

GP practice visit/induction slides



The UCL Doctor

A highly competent and scientifically literate clinician, equipped to practise patient-centred medicine in a constantly changing modern world, with a foundation in the basic medical and social sciences.

This vision is underpinned by the values of scholarship, rigour and professionalism. The focus is on the development of the student as a scientifically informed, socially responsible professional who, in turn, can serve the health needs of individuals and communities



Why teach – our mission UCL ring diagram

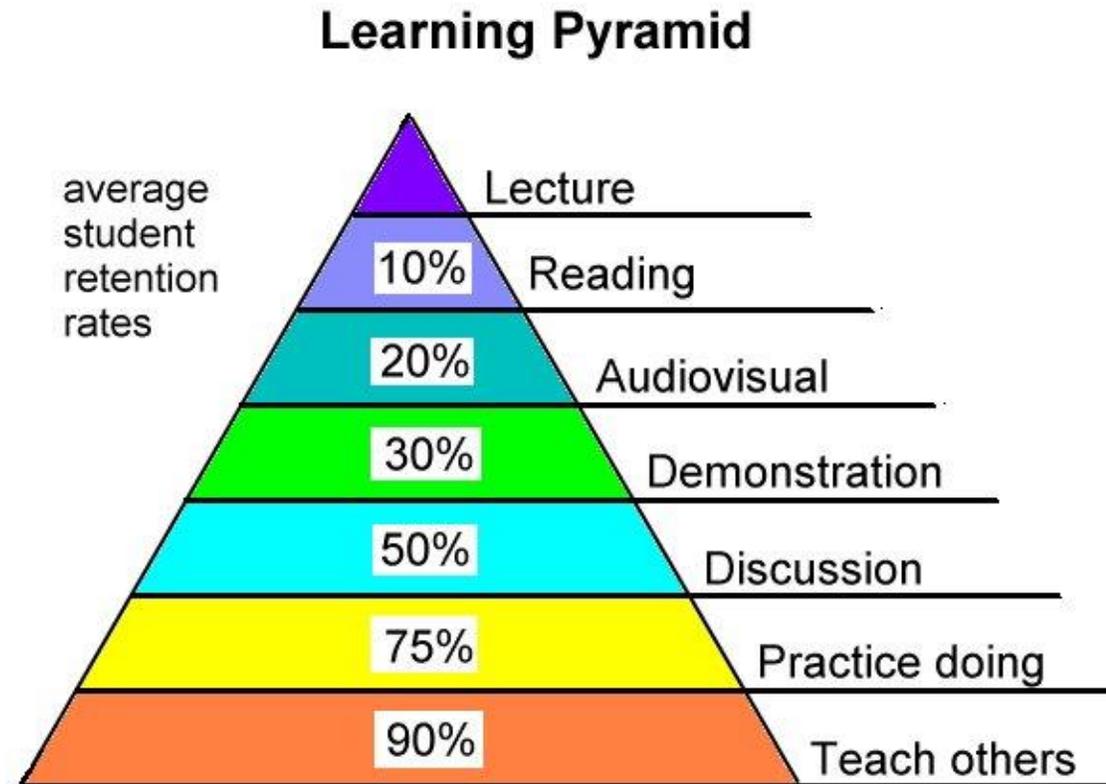




Tomorrows GP's

- NHS General Practice
 - 90% of patient contacts
 - 2 million consultations/day
- The Government has pledged to increase GP Numbers
- 20% of GP training places unfilled in some areas
- GPs retiring early
- Medical schools are the pipeline!

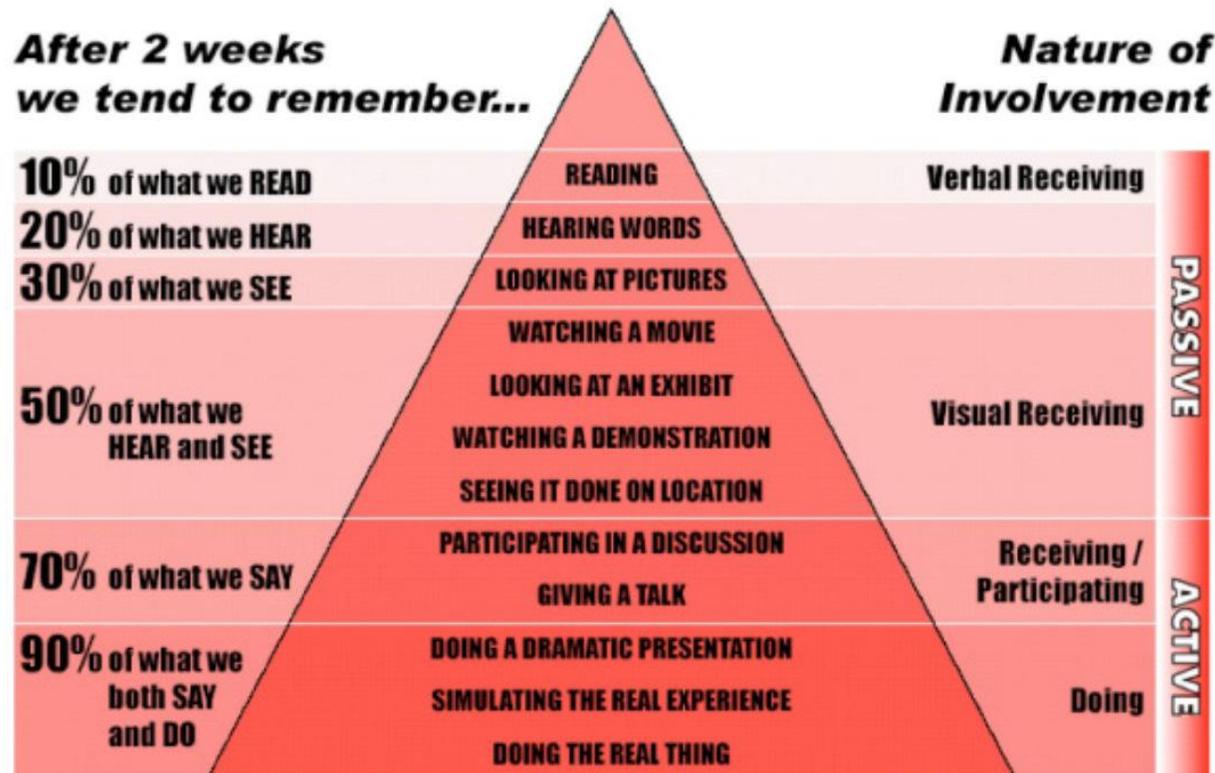
Supporting active learning



Source: National Training Laboratories, Bethel, Maine

Supporting active learning

Cone of Learning (Edgar Dale)



Rewards of teaching



Practice receives payment



Enhances profile and reputation of practice



Contributing to education of future workforce



Improving understanding for all future doctors of role of primary care



Promoting GP as positive career choice



Patients value additional time to talk and opportunity to contribute to learning



Students bring interest and energy and enjoy contributing as part of the practice team

Recognised barriers of teaching



SERVICE
PRESSURES



SPACE AVAILABILITY



EVIDENCE OF
UNPRECEDENTED
LEVELS OF STRESS
AMONGST GPs



FALLING SHARE OF
THE NHS BUDGET



TIME FOR
UNDERGRADUATE
TEACHING
SQUEEZED BY
SERVICE DEMANDS,
FINANCIAL STRAIN
AND INCREASED
LEVELS OF
POSTGRADUATE
TRAINING ACTIVITY

Student Feedback



*“My placement at *****Practice has been the best clinical placement during my time in medical school. Everyone was kind, open-minded and engaged. All the doctors I saw taught me about something very special to them and I have gained a whole plethora of role models to emulate. Both a truly great learning experience and a huge motivational push to engage with the course and medicine in general. If ***** Practice represents the future of the NHS, I am very excited about the future of medicine.”*

“An exceptional placement. The most welcoming and friendly I've had at medical school. A fantastic balance of learning and experiential activities. The timetable was clearly very well thought out, and it was really useful to see how lots of the different GPs and nurses worked, and their unique and individual consultation styles. Dr ***** in particular is a fantastic teacher, and really should be invited to give revision lectures to the whole year, rather than just a lucky few.”



Payment – Business case 1, service integrated teaching



Core GP teaching



1 or 2 students in practice for 18 days over 6 weeks



= £2,340 per student per attachment



eg a practice taking two students for all 6 Core GP attachments per year would generate an income of £28,080 per year

Payment – Business case 2, protected teaching time



Mental health teaching



Group of 4 students for half day (1 session)



= £260 per sessions

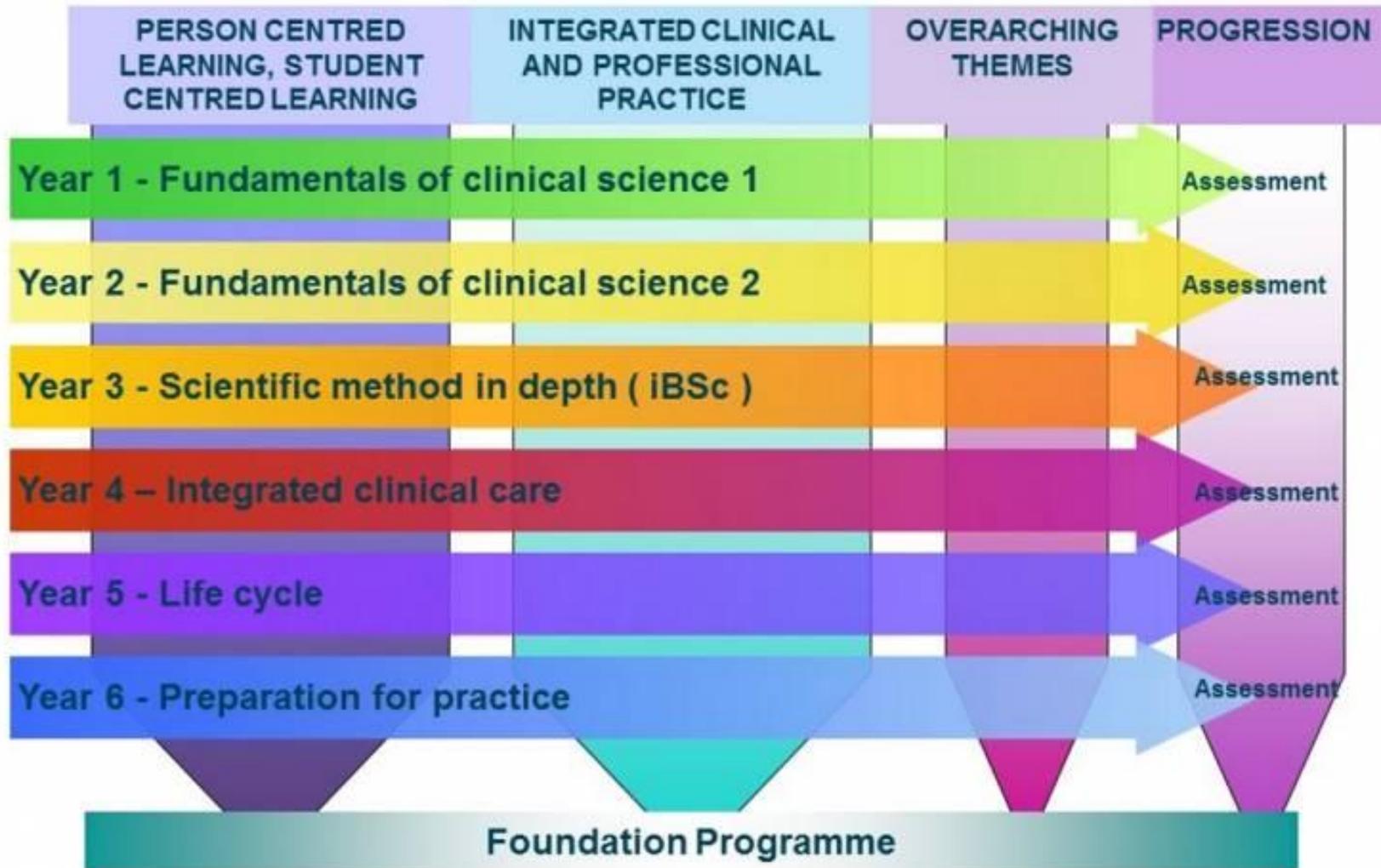


E.g. a practice/tutor taking students for all 6 sessions across the year =
£1560

Payment information

- Placements are usually paid via practice
- Campus based teaching payment set up to an individual can be paid via Unitemps or via practice
- Teaching Finance Administrator: Rosemary Koper
(pcphmededfinance@ucl.ac.uk)
- [More info about payments:](#)
[gp_tutor_payment_set_oct_2021_update_0.pdf \(ucl.ac.uk\)](#)

The UCL MBBS Programme



UCL MBBS Assessment

Y1&2 End of year - Written and practical Objective Clinical and Practical Examination (OCaPE)

Y4 Written SBA and OSCE

Y5 Written SBA and OSCE

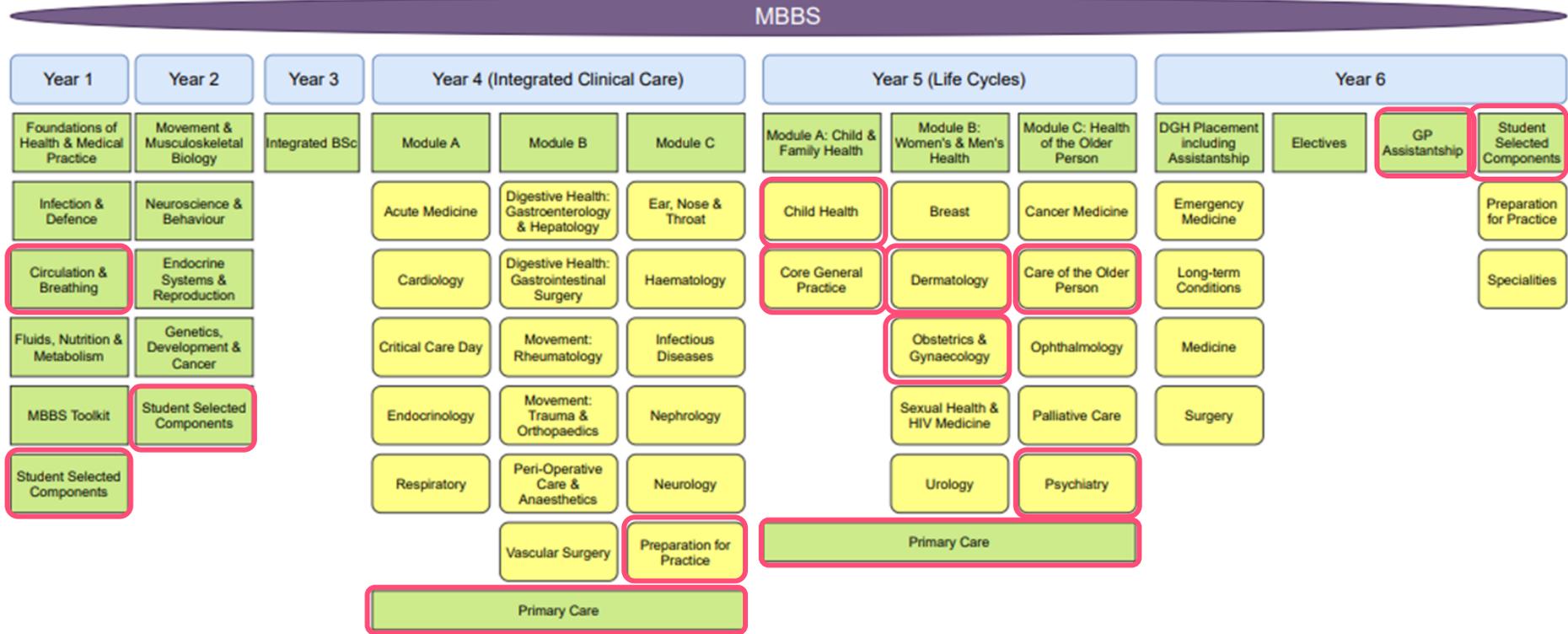
Y6 Written SBA and OSCE and new MLA

Workplace based assessment

GP teaching

UCLMS MBBS Curriculum 2021/22

Key: Programme (purple oval), Year/CPP (blue box), Module (green box), Speciality/CPP Module (yellow box)



Clinical & Professional Practice	Integrated Clinical & Professional Practice	Anatomy & Imaging	Clinical Skills & Practical Procedures	Doctor as Data Scientist	Pathological Sciences	Use of Medicines	
	Overarching Themes	Clinical Communication	Ethics & Law	Mental Health	Patient Safety & Patient Experience	Professionalism	Social Determinants of Health
	Person-Centred Learning, Student-Centred Learning	Cancer Patient Pathway (Year 4)	Cardiometabolic Illness Patient Pathway (Year 2)	Integrated & Community Care Patient Pathway (Years 1 & 2)	Person-Centred Care Patient Pathway (Year 5)	Portfolio	

*Note: This diagram excludes elements of the MBBS timetable such as Introduction & Orientation Modules (IOMs) and Consolidation & Integration (CIF) weeks.

Teaching opportunities

Year 1	“PPICC” GP placements	4 half days in GP/community settings
Year 2	PPICC” GP placements Student Selected Components (SSCs)	4 half days in GP/community settings Optional short courses on topics related to general practice and primary care
Year 3	IBSc in Primary Health Care up to 15 students per year	20 days in practice over two terms
Year 4	Medicine in the Community	10 days in practice over the year, 2 days of on campus/online workshops and Preparation for Practice half days
Year 5	Core GP Child Health Culinary Medicine Women’s Health Mental Health Dermatology Care of the Older Person	6 weeks (18 days in practice plus range of on campus/on line seminars) Combination of practice days and on/campus/online workshops on a range of specialties in primary care
Year 6	Final Year GP Assistantship	4 weeks in practice

Sustainability

- We encourage our students to complete QI projects on sustainability ([SusQI](#))
- Some of our iBSc students have done excellent dissertations on sustainability in primary care
- Our Culinary Medicine course is a [case study](#) for UN/UCL sustainability goal 3: Good health and well-being
- We align ourselves with UCL's [Sustainable UCL policy](#)
- We introduce our students to the [Green impact for health](#) tool kit for GPs
- UCL Primary care medical education team nominated and shortlisted for Sustainability awards in education 21-22 and 22-23
- Integrating sustainability into our teaching throughout the curriculum



Equality, Diversity and Inclusion

- We work closely with our EDI committee and have published a [blog](#) in collaboration with some of our students
- We have collaborated with [Mind The Gap](#) author and [Hutano](#) (formerly blackandbrownskin.co.uk) founder Malone Mukwende
- We have conducted a [community engagement project on diversity in health research participation](#)
- Ensuring our teaching is inclusive throughout the curriculum
- We helped organise the recent [TiME conference](#) focused on EDI in medical education
- Some of our iBSc students have done excellent dissertations on EDI issues in health care
- We align ourselves with UCL's [EDI policy](#)

Teaching and learning General practice guides

Royal College of General Practitioners

 SAPC
Society for Academic Primary Care

Teaching general practice

Guiding principles for undergraduate general practice curricula in UK medical schools

Royal College of General Practitioners

 SAPC
Heads of Teaching

LEARNING GENERAL PRACTICE

A digital textbook for clinical students, postgraduate trainees and primary care educators

Edited by Alex Harding, Kamila Hawthorne and Joe Rosenthal

rcgp.org.uk
sapc.ac.uk

OVERVIEW

Overview

How to use Learning General Practice

THEME 1: PERSON-CENTRED CARE

- 1a. The generalist clinical method
 - I The role of evidence in clinical decision-making
 - II Uncertainty in clinical decision-making
- III Prescribing
- 1b. Holistic care (the biopsychosocial model)
 - I The physiology of holistic care
- 1c. The doctor-patient relationship
 - I Communication with patients of all backgrounds
- 1d. Continuity of care
- 1e. Long term conditions
 - I Diagnostic phase
 - II Maintenance phase
 - III End of life care
- 1f. Emergency conditions
 - I Multi-morbidity and complexity

THEME 2: POPULATION-CENTRED CARE

- 2a. The social determinants of health
- 2b. Preventing disease and promoting health
- 2c. Quality of care
- 2d. Information technology
- 2e. Teamwork and leadership
- 2f. Medical ethics

THEME 3: EFFECTIVE DELIVERY OF CARE

- 3a. The generalist approach
- 3b. The history of UK general practice
- 3c. The current structure of UK general practice
- 3d. The funding of UK general practice
- 3e. The role of general practice in other countries
- 3f. Sustainable healthcare

THEME 4: SCHOLARLY GENERAL PRACTICE

- 4a. Learning in primary care settings
- 4b. Teaching in primary care settings
- 4c. Research in primary care settings

CONTRIBUTORS

EPILOGUE



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Virtual Primary Care is a general practice based educational resource providing UK medical schools with access to a video library of authentic primary care consultations.

GP teacher development opportunities



Annual GP tutor conference



Season GP tutor party with CPD event

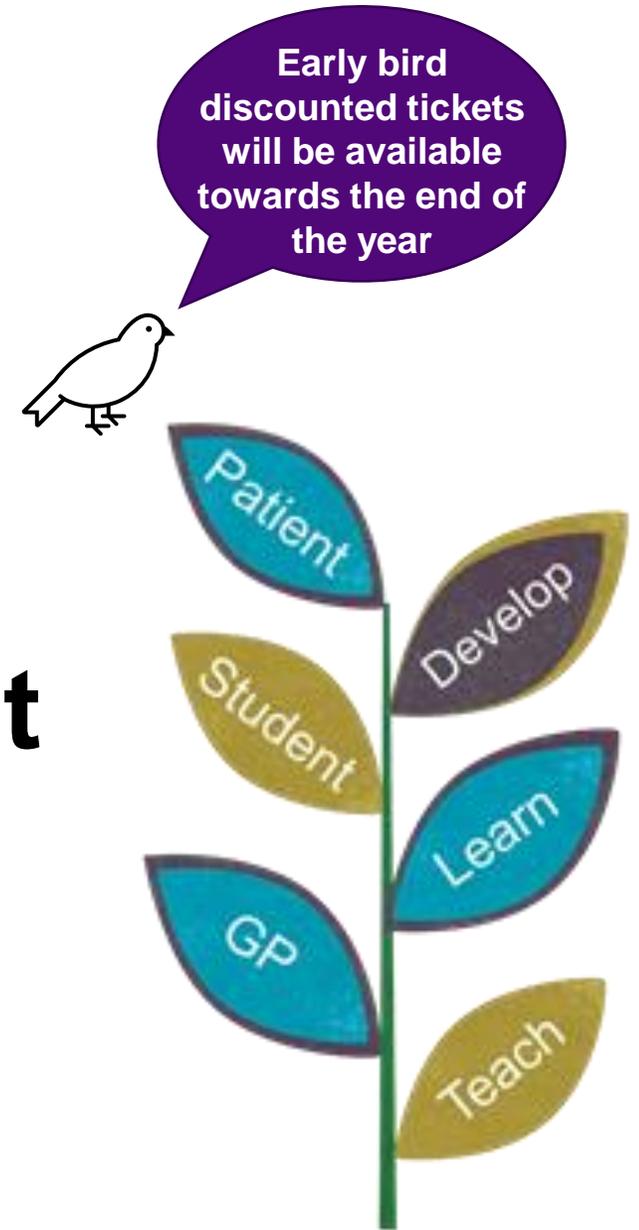


Termly newsletter



GP tutor development programme

**Please join us for the annual
GP tutor conference Friday 31st
March 2023**



Quality assurance

- We will send you feedback from your teaching (usually termly)
- We can organise observation of teaching from the UCL teaching team should you wish
- We encourage you to feedback to the UCL primary care teaching team

Student support information

<https://www.ucl.ac.uk/medical-school/current-mbbs-students/mbbs-student-support>

Thank you for listening

For more information

- <https://www.ucl.ac.uk/epidemiology-health-care/research/primary-care-and-population-health/gp-teaching>
 - Email: pcphmeded@ucl.ac.uk

GP recruitment for GP teaching

<https://www.youtube.com/watch?v=jgeBdglOIMo>

Patient recruitment for GP teaching

<https://www.youtube.com/watch?v=YYObff2T3B0>