

CENTRE FOR ACADEMIC PRIMARY CARE

SCHOOL OF SOCIAL AND COMMUNITY MEDICINE, UNIVERSITY OF BRISTOL

STRATEGY 2016

VISION:

The Centre for Academic Primary Care forms part of the School of Social and Community Medicine (SSCM) at the University of Bristol. We aim to provide a flourishing and supportive environment in which we:

1. Conduct high quality research that addresses important questions in relation to improving primary health care.
2. Provide excellent undergraduate teaching that educates and inspires the next generation of doctors and which promotes General Practice as a career.
3. Provide postgraduate teaching to develop the skills and careers of people interested in primary care academia, growing research capacity for the future.
4. Use our evidence and insights to influence the future development of primary health care.

The fact that Bristol is the only University to be simultaneously a member of all three NIHR Schools for Primary Care Research, Public Health and Social Care gives us an opportunity to establish Bristol as the leading centre for research on primary and community based health services in the UK.

STRATEGY:

We will achieve the above aims by:

Research

- Focusing on publishing high quality research which is recognised as internationally excellent. This will help us maintain our position as a member of the NIHR School for Primary Care Research.
- Making the best use of the opportunities afforded by our position within the School of Social and Community Medicine by cultivating collaborations with others within the School with methodological expertise or related subject interests.
- Having an open, welcoming attitude which encourages anyone in the University of Bristol who is interested in research in primary care to become a member of the Centre for Academic Primary Care, so that the centre is inclusive rather than exclusive.
- Seeking to ensure balance in the expertise of staff employed, so that we can continue to support projects which use quantitative, qualitative and/or economic methods.
- Having a clear focus on research which leads to improved clinical management in primary care, or improved delivery of primary care. Within this, we will focus our efforts on a limited range of topics where we have genuine expertise, and research which really matters and makes a difference.

- Conducting research at the interfaces between primary, secondary and social care, anticipating that these boundaries are changing.
- Seeking to do large and ambitious studies which are likely to have the biggest impact on health care and also attract academic recognition.
- Seek to conduct more research in partnership with colleagues in specialist clinical disciplines
- Building more international collaborations through reciprocal visits, presenting at international conferences and making grant proposals in collaboration with people from overseas.
- Strengthen our links with service providers and commissioners through engaging regularly and constructively with Avon Primary Care Research Collaborative, Bristol Health Partners and CLAHRC West.
- Developing research on primary care which is broader than general practice.

Teaching

- Expecting all academic staff to contribute to the delivery and organisation of undergraduate and/or postgraduate teaching, so that students interact with active researchers, academics develop broad based academic skills, and researchers and teachers both gain from contact with each other's insights.
- Continuing to train, encourage and support GP teachers in as many practices as possible across the South West, to ensure that all students receive high quality teaching from a broad range of practices.
- Contributing to the leadership and development of Bristol Medical School by ensuring representation on relevant Faculty committees and through primary care staff taking up positions of responsibility within the Faculty.
- Looking for opportunities to increase the provision of undergraduate teaching in and about primary care. This shift would be in keeping with the national desire to move the provision of more health care from hospitals to the community. Such a shift of teaching from secondary to primary care would be dependent on a commensurate reallocation of resources.
- Constantly seeking to improve the quality of learning and the student experience in all our courses.
- Expecting research active staff to contribute to postgraduate teaching both through PhD supervision and teaching and organisation of the SSCM short course programme.
- Working to the CAPC Teaching strategy, which describes in more detail our contribution to undergraduate teaching on the MBChMB course, available here (*get teaching strategy on website and link to it*). The overall aim of *CAPC Teaching* is to provide students with foundational knowledge, skills and attitudes in the practice of patient-centred medical care. In brief, CAPC Teaching:
 - *Delivers high quality teaching and learning in all curriculum years*
 - *Promotes scholarship and innovation within its teaching endeavours*
 - *Works to ensure Primary Care is integrated within the New Curriculum (MB21) in Bristol*
 - *Fosters a supportive, dynamic working environment for its professional and academic staff*
 - *Promotes the wellbeing of students on GP attachments*
 - *Supports the development of its broad teaching community*
 - *Makes judicious use of Social Media with students, teachers and in promoting a national identity*
 - *Actively engages teaching partners including hospitals, the Deanery, CCG and 3rd sector*

- *Works in partnership with members of the public in the design and delivery of its teaching*
- *Inspires students to become the general practitioners of the future*
- *Offers an interesting diversity of library and group-based SSCs*
- *Works actively to secure the funding necessary to support its endeavours.*

Developing skills, growing research capacity

- Encouraging all staff to develop new skills which enhance their development as primary care researchers, particularly through the SSCM short course programme, even if these skills are not directly relevant to their specific research project.
- Offering a range of PhD projects, marketing them well, seeking funding for PhD studentships, in order to ensure a steady stream of PhD students.
- Ensuring that relevant staff have opportunities to gain experience of PhD supervision, through joint supervision arrangements.
- Seeking to identify people who have the potential for a successful academic career and how to help them develop their potential, often through supporting them to gain externally funded research studentships or fellowships.
- Obtaining NIHR funding to support Academic Foundation year programmes and Academic Clinical Fellowships and ensuring that these doctors are well supported and have a positive experience.
- Encouraging early career academics to work on topics related to the expertise of one or more senior members of staff so that they are well supported until they gain enough experience to address new topics.

Making a difference

- Encouraging senior staff to take up positions of influence e.g on NICE, funding bodies, editorial boards, SAPC and national education groups.
- Having a strong focus on patient and public engagement, including good mechanisms to facilitate PPI from the beginning of a research idea through to dissemination.
- Exploring ways to ensure effective knowledge mobilisation, in order to ensure that our research reaches the people who need it, so that it has a real impact on patients, health care providers and commissioners. This includes building strong links with key stakeholders within government, local health commissioners and providers, and exploiting the intellectual property we develop for example through social enterprises.
- Communicating our educational innovations and our research findings creatively and effectively to a wide range of audiences. This includes having an attractive and up-to-date website, the use of social media, running events for relevant stakeholders and developing the Centre for Academic Care 'brand' so that our work is of recognised quality and credibility.

A flourishing and supportive environment

- Helping people feel part of a team with a shared interest in academic primary care.
- Reinforcing the identity of this team as the Centre for Academic Primary Care through good communication, opportunities for networking with others interested in primary care, clear strategy to promote research and teaching on primary care, management meetings for senior

staff, Centre meetings for all staff to discuss research and teaching, fun social events, clear branding of what we do, an effective website, good information systems.

- Having regular opportunities to discuss potential and on-going research and teaching ideas in a constructive environment.
- Supporting staff to attend primary care meetings and conferences elsewhere.
- Treating people well and fairly, encouraging them and expecting them to give of their best, celebrating their successes, providing a good working environment so that people enjoy their work and feel proud of what they do.
- Reviewing this CAPC strategy annually within the CAPC Senior management team, and every few years with the whole group.