dh.gov.uk/en/Healthcare/Primarycare/index.htm	To bring the website address up to date
68.	Amend section on National Electronic Library for Health to reflect the change to the name and website	Curriculum statement 4.1, page 12 'Web resources' section	National Library for Health The National Library for Health (NLH) is open to all, but the content is geared towards health professionals. The main priority for the NLH is to help the NHS achieve its objectives. However, it is also aimed at those healthcare professionals who are working in the private sector where common standards should apply. For example, the National Screening Committee is not only an NHS advisory committee, but its mission is also to promote the health of the whole population and its recommendations are relevant to the private sector. Part of the content of the NLH such as Clinical Evidence and Cochrane Library is licensed from commercial providers. www.library.nhs.uk	To bring the website address up to date
69.	Bullet points 5 & 6 – correction to title of 'Connecting for Health'	Curriculum statement 4.2 page 3 'Key messages' section	<ul style="list-style-type: none"> <li>• NHS Connecting for Health and similar initiatives in the other UK countries will have a major effect on general practice in the coming years as paper records systems become unworkable and are phased out.</li> <li>• The sharing of electronic records across organisational boundaries, as envisaged by NHS</li> </ul>	For clarification

			Connecting for Health, demands new ways of working in terms of record quality and information governance.	
70.	Para 2 - add new final sentence	Curriculum statement 4.2 page 5 and page 14 Reference 9	The introduction of a Summary Care Record has been controversial and has raised issues for patient consent to storage and access to key aspects of their clinical records <sup>9</sup>	To bring the information up to date and add a significant new reference
71.	Para 3, amend last three sentences	Curriculum statement 4.2 page 5	Scotland is different from the other UK countries because it had a dominant clinical system (General Practice Administration System for Scotland – GPASS) although it is now being superseded. In 2004, NHS Scotland published the <i>National eHealth/IM&amp;T Strategy 2004-2008</i> <sup>i</sup> which introduced a vision based around core national Integrated Care Record systems. Scotland has introduced an electronic Emergency Care Summary which means that 'Priority 1' (i.e. significant) medical history, allergies and repeat prescriptions and recent acute prescriptions information held in the GP's records can be accessed by Out of Hours, A&E, and ambulance personnel.	To bring the information up to date
72.	Move bullet point starting 'Demonstrate how to use IM&T ...' from end of list to 6th	Curriculum statement 4.2 page 6 'Primary care management' section	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the connection between good data entry and improved patient health outcomes</li> <li>• Demonstrate how to use IM&amp;T to share information and coordinate patient care with other health professionals.</li> <li>• Demonstrate an</li> </ul>	To improve readability: it fits better in the context of the other bullet points

			understanding of the need for information recorded in the practice clinical system to be fit for sharing ....'	
73.	Add 'patient consent' to bullet point starting ' Demonstrate an understanding of information governance ...'	Curriculum statement 4.2 page 6 'Primary care management' section	Demonstrate an understanding of information governance, patient consent and privacy issues ...	For clarification: patient consent is a complex and important issue that had been inadvertently omitted from the previous version.
74.	Correction to title of 'Connecting for Health' in bullet point starting 'Demonstrate an understanding of information governance ...'	Curriculum statement 4.2 page 6 'Primary care management' section	... e.g. that is proposed by <i>NHS Connecting for Health</i>	For clarification
75.	Add text to bullet point starting 'Demonstrate and understanding of the power of reporting ...'	Curriculum statement 4.2 page 6 'Primary care management' section	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
76.	Delete 'PRODIGY'; add 'Map of Medicine'	Curriculum statement 4.2 page 7 'Specific problem-solving skills' section	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.
77.	Amend title of National Electronic Library for Health	Curriculum statement 4.2 page 8 'Scientific aspects' section	It is important that GPs should be able to: a. Demonstrate the ability to search the internet for medical and scientific information including MEDLINE and the National Library for Health	To bring the statement up to date: the title of this resource has changed
78.	Correction to title of 'Connecting for Health'	Curriculum statement 4.2 page 9 'Web resources' section	NHS Connecting for Health (England)	For clarification
79.	Add new paragraph about Map of Medicine	Curriculum statement 4.2 page 10 'Web resources' section	<b>Map of Medicine</b> The Map of Medicine is a web-based visual representation of evidence-based	To bring the statement up to date: Map of Medicine is a new resource.

			<p>patient care journeys covering 28 medical specialties and 390 pathways. As healthcare provision becomes much more specialised the need to plan and then benchmark clinical practice against national standards whilst incorporating local intricacies is key. Map of Medicine is freely available in the NHS in Wales and in selected locations in England.  <a href="http://www.mapofmedicine.com/">http://www.mapofmedicine.com/</a></p>	
80.	Amend section on National Electronic Library for Health to reflect the change to the name and website	Curriculum statement 4.2 page 11 'Web resources' section	<p>National Library for Health  The National Library for Health (NLH) is a tremendous resource for the specialty registrar. It is open to all health professionals. The main priority for the NLH is to help the NHS achieve its objectives. All resources on the site are free to use and the majority can be accessed by all users. However, some of the content has restricted access and users will need to register for an Athens password in order to use it. Part of the content of the NLH such as Clinical Evidence and Cochrane Library is licensed from commercial providers.  <a href="http://www.library.nhs.uk">www.library.nhs.uk</a></p>	To bring the website address up to date
81.	Delete paragraph on PRODIGY	Curriculum statement 4.2 page 11 'Web resources' section		To bring the statement up to date: the PRODIGY website is no longer available.
82.	Amend website address	Curriculum statement 4.2 page 12 'Web resources' section	<p>University of California, San Francisco  This US site is useful for primary care providers. While it is US-based, it is also useful for specialty registrars because it provides a list of links to online textbooks and resources including guidelines.</p>	To bring the website address up to date

			<a href="http://medicine.ucsf.edu/education/resources/">http://medicine.ucsf.edu/education/resources/</a>	
83.	Amend website address	Curriculum statement 4.2 page 12 'E-learning' section	BMJ Learning <a href="http://learning.bmj.com/learning/main.html">http://learning.bmj.com/learning/main.html</a>	To bring the website address up to date
84.	Add 'Picture and Archiving Service (PACS)'	Curriculum statement 4.2 page 13 'Work-based learning – in secondary care' section	In the future they will also experience the secondary care end of new computerised initiatives such as Picture and Archiving Service (PACS), online booking systems and electronic referrals.	To bring the statement up to date: PACS is a successful electronic service in secondary care
85.	Add new reference 9	Curriculum statement 4.2 page 14 'References'	9. Greenhalgh T, Stamer K, Braten T, Byrne E, Russell J, Mohammad Y, Wood G, Hinder S. Summary Care Record Early Adopter Programme : An independent evaluation by University College London. 2008: <a href="http://www.pcpoh.bham.ac.uk/publichealth/cfhcp/002.shtml">www.pcpoh.bham.ac.uk/publichealth/cfhcp/002.shtml</a> [accessed December 2008]	To bring the information up to date and add a significant new reference
86.	Amend website address	Curriculum statement 6 page 10 'Web resources' section	OMIM Online Mendelian Inheritance in Man (OMIM) is a catalogue of all Mendelian disorders in humans, instigated by Dr Victor McKusick, Johns Hopkins Hospital. <a href="http://www.ncbi.nlm.nih.gov/omim/">www.ncbi.nlm.nih.gov/omim/</a>	To bring the website address up to date
87.	Amend section on National Electronic Library for Health to reflect the change to the name and website	Curriculum statement 6 page 11 'Screening' section	NLH – Screening The National Libraries for Health aim to provide clinicians with access to the best current know-how and knowledge to support health care-related decisions. <a href="http://www.library.nhs.uk/screening/">www.library.nhs.uk/screening/</a>	To bring the website address up to date
88.	Update reference to the 2007 version	Curriculum statement 7 page 9 'Examples of relevant texts and resources' section	Committee of General Practice Education Directors. Out of Hours (OOH) Training for GP Specialty Registrars London: COGPED, 2007	To bring the statement up to date: a new version of the paper was issued in 2007
89.	Replace the 2004 COGPED OOH position paper with the 2007	Curriculum statement 7 page 12 Appendix 1	See statement	To bring the statement up to date: a new version of the

	version			paper was issued in 2007
90.	Amend website address	Curriculum statement 8 page 17 'Web resources' section	<b>eBNF for Children</b> ..... <a href="http://www.bnfc.nhs.uk/bnfc">www.bnfc.nhs.uk/bnfc</a>	To bring the website address up to date
91.	Amend website address	Curriculum statement 8 page 28 Appendix 5	Blood spot test for hypothyroidism and phenylketonuria. Screening for sickle-cell disease and cystic fibrosis is also being implemented. See <a href="http://www.newbornbloodspot.screening.nhs.uk/">www.newbornbloodspot.screening.nhs.uk/</a>	To bring the website address up to date
92.	Amend website address	Curriculum statement 9 page 13 'Web resources' section	<b>Age Concern</b> .... <a href="http://www.ageconcern.org.uk/">www.ageconcern.org.uk/</a>	To bring the website address up to date
93.	Delete 'Chronic Disease Management Paper from RCGP' and weblink	Curriculum statement 9 page 14 'Web resources' section		The resource is no longer available
94.	Amend website address	Curriculum statement 9 page 14 'Web resources' section	<b>Department of Health Older People's Services</b> The website includes access to the National Service Framework for Older People and lots of supporting documentation. <a href="http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4003066">www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4003066</a>	To bring the website address up to date
95.	Amend section on National Electronic Library for Health to reflect the change to the name and website	Curriculum statement 9 page 14 Curriculum statement 15.2 page 8-9	<b>National Library for Health</b> The aim of the National Library for Health (NLH) is to provide clinicians with access to the best current know-how and knowledge to support health care-related decisions. Patients, carers and the public are also welcome to use the site, because the NLH is open to all. The ultimate aim is for the Library to be a resource for the widest range of people both directly and indirectly. The main priority for the NLH is to help the NHS achieve its objectives. However, it is also aimed at those	To update information on web resources

			healthcare professionals who are working in the private sector where common standards should apply. For example, the National Screening Committee is not only an NHS advisory committee, but its mission is also to promote the health of the whole population and its recommendations are relevant to the private sector. Part of the content of the NLH such as Clinical Evidence and Cochrane Library is licensed from commercial providers. <a href="http://www.library.nhs.uk">http://www.library.nhs.uk</a>	
96.	Amend website address	Curriculum statement 9 page 14 'Web resources' section	<b>The Really Important Questions Group</b> A group of over-50-year-olds who want to be involved in the shaping of health and social care. Their interesting website is at <a href="http://www.tameside.gov.uk/olderpeople/riq">www.tameside.gov.uk/olderpeople/riq</a>	To bring the website address up to date
97.	Delete website address	Curriculum statement 9 page 16 'References' 4	4 Department of Health, Social Services and Public Safety Investing For Health Belfast: Department of Health, Social Services and Public Safety, 2002	The link is no longer live
98.	Revision of para 1	Curriculum statement 10.1 page 4 'UK health priorities' section	There remains no <i>National Service Framework</i> dealing just with women in general terms. Such a document of course would be attempting to cover the health needs of more than half the population as if they were a homogenous group. The needs of women vary throughout the life journey, with specific needs at certain times. There are however several sources that demonstrate government priorities	For clarification

			in relation to the needs and roles of women.	
99.	Addition of information on the <i>National Service Framework: improving services to women offenders</i> , including 2 new references	Curriculum statement 10.1 page 4-5 'UK health priorities' section	<p>In May 2008 the Government published the <i>National Service Framework: improving services to women offenders</i>.<sup>4</sup> Consistent messages from the literature on women offenders show that although male and female offenders have broadly similar histories, women offenders tend to have more significant offending-related unmet health and mental health needs. Research indicates high rates of substance misuse, especially opiates, amongst female offenders. Women's needs are complicated by often having sole responsibility for dependent children. 27% of women offenders are considered a suicide risk and 27% are considered at risk of self-harm.<sup>5</sup> Up to 80% of women in prison have diagnosable mental health problems. The comparable figure in the community is less than 20%. Approximately 50% of all self-harm incidents in prison are committed by women, even though they comprise only 6% of the total prison population. Women recently released from custody are 36 times more likely than the general population to commit suicide. More than half the women in prison have a child under 16, and more than a third have a child under the age of five. The government vision includes a commitment to ensuring that for women who are</p>	To bring the statement up to date with new government publications

			<p>sentenced to custody, the facilities are appropriate to their needs, aimed towards improved well-being and a reduction in self-harm. There will be joined up working with the Department of Health to ensure that women with mental or other health issues are diverted to suitable health care facilities on arrest or from court. Specific support for women who have been abused, raped or who have experienced domestic violence and those working in the sex industry are proposed.</p>	
100.	<p>Revision of section on <i>National Service Framework for Children, Young People and Maternity Services</i></p>	<p>Curriculum statement 10.1 page 5 'UK health priorities' section</p>	<p>In <i>England</i>, the Department of Health's <i>National Service Framework for Children, Young People and Maternity Service</i> was revised in 2004. This emphasises woman-focused care and considers birth, post-birth care for mothers as well as planning and commissioning maternity services. The Children's NSF is a 10-year programme intended to stimulate long-term and sustained improvement in children's health. Setting standards for health and social services for children, young people and pregnant women, the NSF aims to ensure fair, high quality and integrated health and social care from pregnancy, right through to adulthood. It aims to ensure that pregnant women receive high quality care throughout their pregnancy, have a normal childbirth wherever possible, are involved in decisions about what is best for them and have choices about how and where they give birth.</p>	<p>To bring the statement up to date and into line with the revised NSF</p>

			<p>It contains two relevant standards for women's health:</p> <p>Standard 2: Supporting Parenting Parents or carers should be enabled to receive the information, services and support that will help them to care for their children and equip them with the skills they need to ensure that their children have optimum life chances and are healthy and safe.</p> <p>Standard 11: Maternity Services Women should have easy access to supportive, high-quality maternity services, designed around their individual needs and those of their babies.</p>	
101.	Para beginning 'The GP and the primary healthcare team ...' – delete 'his or'	Curriculum statement 10.1 page 7	The GP and the primary healthcare team have important roles in raising awareness about breast and gynaecological cancers, promoting and participating in screening programmes, detecting early signs, referring quickly and then supporting the patient along her journey.	For clarification/correction
102.	p7 Para beginning 'Women's health issues are similar ..' replace 2002 with 2005	Curriculum statement 10.1 page 7	The public health strategy for <i>Northern Ireland, Investing for Health</i> , published in 2005 ....	To correct a typographical error
103.	Addition of section on relevant NICE publications	Curriculum statement 10.1 page 7-8	<p>The National Institute for Clinical Excellence has a number of recent publications that are concerned with women's health.</p> <p><b>1. Postnatal care:</b> Routine postnatal care of women and their babies July 2006 The NICE clinical guideline on postnatal care covers the core care that every healthy woman and healthy baby should be offered during the</p>	To bring the statement up to date with recent publications

			<p>first 6-8 weeks after the birth. Although for most women and babies the postnatal period is uncomplicated, care during this period needs to address any deviation from expected recovery after birth. This guideline gives advice on when additional care may be needed.</p> <p><b>2. Antenatal care:</b> routine care for the healthy pregnant woman March 2008</p> <p>The advice in the NICE guideline covers the routine care that all healthy women can expect to receive during their pregnancy. It does not specifically look at women who are pregnant with more than one baby, women with certain medical conditions or women who develop a health problem during their pregnancy.</p> <p>This latter is covered in part by NICE guidance for pregnant women with diabetes (March 2008) which suggests such women should be offered advice and specialist support during their pregnancy, should have access to specialist services before they become pregnant and be advised on how to plan their pregnancy. Good glycaemic control can reduce the risk of miscarriage, congenital malformation, stillbirth and neonatal death. 2 to 5 per cent of pregnancies involve women with diabetes.</p>	
104.	Amend website address	Curriculum statement 10.1 page 14 'Web resources' section	<p><b>British Menopause Society</b></p> <p>... <a href="http://www.thebms.org.uk">www.thebms.org.uk</a></p>	To bring the website address up to date
105.	Amend section on National Electronic Library for Health to reflect the change to	Curriculum statement 10.1 page 15 'Web resources' section	<p><b>National Library for Health</b></p> <p>The aim of the National Library for</p>	To update information on web resources

	the name and website		<p>Health (NLH) is to provide clinicians with access to the best current know-how and knowledge to support health care related decisions. Patients, carers and the public are also welcome to use the site, because the NLH is open to all. The ultimate aim is for the Library to be a resource for the widest range of people both directly and indirectly.</p> <p>The main priority for the NLH is to help the NHS achieve its objectives. However, it is also aimed at those healthcare professionals who are working in the private sector where common standards should apply. For example, the National Screening Committee is not only an NHS advisory committee, but its mission is also to promote the health of the whole population and its recommendations are relevant to the private sector. Part of the content of the NLH such as Clinical Evidence and the Cochrane Library is licensed from commercial providers. There are two other groups of health and care professionals whose needs will also be met by the NLH – those working in public health and in social care.</p> <p><a href="http://www.library.nhs.uk">www.library.nhs.uk</a></p>	
106.	Amend website address	Curriculum statement 10.1 page 15 'Web resources' section	<p><b>The Teenage Pregnancy Unit</b></p> <p>....</p> <p><a href="http://www.everychildmatters.gov.uk/teenagepregnancy/">www.everychildmatters.gov.uk/teenagepregnancy/</a></p>	To bring the website address up to date
107.	Delete paragraph on 'Women's health'	Curriculum statement 10.1 page 16		To update information on web resources: this website is no longer deemed useful

108.	Amendments to paragraph about the RCGP Learning Unit and website address	Curriculum statement 10.1 page 17-18 'Non-work-based learning' section	<p>The RCGP, in partnership with the University of Bath School for Health, has developed a series of courses called the Professional Development Series that are user friendly and relevant to everyday practice. Primarily developed for GPs and using a GP's perspective, multiprofessional teams have also found the materials to be a useful resource. While they are an excellent choice for established GPs' PDPs (professional development portfolios), specialty registrars will also find them very useful because all relevant learning goals are covered.</p> <p>The Update in Women's Health is a short, flexible, case-based course for GPs. The course consists of videos of real patient consultations on CD and a textbook on women's health seen in general practice. The aim is to update GPs in diagnosis, investigation and management, including referral to secondary care, of common and 'red flag' conditions related to women's health. The course is evidence-based and encourages audit of aspects of the care of patients with a disorder in order to evaluate the user's own practice in specific women's health areas.</p>	To update information on learning resources
109.	Amend RCGP Learning Unit website address	Curriculum statement 10.1 page 18 'Non-work-based learning' section	Full details are available via this web link: <a href="http://www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx">www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx</a>	To bring the website address up to date
110.	Add new references	Curriculum statement 10.1 page 21 'References'	4 Ministry of Justice. Prison Service Offender Assessment System. Annual	To bring the statement up to date with new government publications and add

			report. London: MoJ 2003 5 Ministry of Justice. National Service Framework: improving services to women offenders London: Ministry of Justice, May 2008	two significant new references
111.	Reference 6 – change 1999 to 2004	Curriculum statement 10.1 page 21 'References'	<sup>6</sup> Department of Health. <i>National Service Framework for Children, Young People and Maternity Services</i> London: Department of Health, 2004	To correct a typographical error
112.	Amend website address	Curriculum statement 10.2 page 13 'Web resources' section	Patient UK ... <a href="http://www.patient.co.uk/showdoc/20/">www.patient.co.uk/showdoc/20/</a>	To bring the website address up to date
113.	Amendments to paragraph about the RCGP Learning Unit and website address	Curriculum statement 10.2 page 14 'Non-work-based learning' section	RCGP Learning Unit - Professional Development Series – Men's Health in General Practice The RCGP, in partnership with the University of Bath School for Health, has developed a series of courses called the Professional Development Series that are user friendly and relevant to everyday practice. Primarily developed for GPs and using a GP's perspective, multiprofessional teams have also found the materials to be a useful resource. While they are an excellent choice for established GPs' PDPs (professional development portfolios), specialty registrars will also find them very useful because all relevant learning goals are covered. <a href="http://www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx">www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx</a>	To update information on learning resources
114.	Replace chart showing incidence of cancers in 2000 with 2005 version	Curriculum statement 12 page 5	See statement	To bring the statement up to date

115.	Add new publication	Curriculum statement 12 page 9 'Examples of relevant texts and resources' section	Dept of Health. End of Life Care Strategy - promoting high quality care for all adults at the end of life London: DH, 2008 <a href="http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_086277">www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_086277</a>	To bring the information up to date and add a significant new reference
116.	Delete paragraph on Department of Health	Curriculum statement 12 page 10 'Web resources' section		To bring the statement up to date: the information referred to is now on the NICE website
117.	Amend section on National Electronic Library for Health and National Electronic Library for Public Health to reflect the changes to the names and websites	Curriculum statement 12 page 11 'Web resources' section	<b>National Library for Health and Public Health Specialist Library</b> The aim of the National Library for Health (NLH) is to provide clinicians with access to the best current know-how and knowledge to support health care related decisions. Patients, carers and the public are also welcome to use the site. The ultimate aim is for the Library to be a resource for the widest range of people both directly and indirectly. The main priority for the NLH is to help the NHS achieve its objectives. However, it is also aimed at those healthcare professionals who are working in the private sector where common standards should apply. For example, the National Screening Committee is not only an NHS advisory committee, but its mission is also to promote the health of the whole population and its recommendations are relevant to the private sector. Part of the content of the NLH such as Clinical Evidence and Cochrane Library is licensed from commercial providers.	To update information on web resources

			There are two other groups of health and care professionals whose needs will also be met by the NLH – those working in public health and in social care. The Public Health Specialist Library is intended for all public health professionals, many of whom work in local government. It has been developed by the Health Development Agency. www.library.nhs.uk www.library.nhs.uk/publichealth/	
118.	Add new paragraph on NICE	Curriculum statement 12 page 11 'Web resources' section	<b>NICE</b> Information, policy documents and advice for healthcare professionals involved in the prevention, diagnosis and treatment of all types of cancer. www.nice.org.uk/guidance/CG27	To bring the statement up to date: this entry replaces the one on Dept of Health
119.	Amend website address	Curriculum statement 12 page 13 'Courses – examples of university-accredited courses' section	Cardiff University - Diploma/MSc in Palliative Medicine www.cardiff.ac.uk/medicine/degreeprogrammes/postgraduate/taught/palliative/index.html	To bring the website address up to date
120.	Amend website address	Curriculum statement 12 page 14 'References'	2. Department of Health. <i>Referral Guidelines for Suspected Cancer</i> , www.nice.org.uk/guidance/CG27 [accessed December 2008]	To bring the website address up to date
121.	Delete reference to Appendix 3	Curriculum statement 13 page 11, 'The knowledge base – common and/or important conditions' section		The relevant appendix has been deleted from the statement
122.	Amend website address	Curriculum statement 13 page 12, 'Teamwork learning resource' section	There is a toolkit specifically designed for primary care teams to evaluate the extent to which they and their practices promote mental health. It is available from d.p.c.tomson@ncl.ac.uk or maryanne.freer@pcpartners.org, or from	To bring the website address up to date

			NIMHE (www.nimhe.csip.org.uk).	
123.	Amend website address	Curriculum statement 13 page 14 'Web resources' section	www.nimhe.csip.org.uk - Site for National Institute for Mental Health in England	To bring the website address up to date
124.	Amend website address	Curriculum statement 13 page 14 'Web resources' section	www.npcrdc.ac.uk - National Primary Care Research and Development Centre	To bring the website address up to date
125.	Add new web resource	Curriculum statement 13 page 14 'Web resources' section	www.iris-initiative.org.uk : NIMHE National Early Intervention Programme	To bring the web resources up to date: new website launched in 2008
126.	Add new web resource	Curriculum statement 13 page 14 'Web resources' section	www.westmidlands.csip.org.uk/primary-care/primary-care/-gp-fact-sheet-suicide-prevention-in-elders.html : Care Services Improvement Partnership West Midlands - GP Fact sheet: Suicide prevention in elders	To bring the web resources up to date: new factsheets launched and badged by RCGP
127.	Delete appendix 3	Curriculum statement 13 page 18		Read codes are not needed within curriculum as they are not an educational resource and can be accessed by other means
128.	Delete appendix 4	Curriculum statement 13 page 19		Severity of depression guidance is covered in links and other documentation GPs receive
129.	Add new bullet point	Curriculum statement 13 page 22 'Referral to child and adolescent mental health services' section	Where there is a need for rapid referral to specialist services for a young person suspected of developing an early psychosis. This should be to an age appropriate service able to offer Early Intervention	For clarification: to make explicit that it needs to be an age appropriate service
130.	Add text to bullet point beginning 'Where the young person is so disabled ...'	Curriculum statement 13 page 23 'Referral to child and adolescent mental health services' section	Where the young person is so disabled that they cannot go to school or see friends. (The importance of listening and acting on concerns of families for someone with a possible early psychosis)	For clarification: to stress the importance of the role of families in helping diagnose psychosis in this client group

131.	Reference 3 - Amend website address	Curriculum statement 13 page 27 'References'	3 <a href="http://www.cabinetoffice.gov.uk/social_exclusion_task_force/">www.cabinetoffice.gov.uk/social_exclusion_task_force/</a> [accessed December 2008]	To bring the website address up to date
132.	Reference 5 - Amend website address	Curriculum statement 13 page 27 'References'	5 Mental Health and Social Exclusion Unit, Office of the Deputy Prime Minister. Social Exclusion London: Cabinet Office, <a href="http://www.cabinetoffice.gov.uk/social_exclusion_task_force/">www.cabinetoffice.gov.uk/social_exclusion_task_force/</a> [accessed December 2008]	To bring the website address up to date
133.	Reference 23 - Amend website address	Curriculum statement 13 page 28 'References'	23 Friedli L. National Programme for Improving Mental Health and Well-being Edinburgh: Scottish Executive, <a href="http://www.wellscotland.info/index.html">www.wellscotland.info/index.html</a> [accessed December 2008]	To bring the website address up to date
134.	Reference 27 - Amend website address	Curriculum statement 13 page 28 'References'	27 NIMHE. Emerging Best Practices in Mental Health Recovery Leeds: NIMHE, <a href="http://kc.csip.org.uk/upload/Best%20Practices%20in%20MH%20Recovery%20Poster.pdf">http://kc.csip.org.uk/upload/Best%20Practices%20in%20MH%20Recovery%20Poster.pdf</a>	To bring the website address up to date
135.	Amend website address	Curriculum statement 14 page 9 'Web resources' section	<a href="http://www.rcpsych.ac.uk/publications/booksbeyondwords.aspx">www.rcpsych.ac.uk/publications/booksbeyondwords.aspx</a> Books Beyond Words, help communication with people with LD	To bring the website address up to date
136.	Amend website address	Curriculum statement 14 page 9 'Web resources' section	<a href="http://www.mencap.org.uk">www.mencap.org.uk</a> Mencap is the UK's leading learning disability charity	To bring the website address up to date
137.	Amend website address	Curriculum statement 14 page 9 'Web resources' section	<a href="http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1422">www.nas.org.uk/nas/jsp/polopoly.jsp?d=1422</a> Autistic spectrum disorder – page for GPs	To bring the website address up to date
138.	Amend website address	Curriculum statement 14 page 9 'Web resources' section	<a href="http://www.cafamily.org.uk/medicalinformation/index.html">www.cafamily.org.uk/medicalinformation/index.html</a> The 'contact a family' directory. Information on: conditions underlying learning disabilities; medical descriptions; and details of inheritance patterns and prenatal diagnosis. Also section on behavioural phenotypes	To bring the website address up to date

139.	Amend website address	Curriculum statement 14 page 13 'References'	10. Mencap. 'Treat Me Right.' Better healthcare for people with a learning disability London: Mencap, 2004, <a href="http://www.mencap.org.uk/document.asp?id=316">www.mencap.org.uk/document.asp?id=316</a> [accessed December 2008]	To bring the website address up to date
140.	Amend website address	Curriculum statement 14 page 13 'References'	11. Disability Rights Commission. Equal Treatment: closing the gap. A formal investigation into health inequalities experienced by people with learning disabilities or mental health problems Stratford Upon Avon: DRC, 2005, <a href="http://www.equalityhumanrights.com/en/publicationsandresources/Pages/publications.aspx">www.equalityhumanrights.com/en/publicationsandresources/Pages/publications.aspx</a> [accessed December 2008]	To bring the website address up to date
141.	Delete reference 3 'The Stroke Association. <i>The Cost of Stroke ...</i> ' and amend subsequent reference numbers	Curriculum statement 15.1 page 4 'Rationale for this curriculum statement' section, bullet point 3		This reference is now out of date.
142.	Replace the 1999 figures for the health costs of cardiovascular problems with 2003 figure	Curriculum statement 15.1 page 4 'Rationale for this curriculum statement' section, bullet point 4	a. Estimated direct health costs of cardiovascular problems are huge: £15 billion (2003 costs)	To bring the statement up to date.
143.	Amend paragraph 'General Medical Services 2 contract'	Curriculum statement 15.1 page 4 'UK health priorities' section	<b>General Medical Services 2 contract</b> The 2003 GMS contract includes seven relevant clinical domains in the Quality and Outcomes Framework. Of these four cover CHD, stroke, atrial fibrillation and left ventricular dysfunction, with a further three domains involving the key cardiovascular risk factors of diabetes, CKD and hypertension. Additional relevant domains are regular monitoring of smoking status and blood pressure in the practice population.	To bring the statement up to date: the GMS2 contract has been updated since the original curriculum statement.

144.	Add new paragraph on NICE guidelines	Curriculum statement 15.1 page 4 'UK health priorities' section	<b>Relevant NICE Guidelines</b> NICE guidance is available for the management of stroke, post myocardial infarction, atrial fibrillation, diabetes, hypertension, lipid lowering, anti platelet therapy and heart failure.	To bring the statement up to date: several new NICE guidelines have been published since the original curriculum statement.
145.	Add 'stroke/TIA' to bullet point beginning 'Make timely appropriate referrals ...'	Curriculum statement 15.1 page 5 'Primary care management' section, bullet point 3	a. 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: the original curriculum statement did not include urgent referrals to stroke/TIA clinics which are now relevant due to new evidence and its inclusion in NICE and intercollegiate guidelines.
146.	Add 'CT/MRI, carotid doppler examination' to bullet point beginning 'Knowledge of secondary care investigations ...'	Curriculum statement 15.1 page 6 'The knowledge base – investigations' section, 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.
147.	Amend website address	Curriculum statement 15.1 page 9 'Web resources' section	National Library for Health <a href="http://www.library.nhs.uk">www.library.nhs.uk</a>	To bring the website address up to date
148.	Add NICE to web resources	Curriculum statement 15.1 page 9 'Web resources' section	<b>NICE</b> <a href="http://www.nice.org.uk">www.nice.org.uk</a> (for copies of Guidelines)	To bring the statement up to date: this reflects the breadth of guidance now available from the NICE website.
149.	Add new paper	Curriculum statement 15.1 page 10 'Interesting papers - Risk factors for CHD' section	Beckett NS, Peters R, Fletcher AE, et al. Treatment of hypertension in patients 80 years of age or older. <i>N Engl J Med</i> 2008; 358: 1887-1898.	To bring the statement up to date: this publication adds important new evidence regarding the treatment of blood pressure in older people.
150.	Add new paper	Curriculum statement 15.1 page 10 'Interesting papers - Risk factors for CHD' section	Blood Pressure Lowering Treatment Trialists' Collaboration, Turnbull F, Neal B, Pfeffer M, Kostis J, Alpert C, Woodward	To bring the statement up to date: this publication adds important new evidence regarding choice of agent in the treatment of blood

			M, Chalmers J, Zanchetti A, MacMahon S. Blood pressure-dependent and independent effects of agents that inhibit the renin-angiotensin system. J Hypertens. 2007 May; 25(5): 951-8. Erratum in: J Hypertens. 2007 Jul; 25(7): 1524.	pressure.
151.	Delete paper 'Robson J. Information needed to decide about cardiovascular treatment in primary care BMJ 1997; 314: 277-80'	Curriculum statement 15.1 page 10 'Interesting papers - Risk factors for CHD' section		This paper is now obsolete.
152.	Add new paper	Curriculum statement 15.1 page 11-12 'Interesting papers - Self-management' section	Parati G, Stergiou GS, Asmar R, et al. European Society of Hypertension guidelines for blood pressure monitoring at home: a summary report of the Second International Consensus Conference on Home Blood Pressure Monitoring. J Hypertens. 2008; 26: 1505-1526.	To bring the statement up to date: this paper reflects new thinking about self monitoring in hypertension.
153.	Add new section of papers on Stroke	Curriculum statement 15.1 page 12 'Interesting papers' section	<p><b>Stroke</b></p> <ul style="list-style-type: none"> <li>• Mant J, McManus RJ, Hare R. Applicability to primary care of national clinical guidelines on blood pressure lowering for people with stroke: cross sectional study. BMJ 2006; 332: 635-7.</li> <li>• Prospective Studies Collaboration, Lewington S, Whitlock G, Clarke R, Sherliker P, Emberson J, Halsey J, Qizilbash N, Peto R, Collins R. Blood cholesterol and vascular mortality by age, sex, and blood pressure: a meta-analysis of individual data from 61 prospective studies with 55,000 vascular deaths. Lancet. 2007 Dec 1; 370(9602): 1829-39.</li> <li>• Johnston SC,</li> </ul>	To bring the statement up to date: these papers have been published since the original curriculum statement and fill a gap in stroke references.

			<p>Rothwell PM, Nguyen-Huynh MN, Giles MF, Elkins JS, Bernstein AL, Sidney S. Validation and refinement of scores to predict very early stroke risk after transient ischaemic attack. <i>Lancet</i>. 2007 Jan 27; 369(9558):283-92.</p> <ul style="list-style-type: none"> <li>Rothwell PM, Giles MF, Chandratheva A, Marquardt L, Geraghty O, Redgrave JN, Lovelock CE, Binney LE, Bull LM, Cuthbertson FC, Welch SJ, Bosch S, Alexander FC, Silver LE, Gutnikov SA, Mehta Z. Effect of urgent treatment of transient ischaemic attack and minor stroke on early recurrent stroke (EXPRESS study): a prospective population-based sequential comparison. <i>Lancet</i>. 2007 Oct 20; 370(9596):1432-42.</li> </ul>	
154.	Amend reference details	Curriculum statement 15.1 page 12 'Interesting papers - Venous thromboembolism' section	McManus RJ, Fitzmaurice DA. <i>Thromboembolism in Clinical Evidence</i> London: BMJ Publications, 2008	To bring the statement up to date: this reference has been updated since the original curriculum statement.
155.	Add 'MRI/CT, carotid dopplers' to sentence beginning 'They provide opportunities to learn ...'	Curriculum statement 15.1 page 13 'Work-based learning – in secondary care' section	They provide opportunities to learn about secondary care investigation of cardiovascular problems (exercise tests, radionucleotide scans, MRI/CT, carotid dopplers, angiography and echocardiography)	Correction: these investigations were inadvertently missed from the original curriculum statement
156.	Delete reference 3 and amend subsequent reference numbers	Curriculum statement 15.1 page 14 'References'		This reference is now out of date.
157.	Add CG34 Hypertension treatment update to reference 3	Curriculum statement 15.1 page 14 'References'	3 NICE. CG18 and CG34 Hypertension (Persistently High Blood Pressure) in	To bring the statement up to date: this is an update of the previously cited

			Adults - NICE guideline [original and treatment update]. London: National Institute for Health and Clinical Excellence, <a href="http://www.nice.org.uk/Guidance/CG34">http://www.nice.org.uk/Guidance/CG34</a>	reference.
158.	Update reference 5	Curriculum statement 15.1 page 14 'References'	5 Joint Health Surveys Unit. Health Survey for England 2003 (Erens R and Primatesta P, eds) No. 13 London: HMSO, 2004.	To bring the statement up to date: this is an update of the previously cited reference.
159.	Amend website addresses for National Institute for Health and Clinical Excellence	Curriculum statement 15.2 page 9 'Web resources' section	NICE – Cancer service guidance for the NHS in England and Wales: Improving Outcomes for Colorectal Cancer (update), 2004 <a href="http://www.nice.org.uk/guidance/index.jsp?action=byID&amp;r=true&amp;o=10895">www.nice.org.uk/guidance/index.jsp?action=byID&amp;r=true&amp;o=10895</a> NICE – CG17. Dyspepsia: managing dyspepsia in adults in primary care, 2004 <a href="http://www.nice.org.uk/guidance/index.jsp?action=byID&amp;r=true&amp;o=10950">www.nice.org.uk/guidance/index.jsp?action=byID&amp;r=true&amp;o=10950</a> NICE – CG27. Referral Guidelines for Suspected Cancer in Adults and Children, 2005 <a href="http://www.nice.org.uk/guidance/index.jsp?action=download&amp;o=29816">www.nice.org.uk/guidance/index.jsp?action=download&amp;o=29816</a>	To bring the website addresses up to date
160.	Amend website address	Curriculum statement 15.3 page 7 'Treatment of alcohol misuse' section	<a href="http://www.nice.org.uk/about/nice/whoweare/aboutthehda/hdapublications/prevention_and_reduction_of_alcohol_misuse_evidence_briefing_2nd_edition.jsp">www.nice.org.uk/about/nice/whoweare/aboutthehda/hdapublications/prevention_and_reduction_of_alcohol_misuse_evidence_briefing_2nd_edition.jsp</a>	To bring the website address up to date
161.	Amend website address	Curriculum statement 15.3 page 11 'Web resources' section	Driving under the influence of drugs: an internet resource ..... <a href="http://www.bma.org.uk/ap.nsf/content/drivinginfdrugs">www.bma.org.uk/ap.nsf/content/drivinginfdrugs</a>	To bring the website address up to date
162.	Delete paragraph on Health Education Board for Scotland	Curriculum statement 15.3 page 11 'Web resources' section		To bring the statement up to date – this website no longer exists
163.	Reference 5 - Amend website address	Curriculum statement 15.3 page 20 'References'	5 National Treatment Agency for Substance Misuse. The Roles and Responsibilities of Doctors in the	To bring the website address up to date

			Provision of Treatment in Drug and Alcohol Misusers London: Department of Health, 2005, <a href="http://www.nta.nhs.uk/publications/documents/nta_doctors_roles_and_responsibilities_sept_2005.pdf">www.nta.nhs.uk/publications/documents/nta_doctors_roles_and_responsibilities_sept_2005.pdf</a>	
164.	Reference 6 - Amend website address	Curriculum statement 15.3 page 20 'References'	6 The Prime Minister's Strategy Unit. Alcohol Harm Reduction Strategy for England London: The Prime Minister's Strategy Unit, 2004, <a href="http://www.cabinetoffice.gov.uk/strategy/work_areas/alcohol_misuse.aspx">www.cabinetoffice.gov.uk/strategy/work_areas/alcohol_misuse.aspx</a>	To bring the website address up to date
165.	Reference 12 - Amend website address	Curriculum statement 15.3 page 20 'References'	12 NIMHE. Emerging Best Practices in Mental Health Recovery, <a href="http://kc.csip.org.uk/upload/Best%20Practices%20in%20MH%20Recovery%20Poster.pdf">http://kc.csip.org.uk/upload/Best%20Practices%20in%20MH%20Recovery%20Poster.pdf</a>	To bring the website address up to date
166.	Change 'Prodigy' to 'Clinical Knowledge Summaries'	Curriculum statement 15.4 page 8 'Scientific aspects' section	<ul style="list-style-type: none"> <li>Understand and implement the key national guidelines that influence healthcare provision for ENT problems, e.g. Clinical Knowledge Summaries.</li> </ul>	To bring the information up to date: Prodigy has been renamed
167.	Amend website addresses	Curriculum statement 15.4 page 9 'Web resources' section	<b>British Deaf Association</b> <a href="http://bda.org.uk/">http://bda.org.uk/</a> <b>BMJ Topic collections ENT references</b> <a href="http://www.bmj.com/cgi/collec tion/otolaryngology">www.bmj.com/cgi/collec tion/otolaryngology</a>	To bring the website addresses up to date
168.	Amend website address	Curriculum statement 15.4 page 9 'Web resources' section	<b>Clinical Evidence</b> <a href="http://clinicalevidence.bmj.com/cweb/conditions/ent/ent.jsp">http://clinicalevidence.bmj.com/cweb/conditions/ent/ent.jsp</a>	To bring the website address up to date
169.	Amend information on 'Prodigy guidance'	Curriculum statement 15.4 page 10 'Web resources' section	NHS Clinical Knowledge Summaries – head and neck cancer – suspected <a href="http://cks.library.nhs.uk/head_neck_cancer_suspected">http://cks.library.nhs.uk/head_neck_cancer_suspected</a> Other CKS guidelines: <a href="http://cks.library.nhs.uk/clinical_topics">http://cks.library.nhs.uk/clinical_topics</a>	To bring the information up to date: Prodigy has been renamed

170.	Reference 3 - Amend website address	Curriculum statement 15.4 page 14 'References'	3. NHS Modernisation Agency. Action on ENT - Good practice guide, <a href="http://www.library.nhs.uk/ent/SearchResults.aspx?searchText=Action%20on%20ENT%20-%20Good%20practice%20guide">www.library.nhs.uk/ent/SearchResults.aspx?searchText=Action%20on%20ENT%20-%20Good%20practice%20guide</a> [accessed December 2008]	To bring the website address up to date
171.	Reference 5 - Delete reference to NICE GP Referral Practice; add new reference to NICE guidelines on OME	Curriculum statement 15.4 page 14 'References'	5. NICE. Guidelines on the surgical management of children with otitis media with effusion (OME) London: NICE, 2008, <a href="http://www.nice.org.uk/Guidance/CG60">www.nice.org.uk/Guidance/CG60</a> [accessed December 2008]	To bring the statement up to date: the guidelines on OME have been published since the previous version of the statement.
172.	Reference 10 - Amend website address	Curriculum statement 15.4 page 14 'References'	10. RCGP, University of Leicester, National Institute for Health and Clinical Excellence. Referral Guidelines for Suspected Cancer in Adults and Children, 2005, <a href="http://www.nice.org.uk/Guidance/CG27">www.nice.org.uk/Guidance/CG27</a> [accessed December 2008]	To bring the website address up to date
173.	Reference 12 - Amend website address	Curriculum statement 15.4 page 14 'References'	12. Clinical Knowledge Summaries. Head and Neck Cancer – suspected, <a href="http://cks.library.nhs.uk/head_neck_cancer_suspected">http://cks.library.nhs.uk/head_neck_cancer_suspected</a> [accessed December 2008]	To bring the website address up to date
174.	Reference 14 - Amend website address	Curriculum statement 15.4 page 14 'References'	14. <a href="http://cks.library.nhs.uk/home">http://cks.library.nhs.uk/home</a> [accessed December 2008]	
175.	Reference 19 - Amend website address	Curriculum statement 15.4 page 14-15 'References'	19. NHS Modernisation Agency. Action On ENT: good practice guide London: NHS Institute, <a href="http://www.institute.nhs.uk/index.php?option=com_joomcart&amp;Itemid=194&amp;main_page=document_product_info&amp;products_id=219&amp;Joomlaartid=43q4lubjgpret2pcsvt1tlnv2">www.institute.nhs.uk/index.php?option=com_joomcart&amp;Itemid=194&amp;main_page=document_product_info&amp;products_id=219&amp;Joomlaartid=43q4lubjgpret2pcsvt1tlnv2</a> [accessed December 2008]	To bring the website address up to date
176.	Amend website address	Curriculum statement 15.6 page 10 'Web resources' section	Diabetes in Scotland ..... <a href="http://www.diabetesinscotland.org.uk/Publications.aspx">www.diabetesinscotland.org.uk/Publications.aspx</a>	To bring the website address up to date

177.	Amend website addresses for NICE epilepsy guidelines	Curriculum statement 15.7 page 9 'Web resources ' section	NICE – CG020 The epilepsies: the diagnosis and management of the epilepsies in adults in primary and secondary care <a href="http://www.nice.org.uk/Guidance/CG20">www.nice.org.uk/Guidance/CG20</a>	To bring the website address up to date
178.	Amendments to section about the RCGP Learning Unit	Curriculum statement 15.7 pages 11-12 'Non-work-based learning' section	<p><b>RCGP Learning Unit – Professional Development Series – Update in Neurology for General Practitioners</b></p> <p>The RCGP, in partnership with the University of Bath School for Health, has developed a series of courses called the Professional Development Series that are user friendly and relevant to everyday practice. Primarily developed for GPs and using a GP's perspective, multiprofessional teams have also found the materials to be a useful resource. While they are an excellent choice for established GPs' PDPs (professional development portfolios), specialty registrars (GP) will also find them very useful because all relevant learning goals are covered.</p> <p>The Update in Neurology is a flexible, case-based short course for GPs. The course consists of videos of real patient consultations on CD, a textbook on neurological conditions seen in general practice and two 1-day clinical meetings. The aim is to update GPs in diagnosis, investigation and management, including referral to secondary care, of common and 'red flag' neurological conditions. The course is evidence-based and encourages audit of</p>	To update information on resources

			<p>aspects of the care of patients with a neurological disorder in order to evaluate the user's own practice in specific neurological areas.</p> <p>The course is divided into six topic areas:</p> <ul style="list-style-type: none"> <li>Headaches</li> <li>Tingling and numbness</li> <li>Fits and faints</li> <li>Dementia, confusion and movement disorders</li> <li>Sciatica &amp; brachialgia</li> <li>Strokes and TIAs.</li> </ul> <p>Full details are available via this web link:  <a href="http://www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx">www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx</a>.</p>	
179.	Bullet 8 - Amend website address	Curriculum statement 15.8 page 9 'Examples of relevant texts and resources' section	The Respiratory Alliance. Bridging the Gap: commissioning and delivering high quality integrated respiratory healthcare: a report from the respiratory alliance Cookham: Direct Publishing Solutions Limited, 2003, <a href="http://www.bsaci.org/index.php?option=com_docman&amp;task=doc_download&amp;gid=26">www.bsaci.org/index.php?option=com_docman&amp;task=doc_download&amp;gid=26</a>	To bring the website address up to date
180.	Amend website address	Curriculum statement 15.8 page 9 'Web resources' section	General Practice Airways Group (GPIAG) An excellent site for access to resources on the management of respiratory disease in primary care. <a href="http://www.gpiag.org">www.gpiag.org</a>	To bring the website address up to date
181.	Reference 1 - Amend website address	Curriculum statement 15.8 page 12 'References'	1. British Thoracic Society (BTS). Burden of Lung Disease. A statistics report from the British Thoracic Society London: BTS, November 2001, <a href="http://www.brit-thoracic.org.uk/Portals/0/Library/BTS%20Publications/burden_of_lung_disease.pdf">www.brit-thoracic.org.uk/Portals/0/Library/BTS%20Publications/burden_of_lung_disease.pdf</a>	To bring the website address up to date

182.	Addition of text to first paragraph	Curriculum statement 15.9 page 5 'UK Health Priorities' section	<p>Most musculoskeletal disorders are chronic conditions; their management presents a number of challenges to the GP. The commonest reasons to consult will be new episodes of pain or a recurrence or exacerbation or deterioration. The challenge is to provide optimal care to reduce pain and improve activity without doing harm, combined with attention to preventing or managing chronic symptoms and incapacity. A general approach, developed for back pain but applicable to other presenting musculoskeletal symptoms, encourages the GP to (i) be alert to the rare but important markers (e.g. fever) of serious underlying disease (e.g. joint infection), (ii) diagnose the minority of problems which may benefit from specific musculoskeletal treatments (e.g. gout, polymyalgia), and (iii) manage the remaining majority according to good biopsychosocial principles. This means, after giving thought to important medical diagnoses, the GP moves to consider psychological and social barriers to recovery or to living with persistent pain and disability, including patients' own perceptions and anxieties about their chronic pain.</p>	<p>The biomedical model was overemphasised in the original curriculum statement. To achieve a better balance the additional paragraph emphasises triage, which retains the importance of the biomedical components of a musculoskeletal consultation, but allows equal emphasis on the natural history/psychosocial aspects. This links to chronic disease management, multidisciplinary working, and broader outcomes of care.</p>
183.	Delete final sentence beginning 'A list of core clinical topics has been identified in the ARC (arthritis research campaign) Learning Guide for General Practitioners and General Practice Registrars on Musculoskeletal	Curriculum statement 15.9 page 5 'UK Health Priorities' section and p15 'References'		This resource is no longer available.

	Problems.', including reference 10			
184.	Add new resource	Curriculum statement 15.9 page 10 "Examples of relevant texts and resources' section	a. Standards of care are usefully summarised in: Arthritis and Musculoskeletal Alliance. Standards of Care for People with Back Pain, Inflammatory Arthritis and Osteoarthritis London: Arthritis and Musculoskeletal Alliance, 2004.	To reflect the availability of useful documents developed by multidisciplinary teams with relevant material for GPs
185.	Addition of new web resource	Curriculum statement 15.9 page 10 'Web resources' section	<b>Arthritis and Musculoskeletal Alliance (ARMA)</b> This is an umbrella organisation of 34 organisations, including charities, professional organisations, support groups and others, all of whom have an interest in arthritis and musculoskeletal disease. They have produced a series of authoritative Standards of Care including reference 3 below and a guide to foot care ( <a href="http://www.prcassoc.org.uk/standards-project">www.prcassoc.org.uk/standards-project</a> ). <a href="http://www.arma.uk.net">www.arma.uk.net</a>	To bring the statement up to date: reflecting the availability of new and relevant material
186.	Addition of new web resource	Curriculum statement 15.9 page 10 'Web resources' section	<b>Arthritis Research Campaign</b> The Arthritis Research Campaign ( <a href="http://www.arc.org.uk">www.arc.org.uk</a> ) is the fourth largest medical research charity in the UK, raising in excess of £30m in 2007–8. Its two main remits are research and education. The charity currently funds around 350 research projects – both clinical and basic science – into all forms of arthritis and musculoskeletal conditions in universities and medical schools around the UK, as well as two institutes. Its educational provision	To highlight the importance of the arc in this area.

			<p>includes a comprehensive website, the Reports on the Rheumatic Diseases ('Hands On', 'Topical Reviews') and 'Synovium', more than 90 patient information booklets and a quarterly magazine. 'Hands On' and 'Synovium' are sent free of charge, three times a year, to all NHS GPs, and a free mailing list is available for all health professionals, which also includes 'Topical Reviews' (see on-line texts at: <a href="http://www.arc.org.uk/arthritis/medpubs.asp">www.arc.org.uk/arthritis/medpubs.asp</a>). arc is also increasingly promoting the education of health professionals working in primary care, and encouraging them to play a bigger part in research. To that end it is funding Primary Care Fellowships, and runs a number of educational and research projects based in primary care aimed at improving treatment of patients and establishing best practice among GPs and their colleagues.</p>	
187.	Delete information on PRODIGY guidance	Curriculum statement 15.9 page 12 'Web resources' section		To bring the statement up to date: this website is no longer available
188.	Amendments to paragraph about the RCGP Learning Unit and website address	Curriculum statement 15.9 page 13 'Non work-based learning' section	<p>RCGP Learning Unit - Professional Development Series – Update in Rheumatology for General Practitioners</p> <p>The RCGP, in partnership with the University of Bath School for Health, has developed a series of courses called the Professional Development Series that are user friendly and relevant to everyday practice. Primarily developed for GPs and using a GP's perspective, multiprofessional teams have also found</p>	To update information on learning resources

			<p>the materials to be a useful resource. While they are an excellent choice for established GPs' PDPs (professional development portfolios), specialty registrars will also find them very useful because all relevant learning goals are covered.</p> <p>The Update in Rheumatology is a flexible, case-based short course for GPs. The course consists of videos of real patient consultations on CD and a textbook on rheumatological conditions seen in general practice. It aims to update GPs in diagnosis, investigation and management, including referral to secondary care, of common and 'red flag' rheumatological conditions. The course is evidence-based and encourages audit of aspects of the care of patients with a rheumatological disorder in order to evaluate the user's own practice in specific rheumatological areas.</p> <p>.....</p> <p>Full details are available via the web link:  <a href="http://www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx">www.rcgp.org.uk/practising_as_a_gp/distance_learning/rcgp_learning_unit.aspx</a></p>	
189.	Delete reference 10	Curriculum statement 15.9 page 15 'References'		This resource is no longer available
190.	Amend website address	Curriculum statement 15.10, page 10 'Web resources' section	<p><b>Dermatology Online Atlas – DermIS.net</b></p> <p>The largest dermatology information service available on the internet. It offers elaborate image atlases complete with diagnoses and differential diagnoses, case reports and additional information</p>	To bring the website address up to date

			on almost all skin disease. <a href="http://dermis.multimedica.de/dermisroot/en/home/index.htm">http://dermis.multimedica.de/dermisroot/en/home/index.htm</a>	
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[\* please stipulate whether this refers to the curriculum or the assessment system]

### Section 3. Details of proposed changes for the forthcoming period

Please use this section to inform PMETB of any changes proposed for the forthcoming reporting period as far as the college/faculty is aware.				
Box reference	Proposed changes	Page reference in original document*	Proposed new wording	Rationale for changes proposed
191.				

[\* please stipulate whether this refers to the curriculum or the assessment system]

<b>Section 4. Declaration</b>	
<b>I confirm that the information given on this annual college summary form is correct and I understand that failure to disclose relevant information may result in the curriculum and/or assessment system no longer being approved.</b>	
Signature:	Date:
Position held: Medical Director of Curriculum	

This form must be submitted electronically to: [curriculum.eval@pmetb.org.uk](mailto:curriculum.eval@pmetb.org.uk)

**And** in hard copy (1 copy) to: Curriculum & Evaluation, Postgraduate Medical Education & Training Board  
Hercules House, Hercules Road, London, SE1 7DU

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