

RESEARCH DEPARTMENT OF PRIMARY CARE
AND POPULATION HEALTH



UCL

TEACHING OPPORTUNITIES FOR GPs 2023-24

UCL Medical School

Community-Based Teaching



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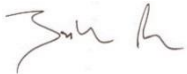
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Introduction

Welcome to this summary of current Primary Care Medical Education teaching opportunities at UCL Medical School and thank you for your interest. GP tutors form a significant part of the Medical School Faculty and provide excellent quality patient-based learning to students throughout the curriculum. We are particularly grateful for your on-going support this year, to maximise opportunities for students to engage in patient-based learning.

There is a range of teaching opportunities to suit your work structure and practice organisation. Many GP tutors are involved across a range of programmes. Where possible, we encourage GP tutors to commit to placements throughout the academic year. If you would like to discuss any of the options with us, then please email pcphmeded@ucl.ac.uk or call T: +44 (0)20 8016 8276.

Thanks and best wishes



Professor Sophie Park MBChB M.Med. Sci (dist) SFHEA, EdD FRCGP
Director of UG Medical Education (Primary Care & Community)

Community-Based Teaching: Key Points and Terms

Long-term placements

A teaching commitment for the whole academic year. One placement runs over the course of 2-3 terms (e.g. 7-10 months). A student or group of students attend their placements once per week/month.

Short-term placements

Placement duration range from 1 half-day (1 session = 3.5 hrs) to 6 weeks repeated with different groups of students several times per year.

Campus-based teaching

Delivering workshops to groups of students on UCL campus (e.g. Royal Free, Bloomsbury). A variety of specialty subjects including Women's Health, Dermatology, Mental Health and Child Health.

Teaching time

There is a spectrum of service-teaching integration, which is reflected in the student numbers allocated for teaching topics. During some placements, the student is learning about 'Generalism' and accompanies the GP consulting with their routine, unselected patients. Depending on their learning needs, students might observe consultations; contribute to all or part of a joint consultation; or independently consult patients with on-going supervision and discussion.

Some placements are specific to a particular curriculum topic. These involve selecting and inviting patients specifically related to a curriculum topic (e.g. Child Health, Dermatology, Mental Health). Some service-teaching integration can, therefore be achieved, but only if relevant to the teaching area. Student numbers are usually greater for this more topic-orientated teaching.

Teaching days vary according to the programme. No university teaching is scheduled on Wednesday afternoons.

Support and development

UCL Medical School is committed to providing support and development opportunities to GP tutors, which include:

- An induction briefing for new practices or GP tutors planning placements (including [tutor video](#))
- On-line resources to support teaching activities (e.g. [patient](#) information video)
- Regular students' feedback reports for tutors
- Annual GP tutor conference which includes updates on curriculum and course developments
- Access to the [ARENA](#) teaching and learning resources – with opportunity to apply for HEA accreditation for your teaching

Active teaching & learning

Community-based teaching is about actively involving students in clinical practice activities and providing them with engaging learning opportunities to prepare them for their future career. Reflection and constructive feedback also play an important role in students' learning and development.

Community-Based Teaching Opportunities

Practice-based teaching, each student would get:			
Long-term placements	Number of days & duration	Teaching days	Usual group size
Integrated BSc in Primary Care Research and Clinical Practice	Around 16 days over 2 terms (Sept-March)	Tues (once weekly)	1-2 per tutor
Medicine in the Community (general medicine and clinical skills)	10 days (20 sessions over 3 terms)	Mon, Tues or Fri (once monthly)	2-6
Short-term placements	Number of days	Teaching days	Usual group size
Patient Pathway and Integrated Clinical Care	1 half-day (1 session)	Thurs or Fri a.m.	4-6
Core General Practice 1 (London-based practices)	18 days (36 sessions) over 6 weeks	Every day except first Mon, Wednesdays and some Fridays	1 per tutor
Dermatology in Primary Care	1 half-day (1 session)	Weds a.m.	4-6
Mental Health in Primary Care	1 half-day (1 session)	Any, except Weds	4-6
Care of the Older Person	4 half-days (4 sessions)	Tuesday and/or Thursday	4-6
Final year GP Assistantship (out-of-London practices)	19 days (34 sessions) over 4 weeks	Every day except Weds p.m.	1 per tutor or 2 per practice

CPSA (former OSCE) examining opportunities (for GP tutors currently teaching for UCL MBBS)

Teaching tutors can also get involved in CPSA examining. Please contact us at pcphmeded@ucl.ac.uk if you are interested.

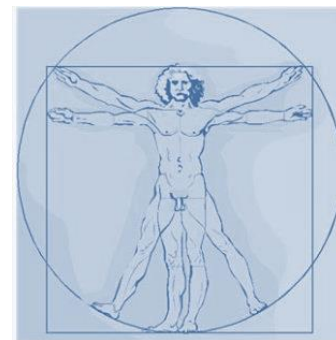
If you're interested in teaching any of the above programmes

Scan the QR code with your phone's camera or follow the link to our [online recruitment form](#) to provide us with your details and teaching interests, and we'll contact you with more details about the programmes you would like to teach.



Long-term placements

1. Integrated BSc in Primary Care Research and Clinical Practice - year 3



Aims of the programme

- ✓ Providing students with the opportunity to experience Primary Health Care in a variety of settings
- ✓ Giving students sufficient understanding of behavioural and clinical sciences to enable them to understand and critically evaluate Primary Care
- ✓ Enabling students to develop and use the skills required to carry out research in Primary Care

Teaching methods

GP tutors will introduce students to seeing patients in General Practice. Observing consultations and seeing interesting cases will form the basis for discussion in the classroom, and can be used in students' essays.

The GP placement should support students in:

- Linking theoretical aspects of the course to practice
- Developing clinical skills (e.g. taking a good history and introducing students to clinical examination)
- Gaining a deeper understanding of Primary Health Care
- Helping identify student's research area
- Receiving formative feedback for student's professional development

While we require a lead GP tutor, it might also be useful for students to be attached to other members of the Primary Health Care team, and other associated professionals such as pharmacists, nurses, etc.

Teaching commitment

- 1-2 students per GP tutor, seen once weekly
- 1 day (2 sessions), 16 days over 2 terms (Sept-March)
- Teaching day: Tuesday

Reimbursement

Per session (1 student)	Sessions per placement	Total per placement
£70	32	£2,240

The value-added bit

The unique aspect of this course is the longer-term nature of the relationship with students, and tutors regularly comment that the student becomes part of the team. Additionally, students undertake their own research project, which might be initiated from discussions and cases observed in practice. Several projects have been successfully undertaken in practices with the tutor's involvement, and some students have published their research, or presented at national conferences.

For further information on the iBSc in Primary Care, please contact:

Academic lead Dr Sarah Armstrong (maternity cover Dr Devina Maru devina.maru.15@ucl.ac.uk)

Administration team ✉ iehc.ibscprimarycare@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/study/undergraduate/ibsc-primary-care/>



2. Medicine in the Community (MiC) – year 4

Aims of the programme

The programme aims to teach clinical methods in a General Practice setting, in order to complement students' hospital-based teaching, and broaden their clinical exposure by:

- ✓ Focusing on general medical topics, including investigations and clinical management
- ✓ Building on students' knowledge and skills as they develop through the fourth year
- ✓ Seeing diseases at different stages of evolution
- ✓ Gaining greater insight into the impact of illness on patients
- ✓ Understanding the benefits of integration between Primary and Secondary Care services

Teaching methods

The morning session (half a day) should be in **protected time**, and based around tutorials or learning basic examination skills. This involves clinical contact, for example inviting in patients especially for the students to meet. Teaching will involve:

- Clerking of patients
- Observed history and examination in small groups
- Discussion and feedback
- Brief topic-based tutorials and case/topic presentations linked to real patients and basic science
- Covering aspects of medicine, including cardiology, respiratory, GI, endocrine, rheumatology, neurology etc.

The afternoon session (half a day) can involve:

- Service provision e.g. setting up a teaching surgery with longer appointment times for students to see the patients first, and then presenting to their GP tutor. Ideal examples would be a full Diabetic review, looking at a post-operative patient or doing an annual review for someone with learning disability
- Making use of local services (GPwSI, outreach) and staff members e.g. students could do a session on asthma management and spend some time with the practice nurse doing asthma checks

GP registrars (ST3s) can lead these sessions in agreement with local teaching programme directors.



Teaching commitment

- A group of 2-6 students, seen once or twice every month
- 1 day (2 sessions), 10 days per placement
- Teaching days: Monday, Tuesday or Friday, but must be on the same day throughout the placement (with some flexibility)

Reimbursement

Per session	Sessions per placement	Total per placement
2 students: £140	20	£2,800
3 students: £210	20	£4,200
4 students: £280	20	£5,600
5 students: £300	20	£6,000
6 students: £320	20	£6,400

For further information about MiC, please contact:

Academic lead Dr Anir Renukhantham ✉ a.renukhantham@ucl.ac.uk Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year4>

Short-term placements

1. Patient Pathway in Integrated and Community Care (PPICC) – years 1 and 2

Aims of the programme

This early contact with general practice provides ideal opportunities for students to:

- ✓ Learn how Primary Care teams work together to provide health care in collaboration with hospital and community support services
- ✓ Improve their understanding of diverse communities and of factors that affect the well-being and health needs of individuals
- ✓ Develop their ability to interact with people from diverse backgrounds by meeting patients and exploring their experiences of ill health and health care, and their beliefs about health and illness.

Teaching methods

Teaching is in **partially protected time** and each half-day placement includes:

- Introduction to the practice, its team and their roles (optional)
- Discussion of the services provided (optional)
- 30-45 minute in-depth interview with at least one patient (essential)
- Discussion with the students of their findings, observations and experience of the session (essential)
- Students observing GP consultations with patients (if possible).

TIP: The limited time commitment and the generic teaching content of PPICC placements also makes them suitable as an introduction to undergraduate teaching for GP registrars (ST3s).

Teaching commitment

- A group of 4-6 of 1st or 2nd year students
- 12 half-days (12 sessions) per year (mornings only)
- Minimum commitment – 3 sessions per practice
- Teaching days: Thursdays or Fridays

Preparation and training

GP tutors are provided with a comprehensive guidance for each placement including information for tutors and patients enlisted to talk to the students.

Reimbursement

Per session	Sessions per placement	Total per placement
2 students: £140	12	£1,680
3 students: £210	12	£2,520
4 students: £280	12	£3,360
5 students £300	12	£3,600
6 students £320	12	£3,840

For further information on PPICC, please contact:

Academic lead Dr Sara Thompson ✉ sara.thompson@ucl.ac.uk (maternity cover Dr Sujata Bhattacharyya sujata.bhattacharyya@ucl.ac.uk)

Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year1-2>



2. Core General Practice – year 5

In year 5, students undertake a 6-week London-based Core General Practice placement. This is complemented by a number of seminars in Primary Care at the Medical School, and some specialty subjects taught at a different practice (e.g. Mental Health, Care of the Older Person and Dermatology)

Aims of the programme

The broad aim of the Core GP course is:

- ✓ Enabling students to experience and understand the care of individuals and families in Primary Care
- ✓ Developing students' clinical assessment and presentation skills
- ✓ Encouraging students to reflect on their experiences in medical education and develop an integrated and holistic approach to patient care

Teaching methods

Teaching in the practice is **not in protected time**, although we recommend that tutors try to reduce their normal booked patients by approximately 20% when supervising Core GP students. The focus is on the routine work of the GP and the broader Primary Health Care team, which will involve:

- Students sitting in with GPs and other members of the team, within and outside the practice premises
- Students seeing and presenting patients
- Students undertaking a “Chronic Care Case Study” based on a patient of the practice and marked by the GP tutor

Teaching commitment

- 1-2 students per tutor
- 2 sessions per day for 18 days (overall duration 6 weeks)
- Teaching days: every day except first Monday, Wednesdays and few Fridays
- 6 rotations per academic year (minimum commitment – 3 rotations per practice)

Reimbursement

Per student per session	Sessions per placement	Total per placement	Total for 6 rotations
1 student: £70	36	£2,520	£15,120
2 students: £140	36	£5,040	£30,240

For further information about Core General Practice, please contact:

Academic lead Prof Joe Rosenthal ✉ j.rosenthal@ucl.ac.uk

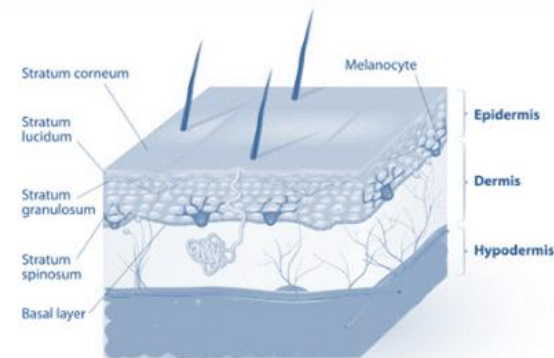
Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year5/core-gp>

3. Dermatology in Primary Care – year 5

Aims of the programme

- ✓ Practising core clinical skills in dermatological history and examination
- ✓ Learning about common skin problems in the community (e.g. eczema, psoriasis, acne, rosacea, skin infections, urticaria, childhood rashes)
- ✓ Assessing skin complaints, and recognising and managing dermatological problems



Teaching methods

Teaching of dermatology in the practice is in **protected time**, and consists of a combination of methods including:

- Student clerking followed by discussion and feedback
- Observed history and examination
- Brief topic-based tutorials and case/topic/slide presentations.

Teaching commitment

- A group of 4-6 students
- One half-day (1 session)
- Teaching days: Wednesday morning
- 6 rotations a year
- Tutors are invited to examine in end of year 5 OSCE examination which includes general practice and dermatology and takes place in July each year.

Reimbursement

Per session	Sessions per placement	6 rotations total
3 students: £210	1	£1,260
4 students: £280	1	£1,680
5 students £300	1	£1,800
6 students £320	1	£1,920

For further information about Dermatology, please contact:

Academic lead Dr Sara Thompson ✉ sara.thompson@ucl.ac.uk (maternity cover Dr Sujata Bhattacharyya sujata.bhattacharyya@ucl.ac.uk)

Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year5/dermatology>

4. Mental Health – year 5

Aims of the programme

- ✓ Understanding the range of common mental health problems in the community and their detection, recognising factors that help and hinder this process
- ✓ Understanding the potential overlap between physical, psychological and social morbidity
- ✓ Undertaking focused mental health assessments for common Primary Care presentations
- ✓ Applying management strategies for common mental health problems in an integrated manner, considering the person in their context
- ✓ Understanding the perspectives of both patients and carers of living with mental health problems



Teaching methods

Teaching of psychiatry in the practice is in **protected time**, and consists of a combination of methods including:

- Student clerking followed by discussion and feedback
- Observed history and examination
- Brief topic based tutorials and case/topic presentations.

Teaching content

Mental health in the community placement content is divided into core and optional topics:

Core topics:

Depression and anxiety
Psychological morbidity in the community and somatic presentations

Optional topics:

Drugs and alcohol
Dementia in the older person
Psychosis
Eating disorder

Teaching commitment

- A group of 4-6 students
- 1 session (one half-day), 6 rotations a year
- Teaching days: Any, except Monday and Wednesday afternoons
- Tutors are invited to examine in end of year OSCEs in July and may also get involved in on-campus primary care workshops if interested

Reimbursement

Per session
3 students: £210
4 students: £280
5 students £300
6 students £320

For further information about Mental Health, please contact:

Academic lead Dr Patricia Schartau ✉ patricia.schartau@ucl.ac.uk

Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year5/mental-health>

5. Care of the Older Person in Primary Care – year 5

Aims of the programme

- ✓ Learning about common health problems experienced by older people
- ✓ Practising core clinical skills as applied to the assessment of older people (emphasis on integrated examination, CNS and functional assessment)
- ✓ Understanding the role of formal and informal services in the care of older people in the community
- ✓ Challenging the conception of old age equalling ill health
- ✓ Gaining greater insight into the impact of illness on patients and their families
- ✓ Understanding the relative contribution of primary and secondary services to patient care



Teaching methods

Teaching is in **protected time** and should combine:

- Student interviewing and examining patients, followed by discussion and feedback
- Observed history and examination
- Brief topic-based tutorials and case/topic presentations

Teaching content

- Topics should cover general aspects of assessing and caring for older patients in the community and could include falls, immobility, stroke/TIA, Parkinson's disease, confusion/dementia, breathlessness and common co-morbidities (such as diabetes/hypertension/osteoarthritis/COPD). The role of carers and issues of 'end of life care' may be included as well.

Teaching commitment

- A group of 4-6 students
- 2 full days over 3 weeks, twice per rotation, 6 rotations a year.
- Teaching days: Tuesdays or Thursdays (full day) Ideally Tuesday / Thursday but individual days will work

Reimbursement

Per session	Sessions per placement	Total per placement
3 students: £210	2	£420
4 students: £280	2	£560
5 students £300	2	£600
6 students £320	2	£640

For further information about COOP, please contact:

Academic lead Dr Anir Renukathan ✉ a.renukathan@ucl.ac.uk

Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year5/coop>

6. Final year GP Assistantship – year 6

This is a four-week placement, predominantly in practices outside London. All students attend the department for a briefing day, then are placed one-to-one or in pairs in a General Practice.

Aims of the programme

- ✓ Maximising student learning from direct patient experience
- ✓ Providing students with experience relevant to Foundation posts
- ✓ Building students' confidence in seeing and managing patients by leading their own supervised surgeries

Teaching methods

Teaching in the practice is **not in protected time**, although we recommend that tutors try to reduce their normal booked patients by approximately 20% when supervising final year students.

Teaching methods include:

- Undertaking a minimum of 10 student-led consultations
- Development of case presentation skills
- Following-up patient contact with reflection and constructive feedback
- Promoting in-depth exploration of areas linked to Professional Development curriculum.

Students are required to undertake a number of supervised tasks during the attachment. These includes a quality improvement project and writing a referral letter.

Teaching content

The focus is on the following major themes:

Clinical method – consolidating practical skills and clinical reasoning

Clinical communication – developing skills of information giving/sharing and management planning

Communication with colleagues – primary/secondary care and case presentations

Monitoring and Governance – audit, health needs assessment

Reflective Practice – identifying and addressing learning needs; analysing a challenging/difficult aspect of General Practice

Teaching commitment

- 1-2 students per practice
- 19 days (34 sessions) over 4 weeks; not including 1 campus-based teaching day and Wednesday afternoons
- 6 rotations per academic year

Reimbursement

Per student per session	Sessions per placement	Total per placement	Total for 6 rotations
1 student: £70	34	£2,380	£14,280
2 students: £140	34	£4,760	£28,560



For further information about GP Assistantship, please contact:

Academic lead Dr Will Coppola ✉ w.coppola@ucl.ac.uk

Academic lead Dr Neelam Parmar ✉ neelam.parmar@ucl.ac.uk

Administration team ✉ pcphmeded@ucl.ac.uk

Or visit <https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/study/mbbs-pc-med-ed/year6>

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For further information or to discuss teaching options, please contact:

Primary Care and Population Health medical education team

✉ pcphmeded@ucl.ac.uk T: +44 (0)20 8016 8276.

Please visit our [GP Teaching website](https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/gp-teaching) for GP tutor development opportunities and useful resources

<https://www.ucl.ac.uk/iehc/research/primary-care-and-population-health/gp-teaching>



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The information in this booklet is correct at the time of publishing and may be subject to change.