

Introductions

Veronica Boon
Karen Pond
Sam Walker



Overview

GP5

- Structure of GP5 Placement
 - New for 23/24
 - Example timetables
- Student project
- Cluster Teaching
- Assessment
- Q+A and Top Tips
- Student concerns

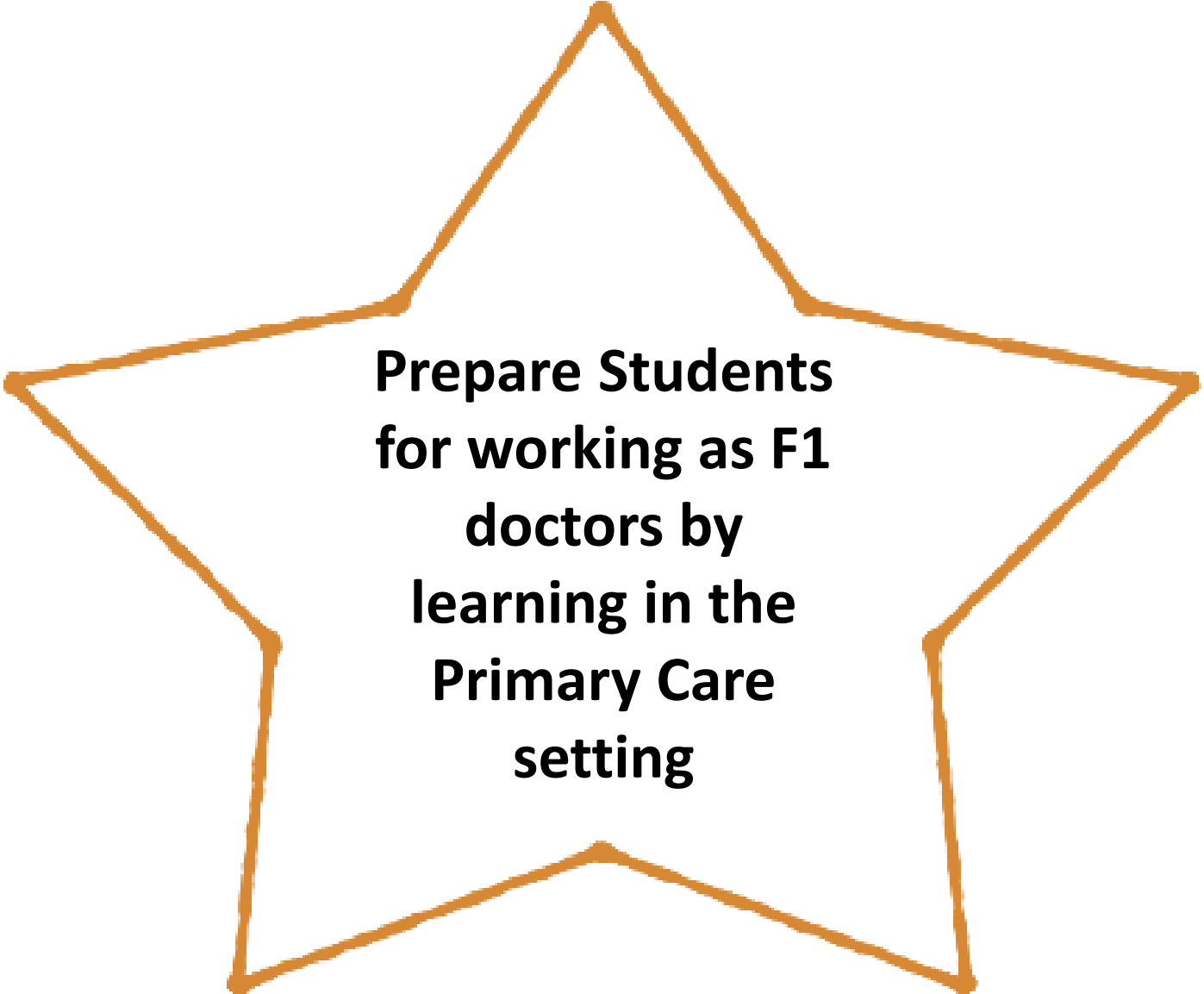
".....most enjoyable placement of medical school. By the end of the 9 weeks, I felt very comfortable seeing patients in our own clinic (even those that were challenging), and felt supported at all times. The focused feedback from weekly observed clinics helped in improving my consultation skills and managing the uncertainty that GP brings. I am fully swayed into considering GP as a career!"

Year 5

Year 5 Teaching Dates	
Block	Dates
A	2 nd November 2023 - 19 th January 2024
B	22 nd January 2024 – 22 nd March 2024
C	8 th April 2024 - 7 th June 2024

MBChB week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	H	H	16	17	18	19	20	21	22	23	24	25	26	27	H	H	28	29	30	31	32	33	34	35	36	37	38				
UoB Week		SV13	SV14	0	1	2	3	4	5	6	7	8	9	10	11	12	CV1	CV2	CV3	JE1	JE2	13	14	15	16	17	18	19	20	21	EV1	EV2	EV3	22	23	24	RE1	SE1	SE2	SE3	MW			38			
		04-Sep	11-Sep	18-Sep	25-Sep	02-Oct	09-Oct	16-Oct	23-Oct	30-Oct	31-Oct	06-Nov	13-Nov	20-Nov	27-Nov	04-Dec	11-Dec	18-Dec	25-Dec	01-Jan	08-Jan	15-Jan	22-Jan	29-Jan	05-Feb	12-Feb	19-Feb	26-Feb	04-Mar	11-Mar	18-Mar	25-Mar	01-Apr	08-Apr	15-Apr	22-Apr	29-Apr	06-May	13-May	20-May	27-May	03-Jun	10-Jun	17-Jun			
										Plenary day (online)	Academy Intro													BH/CD	Free-for-all		PSA (02/02/24)															BH			BH		
Year 5	Pathway 1	Elective Period								Ward Based Care								Careers/ GMC ID Checks	Ward	Primary and Community Care								Acute and Critical Care								Final Choice/ Skills Week											
	Pathway 2									Acute and Critical Care									Acute	Ward Based Care								Primary and Community Care																			
	Pathway 3									Primary and Community Care									Primary	Acute and Critical Care								Ward Based Care																			


Aim of GP5



**Prepare Students
for working as F1
doctors by
learning in the
Primary Care
setting**

What do the students want?

- Welcoming
 - All practice aware of students
 - Made to feel part of team
- Well organized
 - Timetabled teaching
- GP tutor – Enthusiastic, supportive and caring
- Fair – Stick to the core elements
- Consulting with patients
- Being observed
 - Individual constructive feedback
- Clinical skills practice
- Opportunities to get assessments done (Mini-CEX, CBD, EPAs, CAPS)



*I felt welcomed by the staff
and everyone in the practice
and it was nice to feel useful!
It has been a
great last placement and it
has given me a lot of
confidence for f1!*

GP5 Core elements

- **NEW 6 timetabled sessions in practice / week**
 - This may be divided across 3 or 4 days.
 - Out of practice every Wednesday (Cluster based teaching and independent study)
- **Each week** students should have:
 - 4 student-led surgeries
 - 1 observed surgery
 - 1 session for a student-initiated project
 - **NEW** Allied Health Sessions optional

Example timetable

	Monday	Tuesday	Wednesday (Out of Practice)	Thursday	Friday
AM	Student led Surgery	Student led Surgery	Cluster Based Teaching (CBT)	Student led Surgery	Student led Surgery
Lunch	Home visit	Practice Meeting		Home visit	Treatment room - skills sign off
PM	Project	Private study	CBT preparation/Outside the Box project	Joint Surgery/Tutorial	Private Study

Example timetable (3 days)

	Monday	Tuesday	Wednesday (Out of Practice)	Thursday	Friday
AM	Student led Surgery	Student led Surgery	Cluster Based Teaching (CBT)	Student led Surgery	Private Study
Lunch	Home visit	Practice Meeting		Break Treatment Room for clinical skills sign off	
PM	Project	Student led Surgery	CBT preparation/Outside the Box project	Joint Surgery/Tutorial	Private Study



Student Clinics

- Start with 4 x 30 minute appts with some catch-up slots
- Mixture of telephone and face-face
- **New problems**
- Increase in complexity during attachment
- Increase number of patients or reduce length of appointment
- Minimum of 2 sessions of individual clinics
- Assist with at least one duty surgery

Example – student clinic

9-9.45: 1st booked patient

9-9.20: Student consults patient

9.20-9.30: Student presents patient to GP tutor and discusses management plan. GP tutor reviews patient. GP tutor has one slotted booked.

9.30-9.40: Student explains diagnosis to patient and discusses management/safety netting

9.40-9.45: Student completes record keeping.

9.45-10.30: 2nd booked patient

10.30-11.15: 3rd booked patient

11.15-12.00: 4th booked patient

12-12.30: admin and patient follow-up

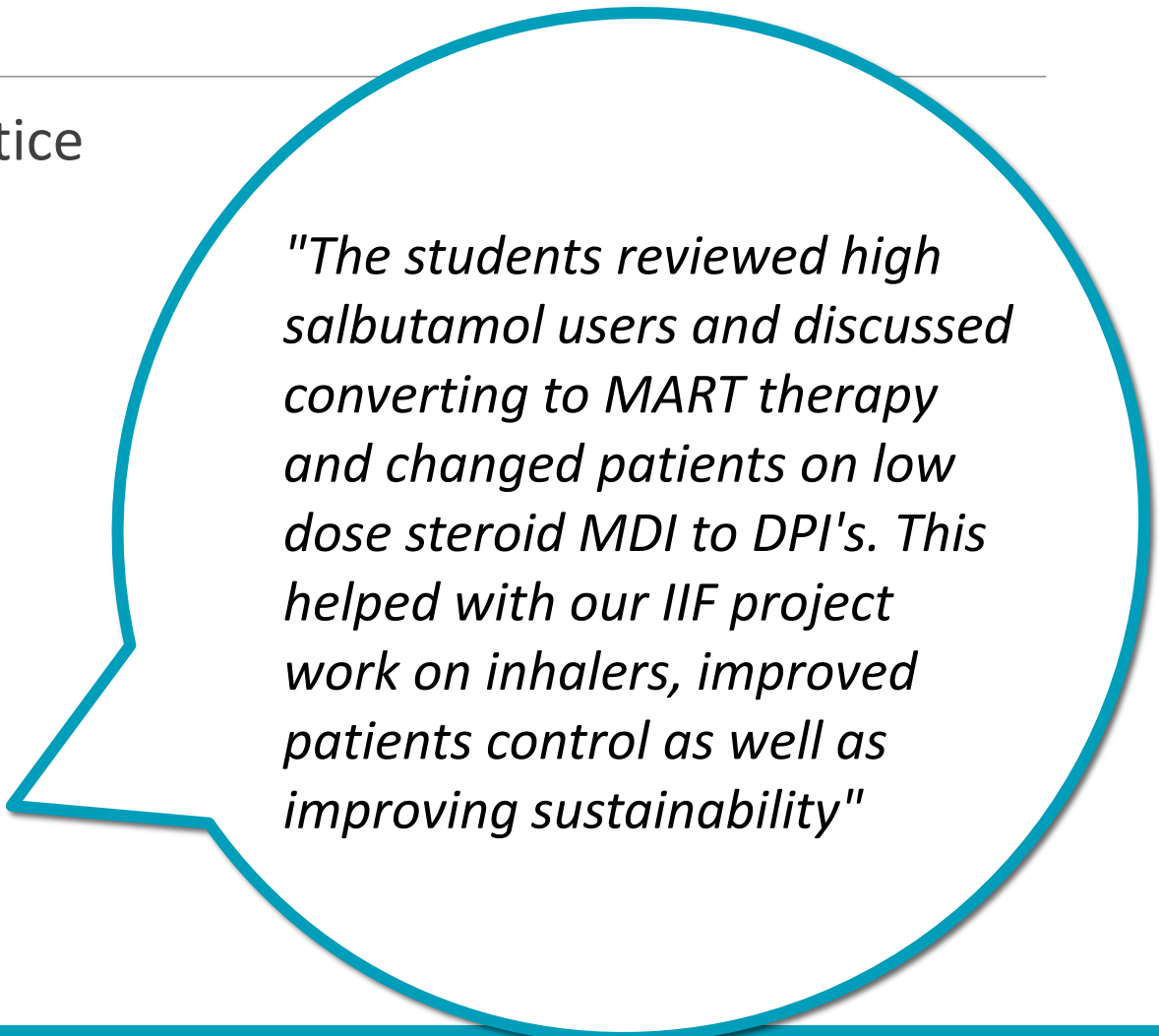


Joint clinic/tutorial

- **WEEKLY - Whole session blocked**
- Observe students consulting
- Complete Minicex and CBDs
- Discuss complex cases
- Discuss pre-learning for cluster based teaching
- Check progress with EPAs
- Discuss project
- Review placement and adapt to learning needs

Student Initiated Project

- One session a week – Should be in practice
- **Working with public health**
- Live introduction to audit/QIP and supporting handbook
- **Formative mark sheet**
- Option to do a supported project
- Have 2-3 other ideas of projects
 - Suggestions in handbook
 - Ask colleagues/pharmacist
 - Adapt to student interests



"The students reviewed high salbutamol users and discussed converting to MART therapy and changed patients on low dose steroid MDI to DPI's. This helped with our IIF project work on inhalers, improved patients control as well as improving sustainability"

Brainstorm – Project ideas

- HRT audit – are they having annual reviews, have they got adequate progesterone cover
- Opiate overuse – phoning patients on over xx amount of opiates to discuss reasons and ways of reducing.
- Cervical screening uptake – ringing to explore reasons for not attending. Accuryx template with link to information on the screening process.
- Nursing home education around urine dips
- Social prescribing PIL
- PIL on vaping
- Spending time with third sector organisations and updating clinical team
- Audits
 - Amoxicillin - 5 day prescribing
 - Vit B12 - im to oral.

Cluster Teaching

- Small groups 4-8 students
- AIMS:
 - Meet with colleagues to share experiences and learning from GP placement
 - Reflect on patient cases and how this relates to current guidelines
 - Develop advanced consultation skills
 - Understand how General Practices can differ in terms of population demographics, available resources and how care is delivered
 - Reflect on General Practice as a speciality and potential career option
 - Further expand on non-clinical areas to develop as a well-rounded practitioner.
- **Please be aware of pre-learning and integrate into timetable**

Week	Topic	Pre-learning
Week 1	Common Primary Care conditions/Remote consulting	<ul style="list-style-type: none">• Find out about practice demographics (example questions provided to facilitate this)• Read through this remote consulting resource for students prior to the session. The document contains a link to an interactive sway tutorial.
Week 2	Urgent Care	<ul style="list-style-type: none">• Look at post-event communication from Integrated Urgent Care (IUC)• Contact ONE patient who has had a recent discharge from the primary care out-of-hours provider to find out about their experience
Week 3	Investigations and results	<ul style="list-style-type: none">• Find a patient case with abnormal results, review how they were managed and present this back to your group• Review a set of results and discuss how you would deal with them• Look up local guidelines on interpreting blood test results



Lunch times

- Home visits/ Housebound reviews
- Prepare for cluster teaching
- Review notes and follow-up patients
- Student project
- Assist with admin – referral letters, processing docman
- Review care plans, medications reviews
- Get clinical skills signed off
- Pick off duty list

Prior to Placement

- Read GP5 tutor Guide!
- Who is doing teaching?
 - Continuity important, 1 main tutor, up to 3 GPs in total
- Contact Students - few weeks in advance
 - Special requirements/Known absences
 - Timetable
 - How to get to practice/Emergency contact numbers
 - Dress Code – students will come in scrubs
- Set up computer access - 4 weeks before
 - EMIS/SystemOne/Docman/E-consult log ins
 - Students will need an nhs email to access Office365/Accurix
 - ICE
- Get a set of equipment ready
 - Oximeter, otoscope, fundoscope, BP machine, thermometer, tendon hammer, tape measure, dipsticks, tuning fork

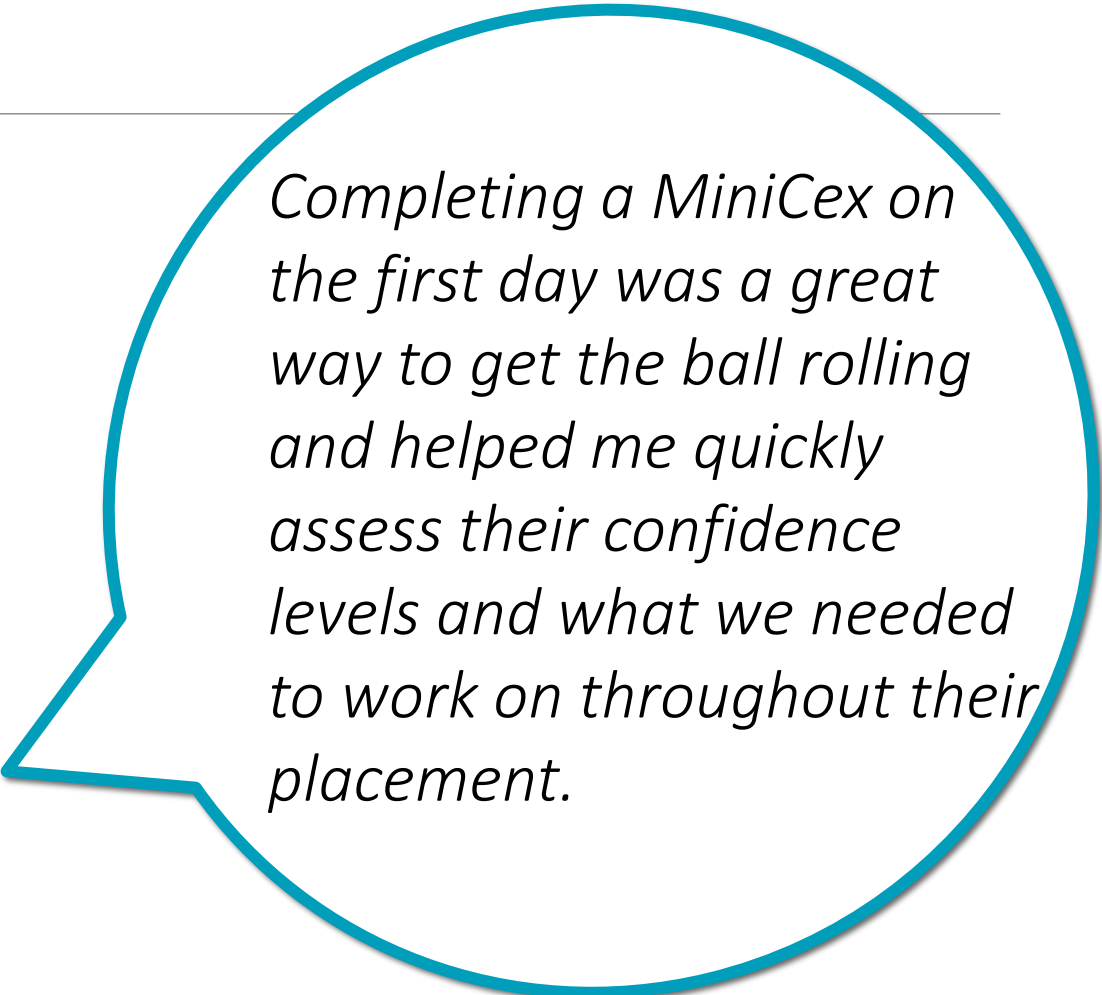


First Day

Induction

Joint Clinic/Tutorial

- Mini-Cex
- LNA's (Year 5 workbook (EPAs)/CAPS)
- Student initiated project
- Review Timetable/Plan for attachment
- Getting to know your students
 - 1:1, Student Support Plan (SSP).



Completing a MiniCex on the first day was a great way to get the ball rolling and helped me quickly assess their confidence levels and what we needed to work on throughout their placement.

Typical Day- 3 contact points

CHECK IN

Hello and welcome
Icebreaker
Plan for morning

Debrief

- How did it go?
- Learning points?
- Learning needs?
- Plan for lunch/afternoon

CHECK OUT

How did it go today?
Concerns?
What learned, what sticks out?
Planning for the next day

Assessment



- Satisfactory Engagement
- Satisfactory Attendance (**NEW** 90%)
- 1 MiniCex
- 1 CBD
- 1 TAB (NOV-APR only)
- Clinical and Procedural Skills (CaPS) logbook – **now online**
- 16 Entrustable Professional Activities (EPAs)
- **NEW** Recorded on Assistantship Progress Review form

NEW Attendance – 90% required



- GMC require 40hrs weekly attendance
- Will check attendance at end of week 3, week 6 and week 9
- Allowable absences
 - Situational judgement test (Dec and Jan)
 - Prescribing safety assessment and resit (Feb and April)
 - Intermediate life support course: varying dates
 - Resit long cases: varying dates
 - OOH session
- **Flexible Annual Leave** – 5 day during GP placement. 4 weeks notice.

Year 5 Primary and Community Care Assistantship Progress Review

Thank you for completing this Review with your tutee. Tutors will be asked to sign off with your name and email address at the end of the form.

Student Name

* Mandatory

Tutor Name

* Mandatory

Academy

Please select your current Academy:

Select option

* Mandatory

Assistantship Progress

To successfully complete the assistantship, each student should review the following with their Academy Tutor, GP Tutor and/or Academy Lead. The Clinical Learning Journal and EPA log are accessible from the student's ePortfolio.

	No	Yes
Is the Clinical Learning Journal (weekly log) complete for this assistantship?	<input type="radio"/>	<input type="radio"/>
Is there evidence of sufficient Entrustable Professional Activities (EPA) completion at this point of the year?	<input type="radio"/>	<input type="radio"/>
Are you satisfied with the student's level of professionalism?	<input type="radio"/>	<input type="radio"/>

* Mandatory

Clinical and Professional Progress

Please discuss with your student their confidence and progress in developing consultation, clinical and professional skills (CaPS) and with their Team Assessment of Behaviour (TAB).

Final Sign Off for CAPS and EPAs

Please check your response carefully, and respond with 'not applicable' if this is *not* yet the student's final review of the year.

Refer to the guidance on the [MBChB Assessments area for Year 5](#) for CAPS and EPA requirements.

	Not Applicable	Not Complete	Complete
End of Year Sign Off: Is the student's CAPS record fully signed off and complete?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
End of Year Sign Off: Is the student's EPA log complete?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Mandatory

Recommendation to Progress/Exam Board

If you have answered 'No' to any of the previous questions this should prompt an 'Unsatisfactory Progress' recommendation.

You will be asked to expand on reasons for 'Unsatisfactory Progress' in a free text area below, and this will trigger a supportive meeting with the student, Academy and Year Leads to discuss this further.

By completing this recommendation you confirm that to the best of your knowledge the information on this form is correct and reflects evidence provided by the student.

	Unsatisfactory progress	Satisfactory Progress
Recommendation	<input type="radio"/>	<input type="radio"/>

Feedback and Further Plan of Action

Please consider also providing some feedback to the student on their Practice Project

* Mandatory

NEW Assistantship Progress Review

End of placement

- Final joint surgery - Mini-CEX can demonstrate progress
- 1:1 Feedback - learning goals for next rotation/first job
- Assistantship Progress Review form (30 minutes)
- Mark/Discuss student's project if not done already
- Ask students to complete feedback form – this is how we get feedback for you!
- Complete attendance and payment form

Feedback

- We will be asking you and the students for feedback at week 3, 6 and 9
 - Opportunity to raise any concerns
- **If you have concerns PLEASE do raise them asap with us:**
 - **Phc-teaching@bristol.ac.uk**

Student Prizes

- Monetary award
- Can count for additional points on future job applications
- Criteria
 - At least 90% attendance
 - Excellent engagement and performance
 - Excellent patient and colleague feedback
 - Presented outstanding project work
 - Went above and beyond what is expected

Further information

- Workshop Slides/Summary
- Year 5 GP Teacher guide
- Year 5 GP Teacher website

<https://www.bristol.ac.uk/primaryhealthcare/teaching/teaching-in-practice-by-year/five/>

The screenshot shows the website for the Centre for Academic Primary Care at the University of Bristol. The header includes the university logo and navigation links for 'Current students', 'Current staff', and 'Alumni'. A search bar is also present. The main content area is titled 'Year 5' and includes a sidebar with a table of contents. The table of contents lists various sections such as 'Research', 'Information for GP teachers', 'New to teaching?', 'Teaching in practice, by year' (with sub-links for Years 1 and 2, Year 3, Year 4, and Year 5), 'Teaching Packages', 'Student Choice', 'Other teaching opportunities', 'Payment for teaching', 'Handbooks', 'Workshops', and 'Newsletter'. The 'Year 5' section is highlighted in red. The main content area for 'Year 5' includes a welcome message for GP teachers, a quote from a Bristol medical student, and a list of useful links for Year 5 GP Teachers.

https://www.bristol.ac.uk/primaryhealthcare/teaching/teaching-in-practice-by-year/five/

University of BRISTOL

Centre for Academic Primary Care

Current students Current staff Alumni

search

Centre for Academic Primary Care

Research

Information for GP teachers

- New to teaching?
- Teaching in practice, by year
 - Years 1 and 2
 - Year 3
 - Year 4
 - Year 5**
- Teaching Packages
- Student Choice (Formerly Student Selected Components)
- Other teaching opportunities
- Payment for teaching
- Handbooks
- Workshops
- Newsletter

Year 5

These pages are for GP teachers. If you are interested in studying medicine at Bristol, please see details of our [MB ChB Medicine](#) course.

Preparing for Professional Practice

Welcome to the Year 5 Primary Care attachment 2017-18. The Primary Care attachment is part of the 12 week course Preparing for Professional Practice (PPP). Students in pairs have a four week attachment to a General Practice.

The students are almost doctors and are being prepared for the world of work by polishing their clinical skills, practising decision making and learning the realities of how the system of healthcare works. We recognise the diversity of 'what comes through the door' in general practice and so are no longer asking you to teach to prescribed themes but rather focus on developing the students by asking them to provide care to your patients, both in and out of the consulting room.

Useful links for Year 5 GP Teachers

- [Year 5 GP Teachers' Handbook 2017-18 \(PDF, 473kB\)](#)
- [Year 5 Student Handbook 2017-18 \(PDF, 541kB\)](#)
- [Year 5 Workbook for Students 2017-18 \(EPAs\) \(PDF, 425kB\)](#)
- [Year 5 Attendance & Payments form 2017-18 \(PDF, 195kB\)](#)
- [CCA guidance for assessors \(PDF, 229kB\)](#)
- [CBD form 2017/18 \(PDF, 451kB\)](#)
- [Mini-CEX form 2017-18 \(PDF, 357kB\)](#)
- [Patient Satisfaction Questionnaire \(PDF, 241kB\)](#)
- [Attendance Concern Form 2017-18 \(Office document, 63kB\)](#)

"The GP made us feel very welcome and at ease to ask questions throughout which I found particularly helpful. He was very keen to teach and vastly helped clarify and improve my understanding of various disorders and treatments."

— BRISTOL MEDICAL STUDENT



Q+A and Top Tips



Student Concerns

<https://www.bristol.ac.uk/media-library/sites/primaryhealthcare/documents/teaching/handbooks/stu-support-advice-flow-chart.pdf>

Student Referral form

- Supportive process
- Low threshold to complete
- Facts not opinions – will be shared with student
- <2% end with formal warning
- Please contact phc-teaching@bristol.ac.uk to discuss
- <https://www.bristol.ac.uk/health-sciences/student-fitness-to-practise/>

22-23 Student Referral Fitness to Practise data

This form is for use by any University of Bristol or NHS / Academy staff member, University of Bristol student, patient, client or member of the public who feels that a particular student's standard of professional behaviour and/or their state of health is a cause for concern. Please read <http://www.bristol.ac.uk/health-sciences/student-fitness-to-practise/> before completing the form, and consider whether it would be more appropriate to raise the concern directly with the student.

Your concern may relate to a number of areas:

1. Relationships with patients – e.g. not respecting confidentiality, being impolite,
2. Working with others – e.g. failing to follow instructions, being disrespectful,
3. Probity – e.g. fraudulent or dishonest behaviour,
4. Learning – e.g. not engaging in administrative or academic requirements of the programme,
5. Health – e.g. concerns about a student's physical or mental well being; a drinking or drugs problem,
6. Cruel or abusive behaviour to animals

Please be aware that the form will be shared with the student so any content should be appropriately worded.

* Required

1. Students name of concern *

Enter your answer

2. Student Programme of Study *



Phc-teaching@bristol.ac.uk