General Medical Council

Review of our education framework – Learning outcomes

November 2026

As part of our review of the education framework, we're seeking views on the learning outcomes that underpin education and training across the UK.

We set standards that specify knowledge, skills and behaviours learners must develop and demonstrate during their education and training. We call these learning outcomes.

- *Outcomes for graduates* and supplementary *Practical skills and procedures*
- *Generic professional capabilities framework*
- *PA and AA generic and shared learning outcomes*

Their purpose is to set the learning outcomes that must be incorporated into learning pathways with the learning outcomes set by the organisations responsible for designing, developing and delivering education and training.

Education and training organisations ensure learners develop and demonstrate the learning outcomes. We check this is happening through our approval and quality assurance processes.

This document summarises the learning outcomes documents included in our review of the education framework. Pease note that the *MLA content map* is not included in this review because it was updated in October 2025

A summary of our organisational standards is available here. These standards shape the design, development, management and delivery of the education and training of doctors, anaesthesia associates (AAs) and physician associates (PAs).

You can also read a summary of the equality, diversity and inclusion content in our standards here.

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1. *Outcomes for graduates* and *Practical skills and procedures*

Outcomes for graduates sets out learning outcomes medical students must demonstrate before they graduate – the knowledge, skills and behaviours we have determined necessary for a newly qualified doctor to be able to practise safely upon entry to the UK Foundation Programme.

Medical schools provide evidence that their courses enable students to meet the outcomes, and assess students' progress towards them. The learning outcomes listed in the document are categorised into three themes:

- Professional values and behaviours
- Professional skills
- Professional knowledge

It is supplemented by our ***Practical skills and procedures*** document, which lists core practical skills and procedures (and minimum level of performance) that newly qualified doctors must have when they start work for the first time, so they can practise safely. These are categorised into five themes:

- Assessment of patient needs
- Diagnostic procedures
- Patient care
- Prescribing
- Therapeutic procedures

The outcomes and supplementary list operate in conjunction with *Assuring readiness for practice: a framework for the MLA* and *Promoting excellence: standards for medical education and training* (both summarised here), which shape how medical schools design, develop, manage and deliver their degree programmes.

The *Outcomes for graduates* were developed to align in structure and content with the learning outcomes in our *Generic professional capabilities framework* (summarised below) so there is a recognisable progression in learning across undergraduate and postgraduate medical education and training. This is because we expect newly qualified doctors and doctors in postgraduate training to demonstrate knowledge, skills and behaviours in many of the same areas, but at the level appropriate for the stage of their training.

***MLA content map* (Annex A of *Assuring readiness for practice: a framework for the MLA*)**

Medical schools must also meet the applied knowledge test (AKT) (Annex B) and clinical and professional skills assessment (CPSA) (Annex C) requirements of *Assuring readiness for practice: a framework for the MLA* (summarised here).

This includes the content of their MLA exams and assessments being derived from the *MLA content map* (Annex A of the MLA framework).

The map sets out the *core* knowledge, skills and behaviours required for entry to UK practice, which is assessable via the two components of the MLA – the AKT and a CPSA.

The content of the map is informed by, and aligned, with the *Outcomes for graduates* (summarised above) and the *Generic Professional Capabilities framework* (summarised below),

but includes more granular clinical content than either document. For example, lists of patient presentations (clinical signs and symptoms) and conditions (diseases and clinical diagnoses).

Medical schools must ensure the education they provide prepares their students for MLA exam questions and assessment scenarios on the topics set out in the map.

The *MLA content map* is not part of this review because it was last updated in October 2025.

2. Generic professional capabilities framework

The *Generic professional capabilities framework* sets out learning outcomes that reflect the principles, behaviours and values of professional practice set out in *Good medical practice*. These are generic learning outcomes we've determined to be essential for safe, effective, professional medical practice in the UK, regardless of which specialty or sub-specialty a doctor practises in.

Our *Excellence by design: standards for postgraduate curricula* (summarised here) require that the generic professional capabilities are incorporated into all postgraduate curricula (the UK Foundation programme curriculum and 65 specialty and 30 sub-specialty curricula we've approved).

The *Generic professional capabilities framework* was published in 2017 and *Good medical practice* has been updated since then (in 2024).

The learning outcomes are categorised into nine domains:

- Professional values and behaviours
- Professional skills
- Professional knowledge
- Capabilities in health promotion
- Capabilities in leadership and team working
- Capabilities in patient safety and quality improvement
- Capabilities in safeguarding vulnerable groups
- Capabilities in education and training
- Capabilities in research and scholarship

Although this framework relates primarily to postgraduate education and training, it also informs the structure and content of our *Outcomes for graduates* *(summarised above*), which medical schools must ensure their students have met and demonstrated before they graduate.

3. PA and AA generic and shared learning outcomes

The *PA and AA generic and shared learning outcomes* describes generic and shared learning outcomes newly qualified PAs and AAs must meet to be registered by the GMC.

Our *Standards for PA and AA curricula* (summarised here) require the curricula incorporate the outcomes in the PA and AA generic and shared learning outcomes as well as setting profession-specific outcomes. This gives assurance that PA and AA students have demonstrated core knowledge, skills and behaviours necessary to work safely and competently in their areas of practice and care contexts as newly qualified practitioners.

Beyond these outcomes, each profession will define their scope of learning and practice in their specific curriculum.

The high-level learning outcomes are categorised into five themes:

- Professional behaviour and trust
- Professional duties
- Professional capabilities
- Clinical care
- Safety and quality

PA and AA course providers implement the AA and PA curricula to make sure that PA and AA graduates can demonstrate the learning outcomes required by the AA and PA curricula. The courses must meet our *Standards for the delivery of PA and AA pre-qualification education* (summarised here).