



**QUEEN'S
UNIVERSITY
BELFAST**

Annual meeting of GP Clinical Tutors

***** While you are waiting.... *****

For Attendance (& SUMDE Payment)
**Please put your Name and Cipher Code in the
chat below**

Zoom

6th September 2023



The #QUBGP Team



**Eveline
Burns**



**Charise
Boal**



**Alex
McMeekin**



**Grainne
Kearney**



**Jim
McMullan**



**Louise
Sands**



**Miriam
Dolan**



**Christopher
Dorman**



**Hannah
O'Hara**



**Helen
Reid**



**Nigel
Hart**

***Clinical
Skills &
Simulation
Team***



**Gerry
Gormley**



**Diane
Wilson**



**Alyson
McVeigh**



**Janet
Rogers**



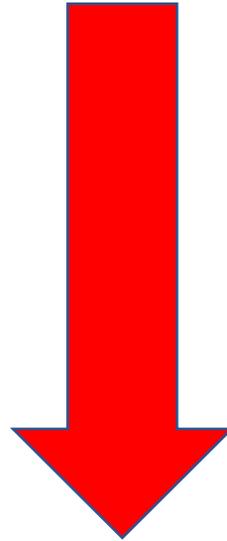
**Davina
Carr**



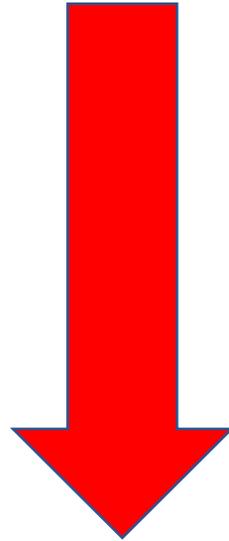
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Put any questions in the chat box



Programme – Part 1

1400	Welcome	Prof Nigel Hart
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	Year 1&2 Clinical Skills	Dr Diane Wilson
1530	“Stretch Break” (Restart at 1540)	



Programme – Part 2

- 1540** **The Northern Ireland General Practice Clinical Placement Alliance (NIGPCPA)**
Dr Sian-Lee Ewan & Dr Gerry Burns
- 1545** **The Quality Cycle**
Dr Louise Sands
Mrs Mairead Boohan
Mrs Elaine Graham
- 1600** **Admin update (CP2A, Annual Tutor & Practice Returns, Payments, Availability & Allocations)**
Mrs Eveline Burns (GP Admin Lead)
- 1610** **Quickfire updates**
Developments in Equity, Diversity & Inclusion
MyProgress
Virtual Primary Care
Home Visit Guidance
Practice WiFi
- 1630** **Closing**
Dr Jim McMullan



Prof Neil Kennedy



**Director of the
Centre for Medical
Education (CME)
Queen's University
Belfast**



**The Robin Harland Prize
for
GP Tutors
for
Excellence in
Undergraduate Medical
Education**



Dr Ursula Mason



Chair of Northern Ireland Council of The Royal College of General Practitioners



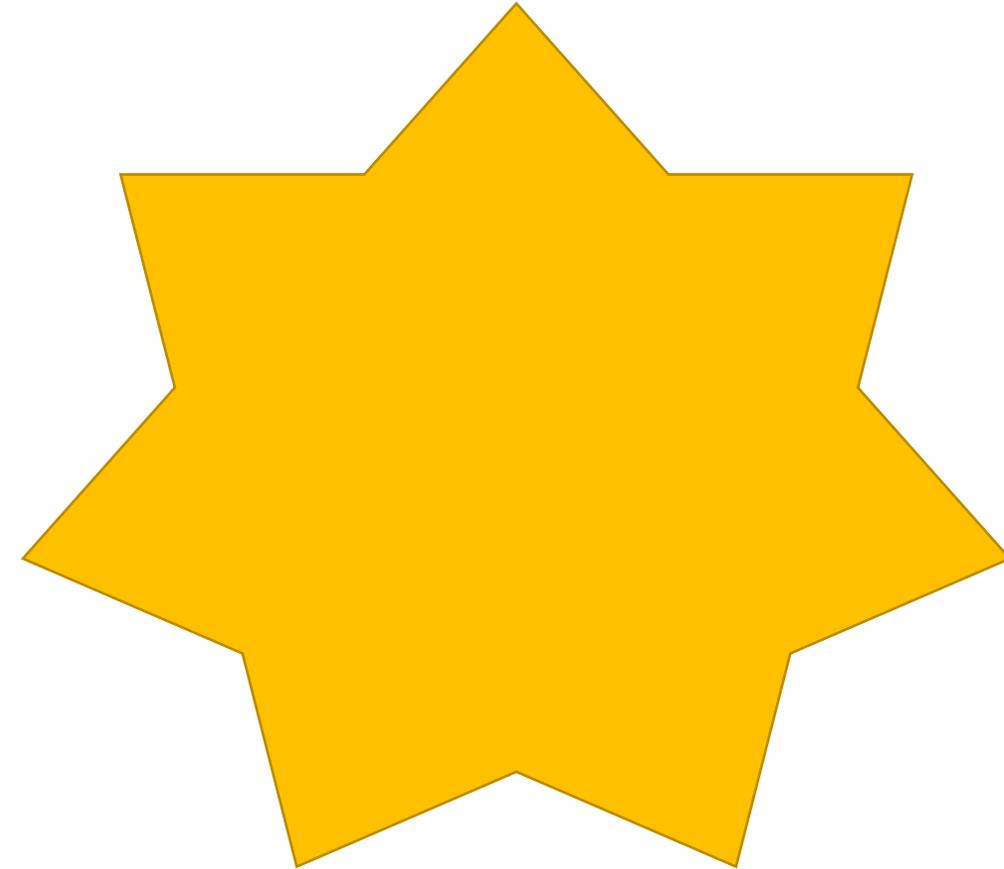
The Runner up.....

Citation excerpt:

“Before starting my latest GP rotation, I hadn’t considered it as a potential career path in the future”

“The whole team were welcoming and made me feel included; my teaching here was a combination of independent, supervised and observing consultations”

“They took their time to ensure I understood what was happening with each patient and often asked invited me to suggest a management plan. They were encouraging and made me feel capable of being a doctor”



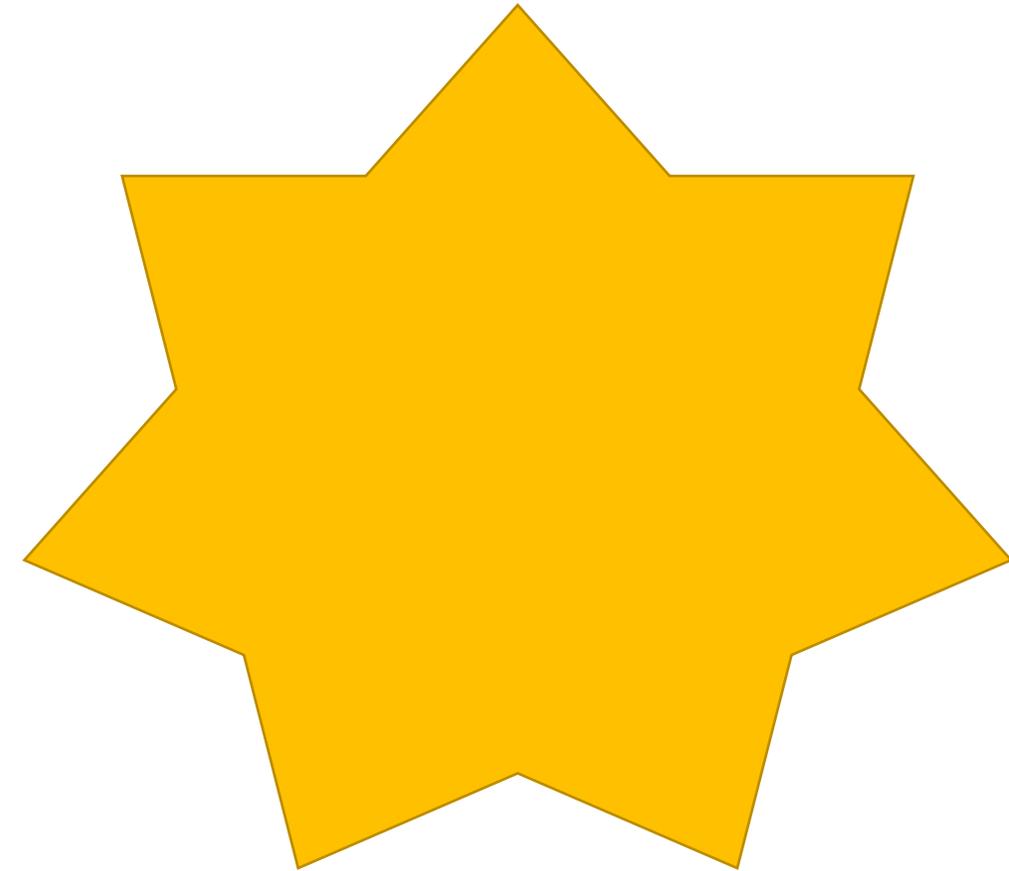
The Winner.....

Citation excerpt:

“[The Practice] created a culture amongst the GPs that allowed me to work alongside them as a member of the clinical team in the most supportive and safe environment”

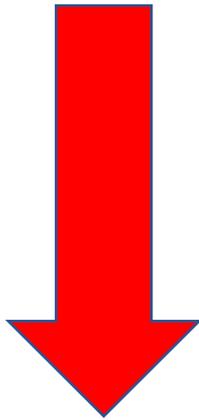
“this placement has further cemented my ambitions to qualify and practise as future GP. The breadth of knowledge and clinical skills required to undertake this role was so kindly and humbly demonstrated to me by the amazing team at [The Practice], particularly Dr XXXXX”

“It is very easy to fade into the background as a student in some hospital settings but this placement placed me very much in the driving seat...I have no doubt that I am now more well equipped for both my upcoming final exams and my future career as a doctor as a result”



Retired GP Tutors 2022:

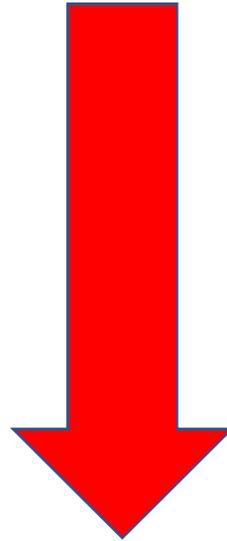
???????



Put the names of tutors who retired in the last year in the chat box below with The prefix “Retired”

For Attendance (& SUMDE Payment)

Please put your Name and Cipher Code in the chat below



Nigel Hart



Associate Director for General Practice and Primary Care

“GP in the C25 Curriculum: The Journey so Far”



In reflective mood...looking back.....

**A PROPOSAL:
TO DEVELOP, SUPPORT AND QUALITY-
ASSURE AN EXPANDED INVOLVEMENT
OF GENERAL PRACTICE IN DELIVERY OF
THE UNDERGRADUATE CURRICULUM**

**MEEC meeting
8th September 2011**

Nigel Hart



Why U/G Curricular Time in GP.....?

- Contextually rich
- Improving consultation skills
- Undifferentiated illness
- Clinical Reasoning
- Chronic disease management
- Dealing with uncertainty
- Managing complexity
- Patient journeys
- Role-modelling
- Knowledge/ Attitudes/ Behaviours
- Develop 'Rounded and Grounded' doctors







Incremental Steps of GP in the Curriculum

2012/13



2017/18

1. Added Assistantship (1W in Final Year)
2. Added 2W GP in Year 5
3. Added Family Medicine to Year 2
4. Increased to 4W GP in Year 5



Curriculum Review



Foundations of Practice:

- **Year 1 Family Medicine: Care for the person and care within families**
- **Year 2 Family Medicine: Care within the GP Practice and care within communities**

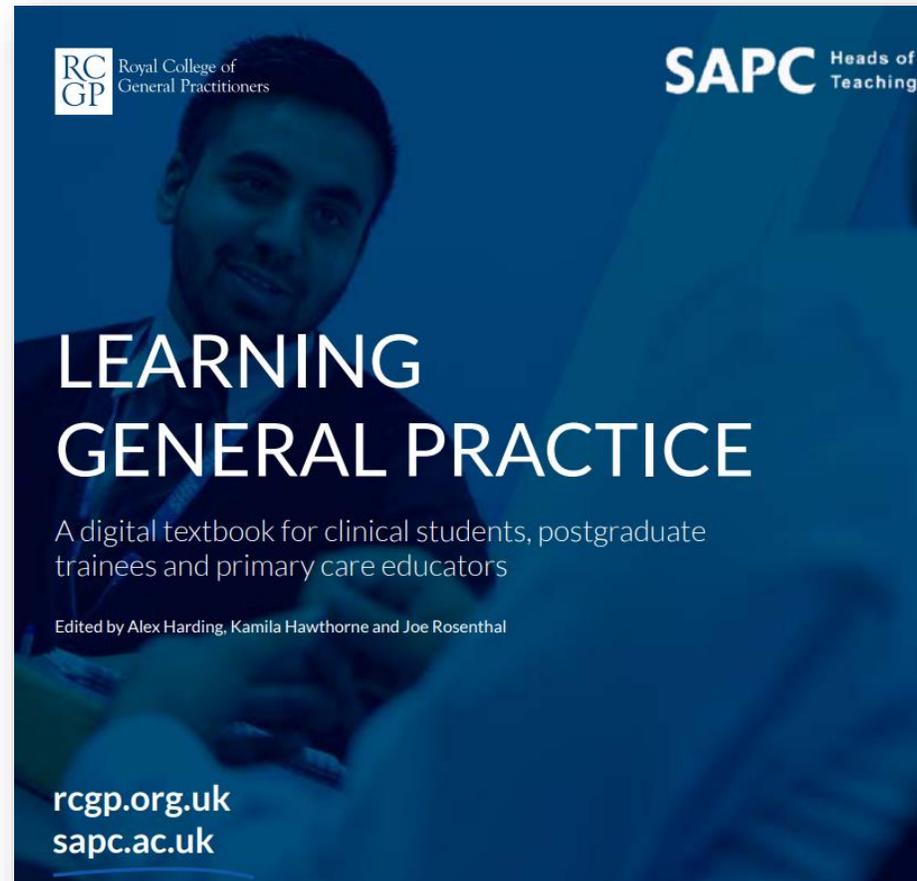
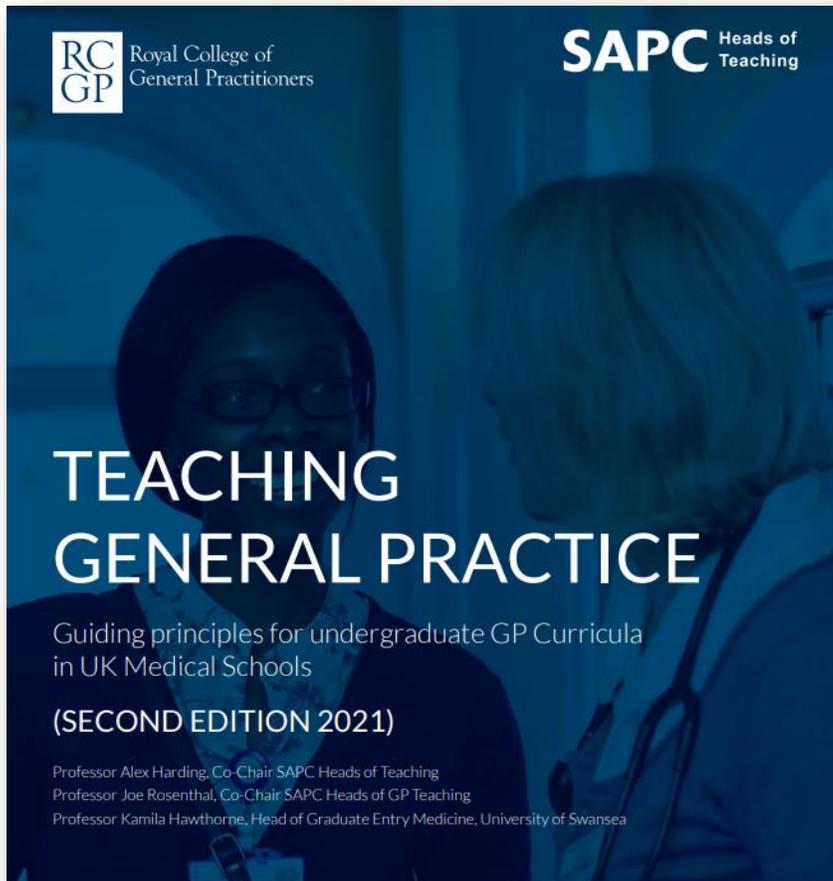
Immersion in Practice:

- **Year 3 General Practice: Patient journeys and the role of the wider team**
- **Year 4 General Practice: The generalist approach through life stages**

Preparation for Practice:

- **Year 5 General Practice: Consolidation for clinical practice**

THE C25 UNDERGRADUATE MEDICINE CURRICULUM



THE C25 UNDERGRADUATE MEDICINE CURRICULUM

2020/21



2024/25

Launched during a Pandemic.....

- 1. Maintained Family Medicine in Years 1 & 2**
- 2. 2022-23: Added GP in Year 3 (Groups of 6 for 6 weeks)**
- 3. 2023-24: A complete re-write of Year 4 (4*2weeks)**
- 4. 2024-25: Consolidate & Expand Year 5**



NEWS

[Home](#) | [Cost of Living](#) | [War in Ukraine](#) | [Climate](#) | [UK](#) | [World](#) | [Business](#) | [Politics](#) | [Culture](#) | [Tech](#)[N. Ireland](#) | [N. Ireland Politics](#) | [Local News](#)

GP surgeries: Up to 50 NI practices 'in crisis', says BMA

🕒 29 May



PA MEDIA

Sixteen surgeries have handed contracts back to the Department of Health in the past year, the BMA says

What sustains us.....?

Feedback from students on placements.....

Manchester Clinical Placement Index (MCPI)

Year 4 GP

Statement	% Agree or Strongly Agree
There was leadership of this placement	90.14%
There was an appropriate reception to this placement	90.14%
I was supported by the people I met on this placement	92.96%
I was instructed in how to perform clinical skills on real patients	80.28%
I was observed performing clinical tasks on real patients	85.92%
I received feedback on how I performed clinical tasks on real patients	89.44%
This placement provided appropriate facilities	81.69%
This placement was appropriately organised	90.85%

Year 5 GP

Statement	% Agree or Strongly Agree
There was leadership of this placement	85.56%
There was an appropriate reception to this placement	85.83%
I was supported by the people I met on this placement	92.96%
I was instructed in how to perform clinical skills on real patients	81.11%
I was observed performing clinical tasks on real patients	73.89%
I received feedback on how I performed clinical tasks on real patients	81.11%
This placement provided appropriate facilities	83.33%
This placement was appropriately organised	86.39%



What sustains us.....?

Your willingness to host and nurture students:



GP Tutor Availability

GP Information
Please Complete All Fields

Practice Code (e.g. Z00356):	<input type="text"/>
Practice Name:	<input type="text"/>
Main Trust Area:	<input type="text"/>
Federation:	<input type="text"/>
Attachment Capacity (Y4/5):	<input type="text"/>
GP Edn Lead Name:	<input type="text"/>
GP Edn Lead Cipher No:	<input type="text"/>
GP Edn Lead Email:	<input type="text"/>
Alt.ive Email (urgent only):	<input type="text"/>
Mobile No. (urgent only):	<input type="text"/>
Lead Admin:	<input type="text"/>
Admin Contact Email:	<input type="text"/>
Contact Tel No:	<input type="text"/>

In the boxes below please add (where relevant) the name(s) of the GP Lead(s) for each module:



Support from Stakeholders.....



Department of Health | An Roinn Sláinte
Máynstryie O Poustie

Search t

Home

Workforce planning

Topics: [Health workforce policy and management](#) , [Workforce development](#)

The department recognises the importance of workforce planning in identifying appropriate staffing levels and structures.



The Friday Team



**Grainne
Kearney**



**Jim
McMullan**



**Louise
Sands**



**Miriam
Dolan**



**Eveline
Burns**



**Helen
Reid**



**Nigel
Hart**



Dr Helen Reid
Academic Lead for Year 4 GP and
co-Lead for C25 Year 4



Farewell and Thank you



Carla Devlin

- CCTV
- ECHO



Jenny Johnston

- Year 3 Lead

Also:

- Emmett Carlin
- Angela Kirker





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Dr Helen Reid
Academic Lead for Year 4 GP and
co-Lead for C25 Year 4



“C25 Year 4 GP - up and running”





C25 Year 4 GP: up and running



Helen Reid

September 2023

GP in Y4; students' learning 'home'

Phase	Year of Study	Focus
Foundations of Practice	1 and 2	Integrated biomedical and behavioural science teaching focusing on body systems Case-based learning
Immersion in Practice	3 and 4	Workplace learning. Longitudinal Integrated Clerkships (LIC) <ul style="list-style-type: none">• year 3 centred on secondary care• year 4 centred on primary care Case-based learning
Preparation for Practice	5	Consolidation of learning in primary care, acute care and chronic care Assistantship



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Y₄ O₁ U₁



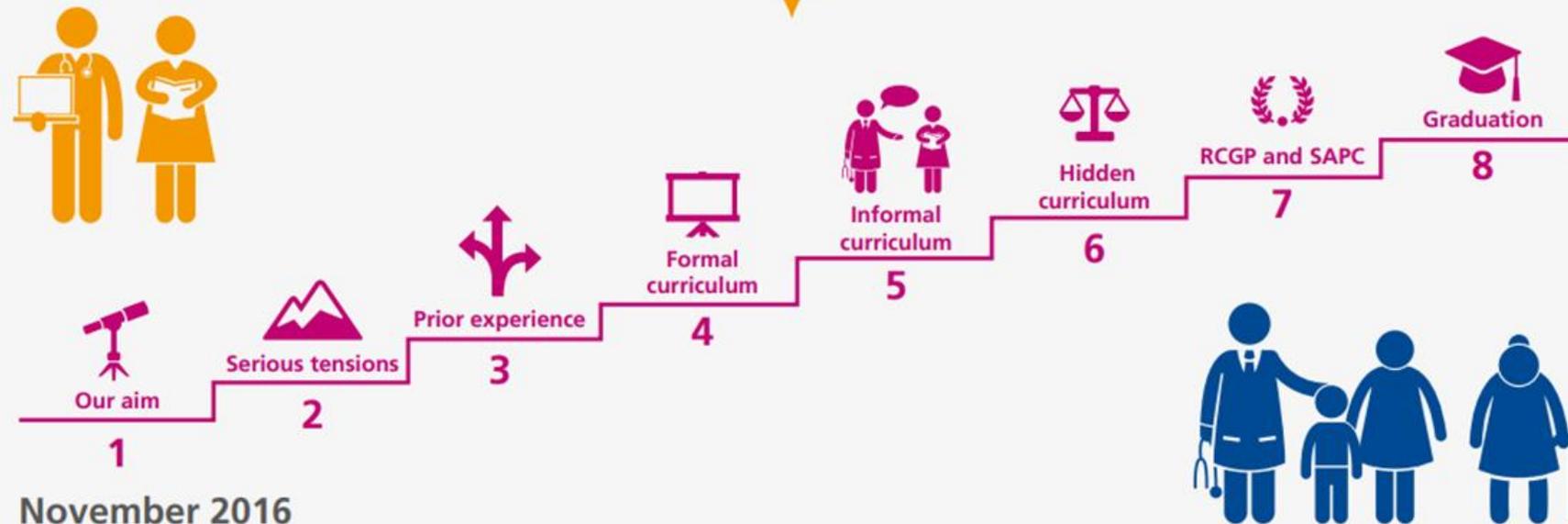
‘There is a direct relationship between the percentage of clinical curriculum devoted to authentic General Practice experience and subsequent career choice’



Alberti H, Randles HL, Harding A, McKinley RK. Exposure of undergraduates to authentic GP teaching and subsequent entry to GP training: a quantitative study of UK medical schools. *Br J Gen Pract.* 2017

By choice – not by chance

Supporting medical students towards future GP careers



November 2016



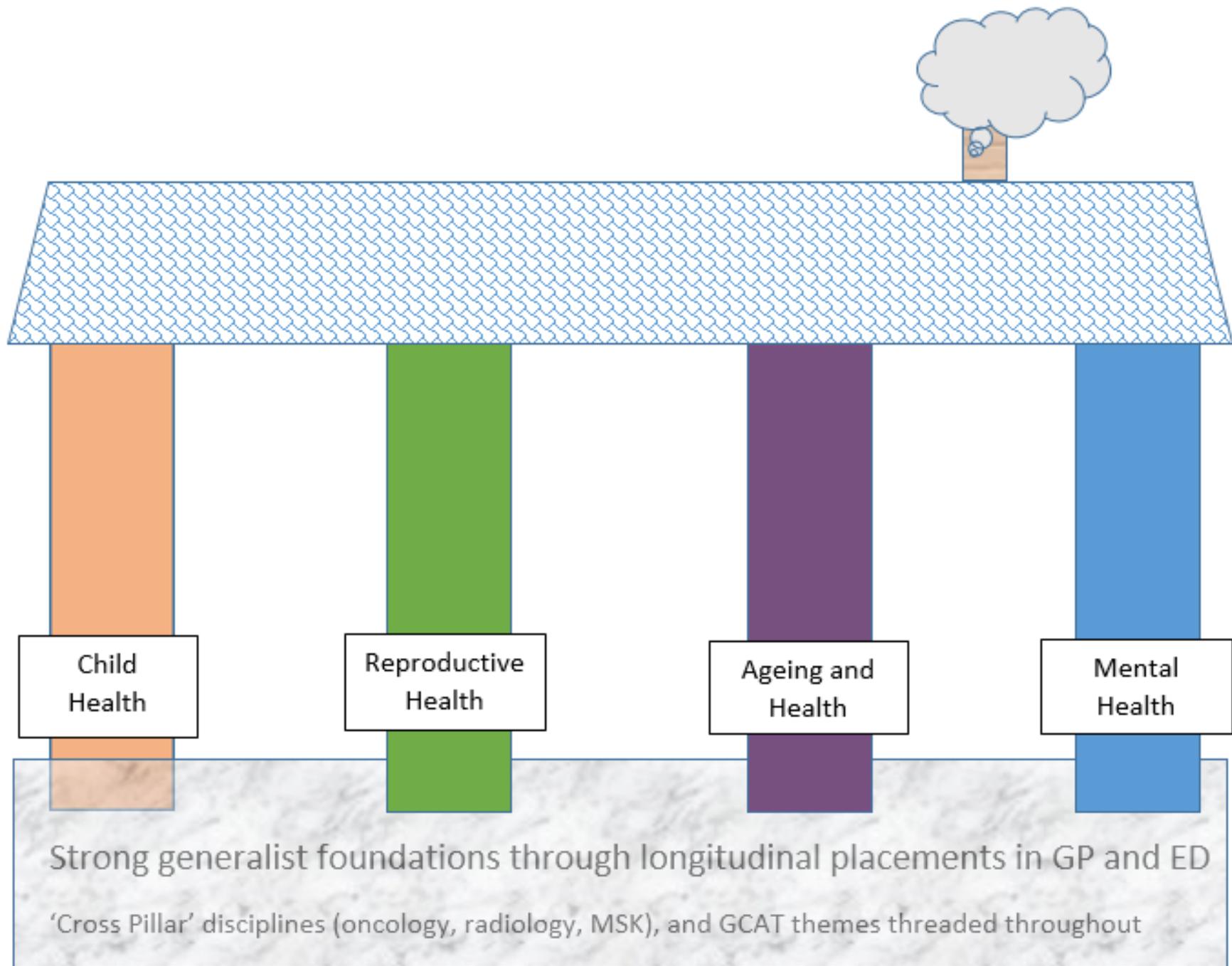
Launch day: 21 August



At its simplest...

- All Y4 students (322 of them...) spending 8 weeks in GP
- 4 x 2-week (paired) rotations returning to the same practice
- Year built around a '4 pillar structure'
- 3 weeks of generalist learning (2 in GP, 1 in ED) during each pillar
- Primary/Secondary care leadership and visibility

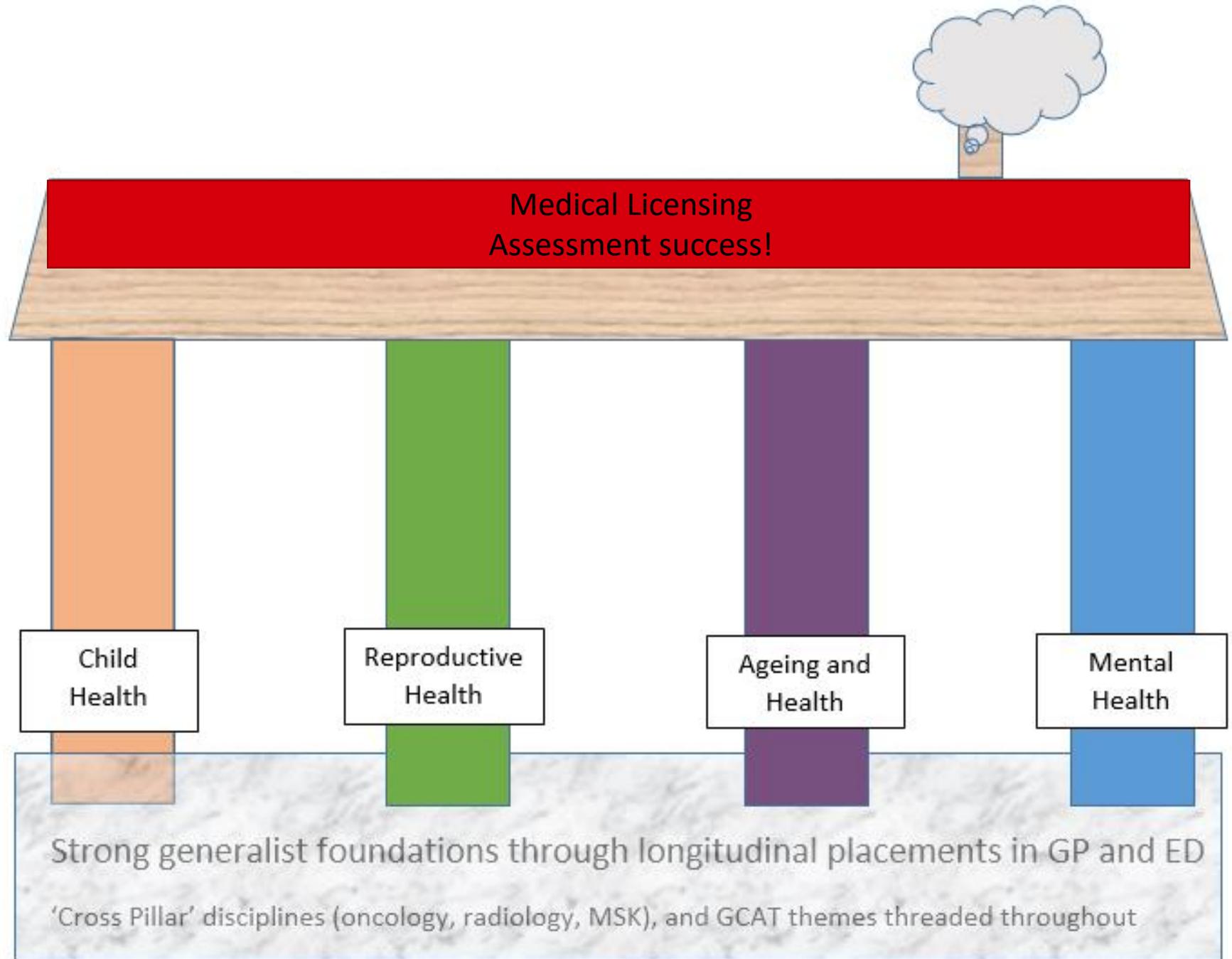
(Lots more detail on [QUBGP website](#), and within training recording)

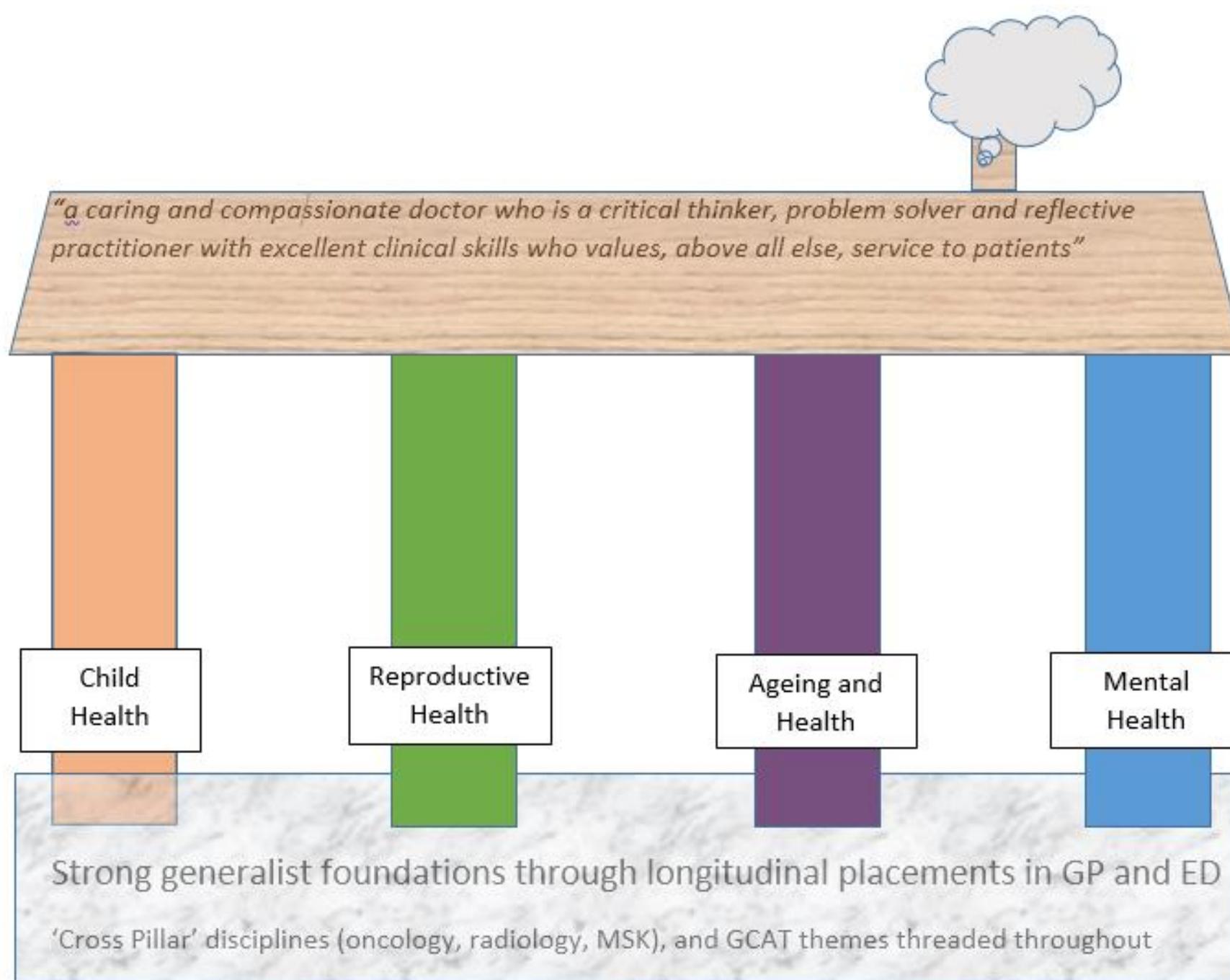


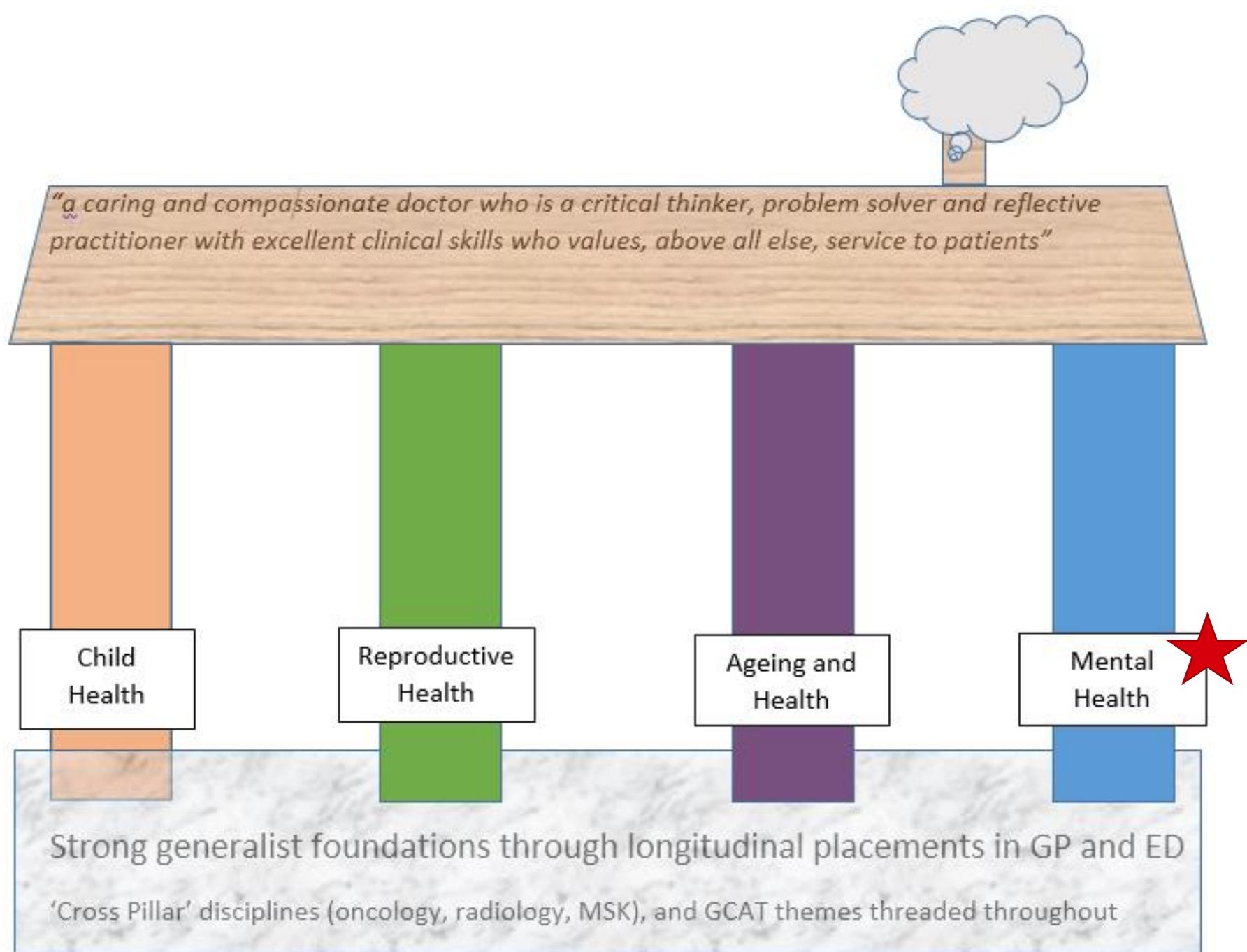
MLA: Medical Licensing Assessment

- Standardised national exam for all students graduating UK medical schools
- Current Y4 QUB's first cohort; sitting the written component - 'AKT' (Applied Knowledge Test) June 2024
- ~ 40% questions GP context
- 'Progress Testing' through Y1-4
- Y5s 24/25 will be 'post written finals'











"a caring and compassionate doctor who is a critical thinker, problem solver and reflective practitioner with excellent clinical skills who values, above all else, service to patients"



Child Health



Reproductive Health



Ageing and Health



Mental Health

Strong generalist foundations through longitudinal placements in GP and ED
'Cross Pillar' disciplines (oncology, radiology, MSK), and GCAT themes threaded throughout

Generalist Pillar Leads; co-design and co-delivery

CHILD HEALTH

SPECIALIST LEAD: DR PETER MALLET

p.mallett@qub.ac.uk

GENERALIST LEAD: DR CHRISTOPHER DORMAN

christopher.dorman@qub.ac.uk



REPRODUCTIVE HEALTH

SPECIALIST LEAD: DR JANITHA COSTA

j.costa@qub.ac.uk

GENERALIST LEAD: HANNAH O'HARA

h.ohara@qub.ac.uk



Generalist Pillar Leads; co-design and co-delivery

AGEING & HEALTH

SPECIALIST LEAD : DR ENDA KERR:

enda.kerr@belfasttrust.hscni.net

GENERALIST LEAD: DR MIRIAM DOLAN:

m.dolan@qub.ac.uk



MENTAL HEALTH

SPECIALIST LEAD : DR JULIE ANDERSON

julie.anderson@qub.ac.uk

GENERALIST LEAD: DR JIM MCMULLAN

james.mcmullan@qub.ac.uk



Mental Health Pillar Week example



- Presence and co-facilitation of core interactive teaching around e.g. mental health history/mental state examinations
- Integration of areas not traditionally covered – sleep, alcohol, chronic pain, cardiovascular disease...



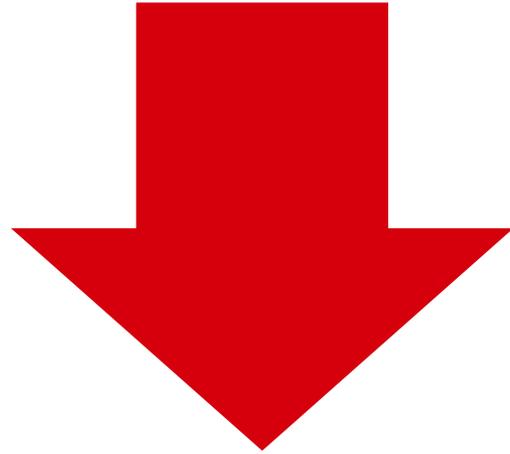
Heavy metal poisoning?

But... the richest learning isn't in lecture theatres



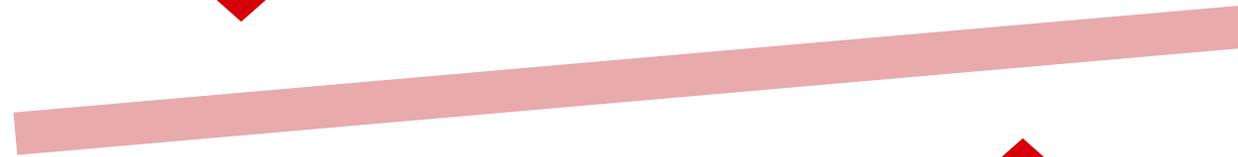
How are our students learning in their 4 x 2 weeks GP?





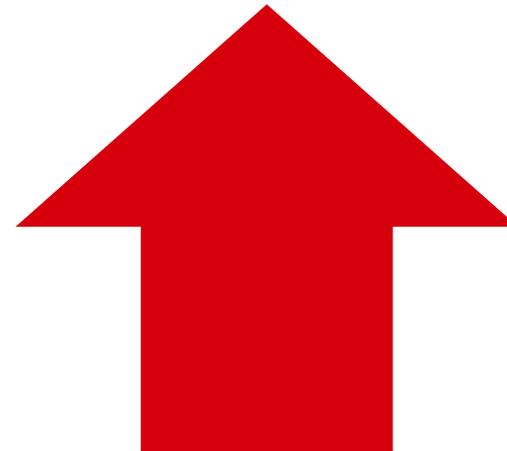
Structure

(Lists, mandatory activities, example timetables)

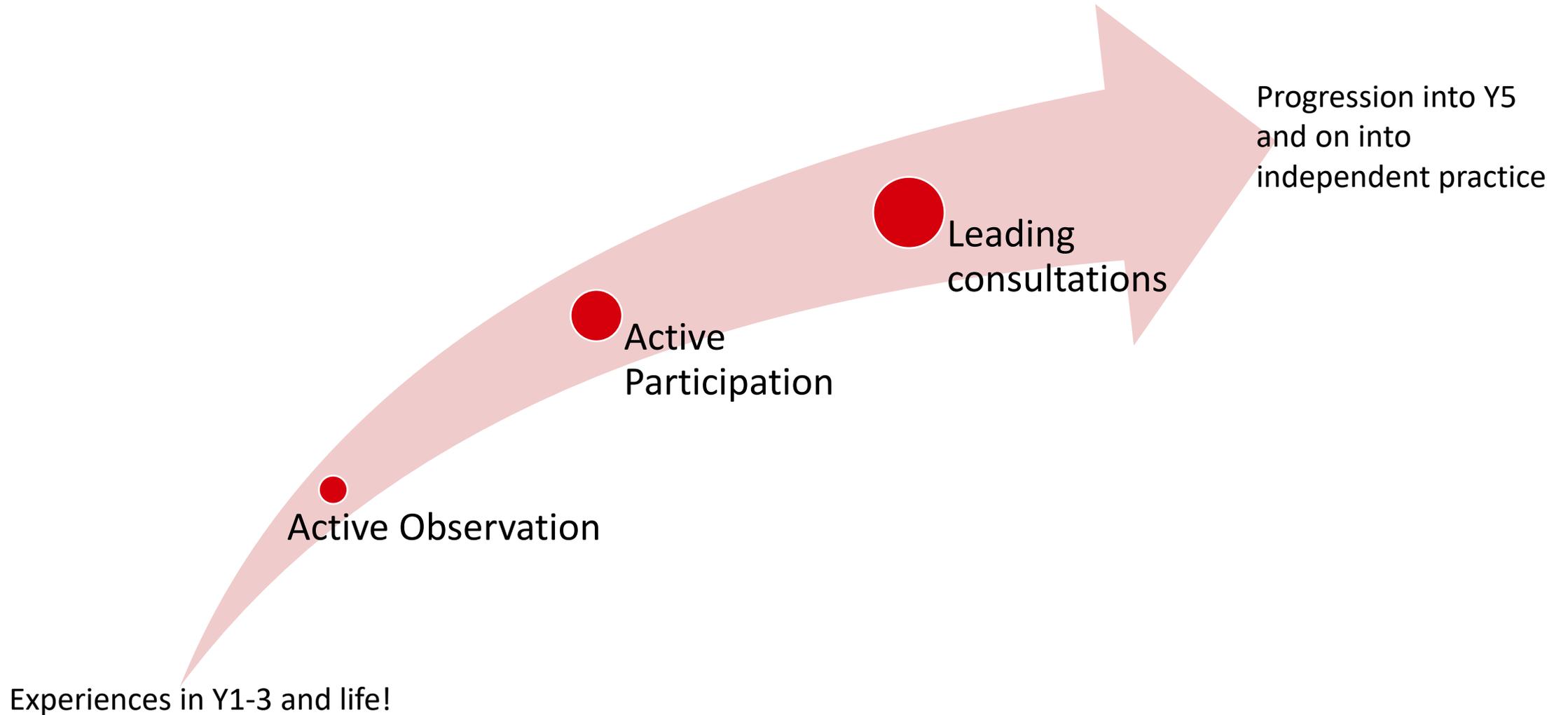


Flexibility

(based on experience, what works in your practice)



Progressive involvement in consultations



Year 4 - GP Specialty

UNIVERSITY SITES / QUBGP / CURRICULUM / YEAR 4 - GP SPECIALTY

Year 1 & 2 - Clinical Experience

Year 1 & 2 - Family Medicine

Year 3 GP

Year 4 - GP Specialty

Year 5 - GP Placement/GP Assistantship

☰ More options

YEAR 4

General Practice

C25 is the new medical curriculum at QUB – so called as the first cohort to follow this curriculum (who started in September 2020) will graduate as doctors in 2025. These students start year 4 (the year where GP really comes to the fore!) at the end of August 2023.

You can learn more by watching this short video [Information about the new year 4 GP placements in 2023-24](#)

Our Tutor training took place via ZOOM in early June. You can view the recording here if you were unable to attend

The Tutor/Student guide is available at this link [Year 4 GP Tutor and Student Guide](#)

[Year 4 GP placement training](#)

Teething issues...

- Enormous year group
- Allocations complexity; travel considerations
- Ongoing need for placements of >1400 students each year in GP
- Student progression issues *
- 'Manganese poisoning'

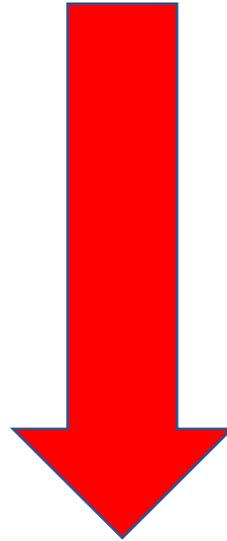




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Dr Miriam Dolan
Academic Lead for Year 5 GP



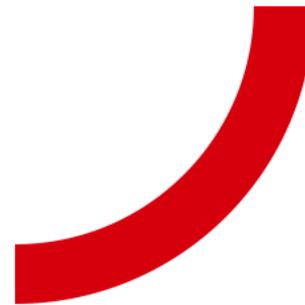
“An all-new Year 5 Module for 2024-25”





YR5 C19 (2023-2024) and YR5 C25 (2024-)

Tutors meeting 6/9/2023



Dr. Miriam Dolan

YR5 GP placement lead

YR5 C19 (2023-2024)

- 2 x 2 weeks
- The focus is on consolidation of clinical practice by consulting with patients
- 1-hour Chronic pain with Versus arthritis, 1-hour Safeguarding of children
- Assessment → attendance and engagement/progression





School of Medicine, Dentistry and Biomedical Sciences

Year 5

General Practice Placement

Tutor / Student Guide
2023-2024

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<https://www.qub.ac.uk/sites/qubgp/Curriculum/Year5-GPPlacementGPAssistantship/>

YR5 C25YR 5 C25

Preparation of practice 1:
Primary and preventative care

“If we teach today’s students
as we taught yesterday’s, we
rob them of tomorrow.”

– John Dewey

By choice – not by chance

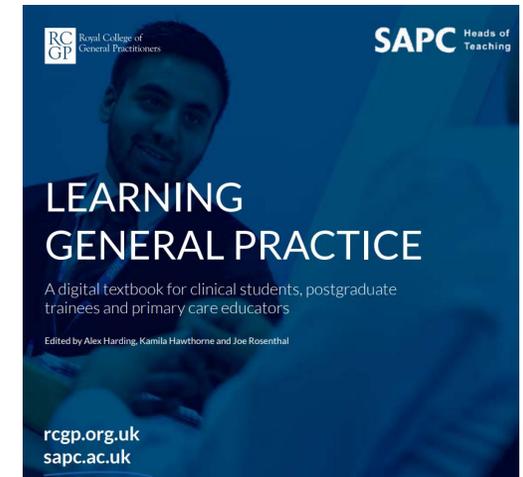
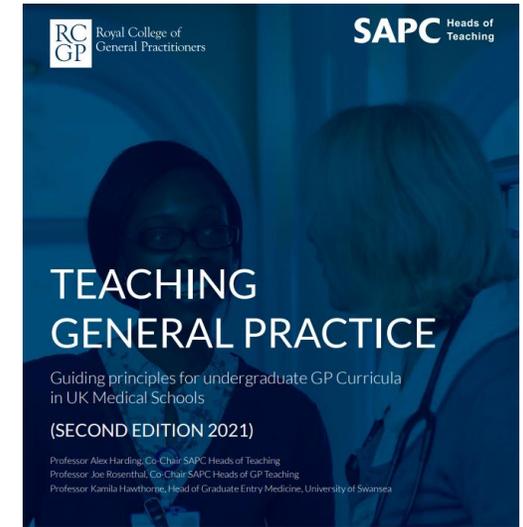
Supporting medical students towards future GP careers



- From 5 weeks (2x2 plus 1 week Assistantship) to 7 weeks continuously
 - 1 x induction instead of 3x
 - Become part of the team (and community....)
 - More and more independent and increased complexity
- Integrated.....learning outcomes can be reached in the various health care settings
- After MLA exam!
 - Knowledge there, focus will be different- practice, practice, practice!



- Emergency and same day care
- Multi-morbidity and complexity
- Preventing disease and promoting health
- Integrated care
- Medically Unexplained Symptoms/Functional Illness
- Use of language/Narrative Medicine and Empathy



Learning activities

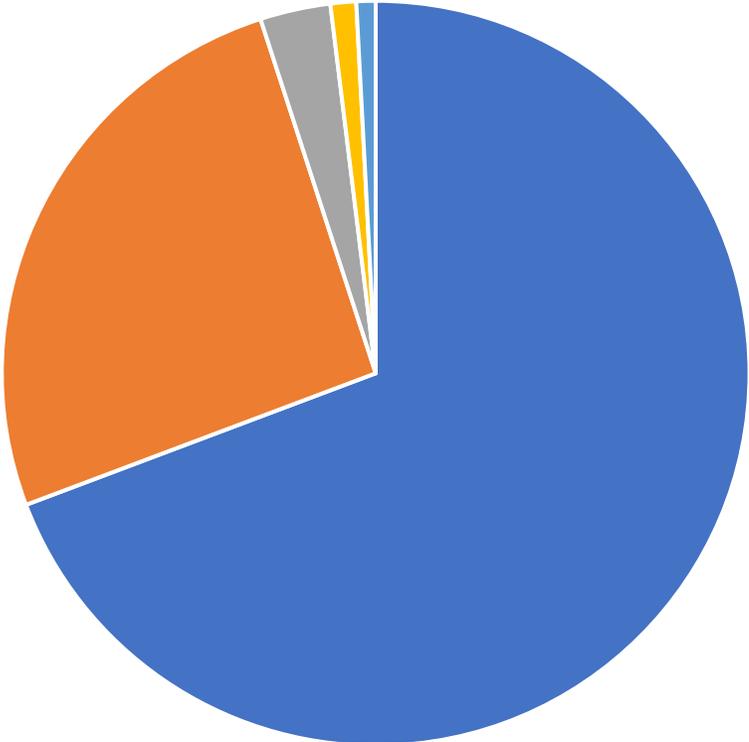
Student 'micro'- surgeries

- Mode of consulting can be telephone, FTF or video (mix is ideal)
- Unselected and undifferentiated including emergency conditions
- 'Triaging'
- Long term conditions management



What the students say.....

Overall I received good quality teaching



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



What the students say

‘Very kind, friendly and made me feel part of the team from the very first morning!’

‘Treated like an adult with responsibility over my own learning.’



What the students say

‘Clinical teaching was great, everyone happy to take time to teach/explain/provide feedback despite being busy.’

‘Good constructive feedback, relaxed approach, didn't feel like an exam but still encouraged to do it properly.’

‘.....made you feel like you were making a difference...’



What the students say

Dr Jenny Drennan (Foundation Year 1):

“What was it you enjoyed most during your year 5 GP placements?”



What the tutors say

What is it that QUB year 5 medical students bring to your practice?

(please put in chat box)



What the tutors say

Dr. Aine Harley

What is it that QUB year 5 medical students bring to your practice?



Thank you

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
—Malcolm X*

m.dolan@qub.ac.uk

e.burns@qub.ac.uk

C25 year 5 GP placement- Tutor
Ideas



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Mrs Charise Boal
GP Recruitment Project Officer



**“Do you want to talk about
expanding Year 5 & other placements?”**





Charise Boal

GP Recruitment Officer

e: charise.boal@qub.ac.uk

m: **07741 898 425**



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Dr Louise Sands

Year 3 Lead



Year 3 update



Year 3 GP placement

6 Wednesday mornings in your practice

Intro session week 1 LIC
via ZOOM- QUB

Review session week 14 LIC
via ZOOM - QUB

6 students per group

Students working in pairs or greater

What will they do on GP placement?

Hot seating

Case Based
Discussion

Virtual Primary Care

...and lots more!

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Dr Grainne Kearney

Year 1 & 2 Lead



Year 1 & 2 update



“Visiting people in their home, standing with them where they are and listening to the story of their lives, yields an invaluable experience no textbook can give.” – Prof Fikile Nomvete

[#MandelaUniMedicalSchool](#)



Student feedback for 22/23

*“Having the opportunity to meet with a patient has been a huge privilege, and a **highlight** of my time in First Year. Going into the visits, I was met with excitement for the prospect of meeting our **first ‘real’ patient**, with apprehension being among the predominant feelings. However, by the end of our time, I was **overwhelmed with the value of meeting a patient in their home**, allowing me to immerse myself, at least partly, in some of the socioeconomic and lifestyle factors that impacted our patient’s health. I thoroughly enjoyed meeting with our patient, who shared **countless stories** from her lifetime, all of which were extremely insightful into the **experiences which can shape a patient’s perception of health**. It has helped me be more conscious that a **patient is more than their illness**; they have a multitude of concerns and a breadth of socioeconomic influences.”*

Tutor feedback for 22/23

"This is a very worthwhile module in which I feel the students gain great insight into general practice and a relaxed environment for them to grow their communication skills during their visits with patients."

"The students just love meeting patients face-to-face. The patients love meeting them too. it's great to hear the students reflecting on their experiences."

"On a personal level I also appreciated getting to know all the students."

Family Medicine in 23/24

Year 1 – Care for
the person and
care within
families

Year 2 – Care within
the GP Practice and
care within
communities



Dr Diane Wilson



Year 1 & 2 Clinical Skills



Update on Clinical skills teaching in General Practice (Years 1&2)

Year 1 – Spring semester only

6 weeks online (zoom). Focus on history taking and hearing real patient stories on line.

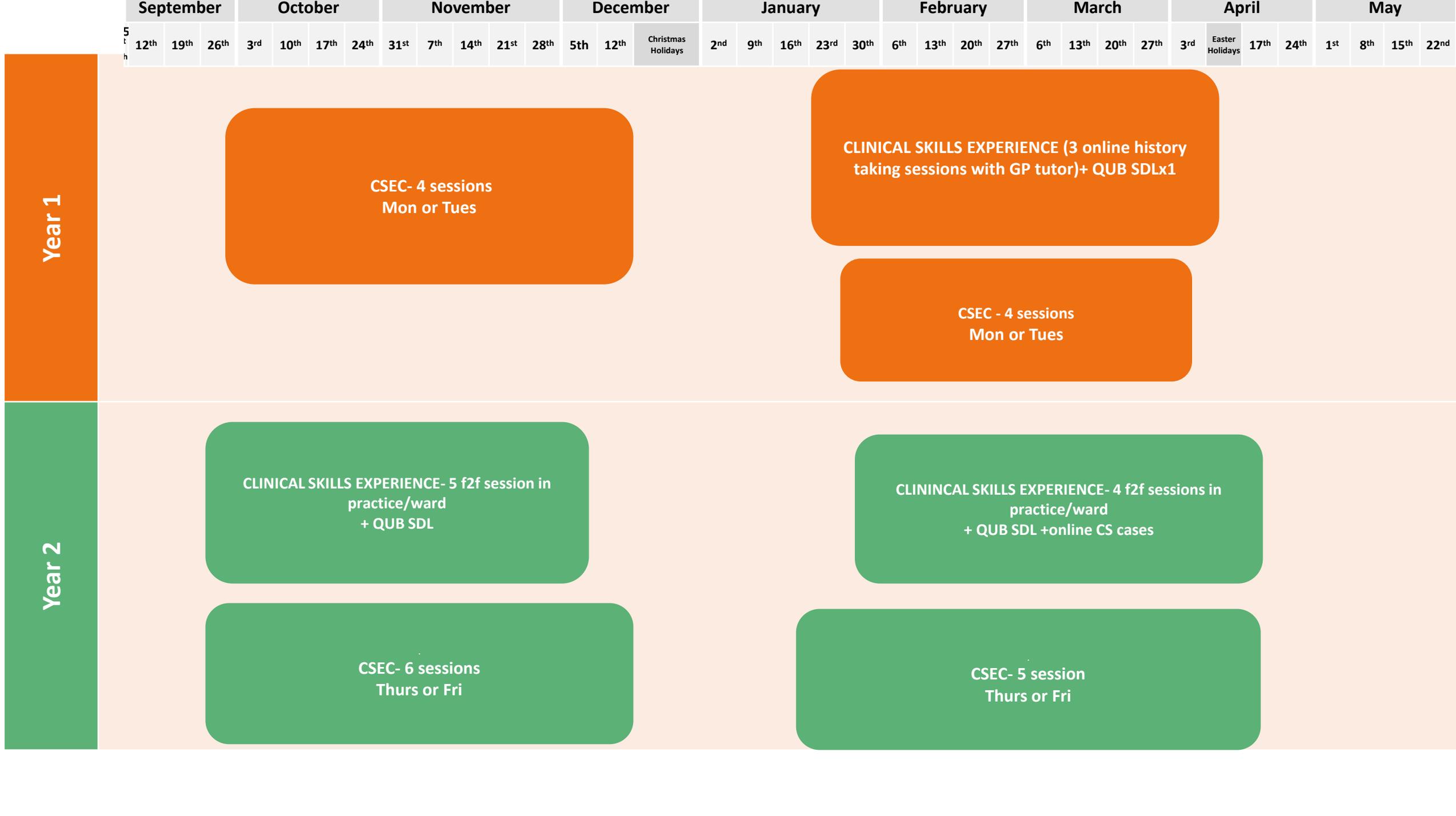
Remote practices can get involved

Year 2- Autumn and Spring semesters

Face to face – teachers arrange patients for students to examine
10 weeks in Autumn, 8 weeks in Spring

Greater Belfast Practices or good public transport link





Overview of skills taught

Year 1	Spring	Tues or Friday	BP/Pulses/Vital signs/CVS/RS/ Back & upper limb MSK
Year 2	Autumn	Monday or Thursday	GI / Diabetes / Urinary / Neurology /Thyroid / Gynae
Year 2	Spring	Monday or Thursday	Lower limb MSK/skin exn/integrating all above skills

Some student evaluation comments

Spring 2023

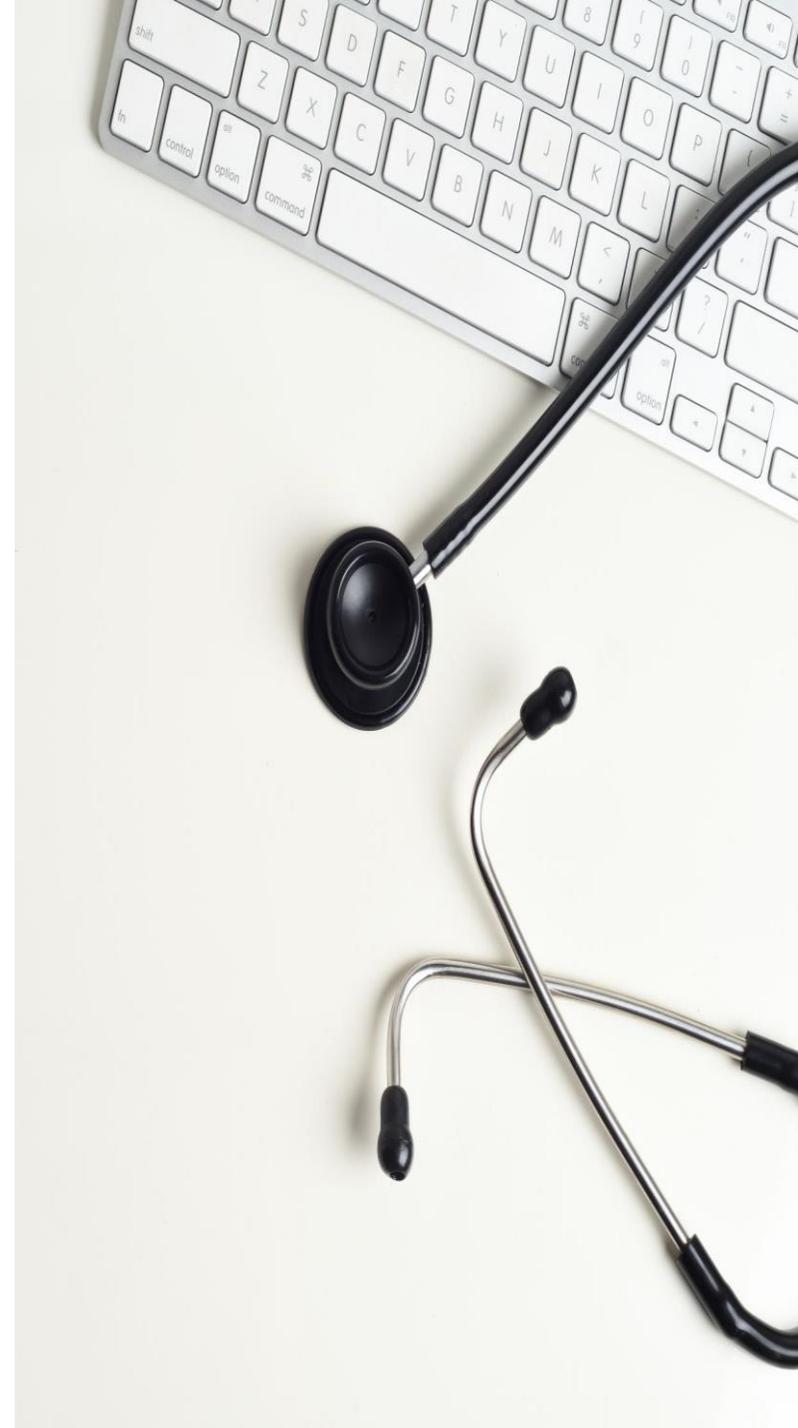
“Allowing us to see how these skills were being used in actual practise was really helpful “

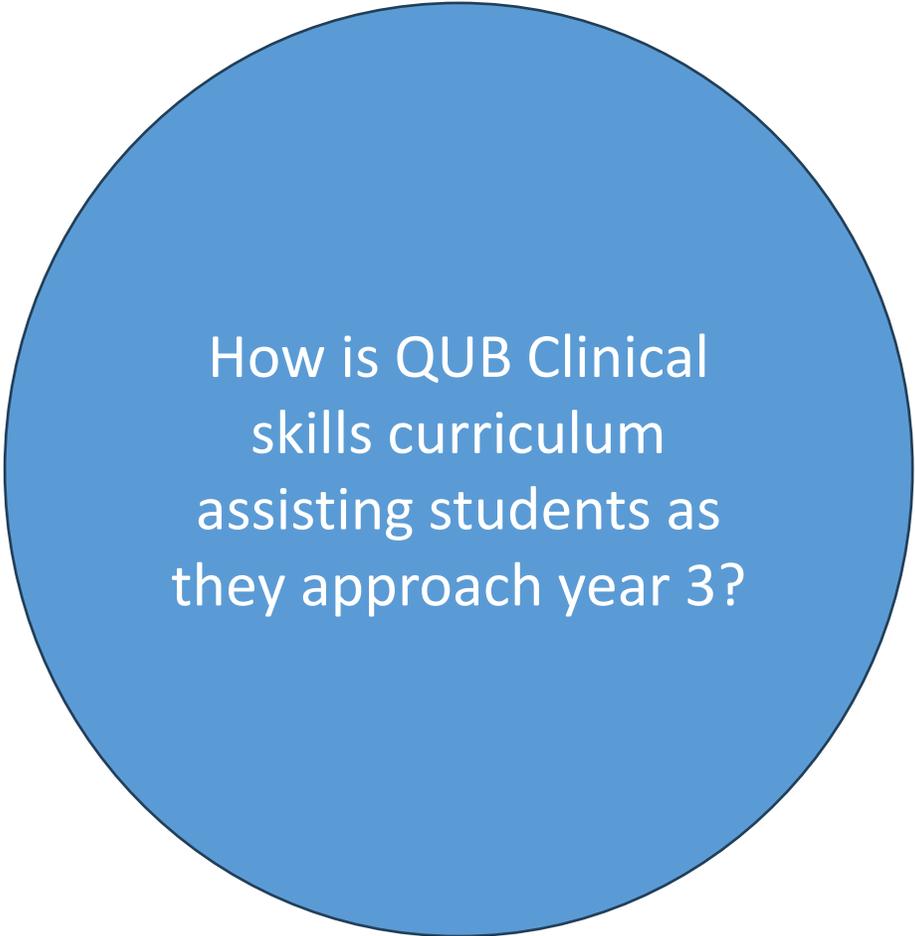
“ It allowed us to see and speak to patients with real issues, giving us a feel for what a real consultation is like whilst also allowing us to consolidate our clinical skills “

“Small group sessions in the hospital - got a better understanding of how what we learn is put into practice”

“More structure on what topics are covered in each session as most times the topics on the timetable didn’t match what was taught in practice”

“Being able to see patients was so valuable, and being given the opportunity to practice our clinical skills with these patients was very useful. Dr XX also marked each one of us on a different skill using the DOCS which I think was very useful for OSCE practise “





How is QUB Clinical
skills curriculum
assisting students as
they approach year 3?

- Skills acquisition aligned with CBL outcomes
- Early clinical teaching delivered in GP practice or ward setting (Yr 2 clinical skills & Family Attachment)
- Integration of all previously taught clinical skills by approaching cases in year 2 Spring *medical record keeping/clinical reasoning
- “Development weeks”- reframed as “Transition to practice”
- Involvement of final year students to act as trainers for the skills within the Acute Critical and Emergency care (ACE2) course and iv cannulation

Coming up.....

- 1540** **The Northern Ireland General Practice Clinical Placement Alliance (NIGPCPA)**
Dr Sian-Lee Ewan & Dr Gerry Burns
- 1545** **The Quality Cycle**
Dr Louise Sands
Mrs Mairead Boohan
Mrs Elaine Graham
- 1600** **Admin update (CP2A, Annual Tutor & Practice Returns, Payments, Availability & Allocations)**
Mrs Eveline Burns (GP Admin Lead)
- 1610** **Quickfire updates**
Developments in Equity, Diversity & Inclusion
MyProgress
Virtual Primary Care
Home Visit Guidance
Practice WiFi
- 1630** **Closing**
Dr Jim McMullan



Stand up and stretch



...Back in 10 minutes...

Programme – Part 2

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1630	Closing	Dr Jim McMullan



The Northern Ireland GP Clinical Placement Alliance

Dr Sian-Lee Ewan



**Senior Lecturer &
GP Placement Lead
Ulster University
School of Medicine**



Dr Gerry Burns



**GP Placement Development Lead
OBO
UU & QUB**



NIGPCPA

Northern Ireland GP
Clinical Placement Alliance

Dr Sian-Lee Ewan
Lead for GP Education
School of Medicine, Ulster University



Step wise expansion of Clinical Placements

- Roll-out of the UU Graduate Entry Medical school
- Implementation of the C25 Curriculum at QUB



What has been achieved to date

- Ability for practices to use locum/sessional Doctors to facilitate placement teaching
- Funding for GP Module Leads to help with the delivery of the GP placement programme, to support their learning in practice
- The ability for practices to share the hosting of students is approved in principle and we are working on the process for this
- Funding for student travel

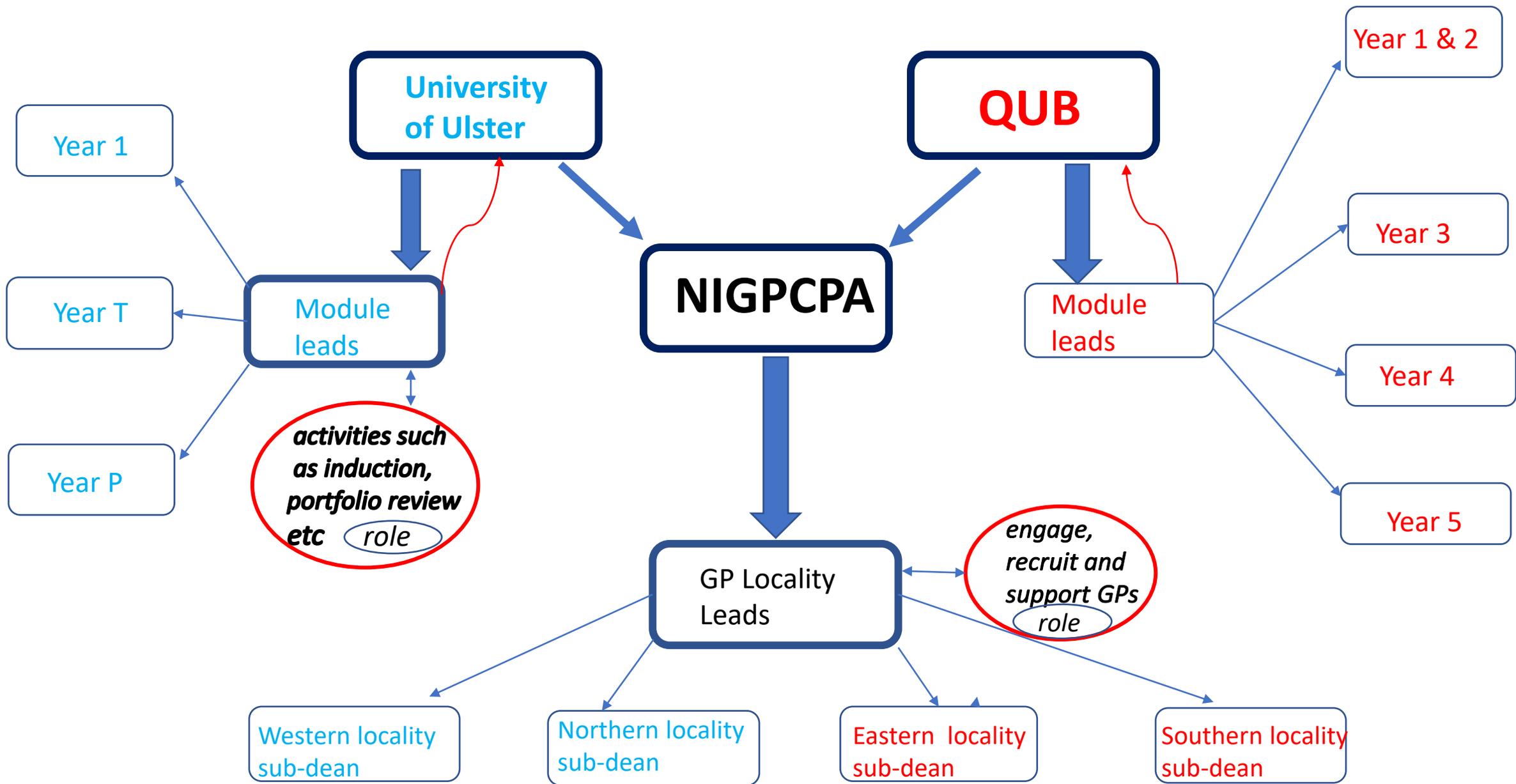


NIGPCPA

Future plans

Dr Gerry Burns
GP Placement Development Lead
NIGPCPA





Locality GP Leads/subdeans

Identify and recruit and support GP practices/tutors

BY

- Lead the GP Tutor Quality management processes.
- Develop an induction programme for new GP tutors.
- Develop a GP tutors CPD programme to support collaborative professional development.
- Meetings with NIGPCPA and locality GP colleagues.

SO

- Develop a community of practice across their locality to foster a culture of peer support, discussion and identifying good practice for dissemination across their locality.



QUB/UU Module Leads

Medical Students

- Co-ordinating the timetable across GP practices.
- Orient the students to General Practice
- Provide placement inductions for students
- Reviewing cases submitted by students
- Oversee/review student completion of MyProgress
- Being a point of contact in QUB/UU for GP Tutors
- Meeting with the QUBGP team



Background

Number of medical students attachments in GP continues to increase from autumn 2023

- UU in Derry~Londonderry Campus **70 students** (30% in 1^o care)
- QUB C25 Curriculum
- 2020 start **300+ students** 25% in 1^o care

- Autumn 2023 - *QUB 4th years and UU 3rd years*
- Autumn 2024 - *QUB 4th + 5th years and UU 3rd + 4th years*

- *FedEd PBL days*



NIGPCPA

Thank you



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- 1630 Closing
Dr Jim McMullan

Dr Mairead Boohan



**Reader (Education),
School of Medicine,
Dentistry and
Biomedical Sciences**

Mrs Elaine Graham



**Quality and Standards
Co-ordinator
Centre for Medical
Education**

Dr Louise Sands



**GP Quality Lead
Centre for Medical
Education**





Promoting excellence: standards for medical education and training

Working with doctors Working for patients

General
Medical
Council

GMC Requirements

- Medical Schools must have a process in place to gather feedback
 - Surveys
 - Student Voice Committees

GMC QA of UG Medical Education

- Proactive QA Annual Self-Assessment Questionnaire
- Reactive QA intervention undertaken when GMC standards are not being met
- Triangulation of evidence

GP Feedback Cycle aims for 2023-24

Year 3 Feedback



Year 4 Feedback



Year 5 Feedback



Compile
feedback
from all
clinical years

Issue combined
feedback to
individual practices

Feedback/Quality Cycle

Cp2A

Practice Feedback survey

Formal Student Feedback

Tutor Logbook Feedback

Programme – Part 2

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Dr Jim McMullan

Eveline Burns



Administrative Lead for General Practice

CP2A, Annual Tutor & Practice Returns, Payments, Availability & Allocations



CP2As & Payments

CP2As

- 2020-2021: 195 & 2022-2023: 43 to date
- **When you need your CP2A please complete the link below: <https://forms.office.com/r/QpsiWHBrtX> Also available on Website**
- **Please email me @ gpadmin@qub.ac.uk with any queries**

Payments

- Remain quarterly



Availability and Allocations

Tutor & Practice Availability Returns 23-24

142 Practice Returns

Oversubscribed in many of the slots – thank you
Progression issues leading to some withdrawals

New Availability Tool for 24-25

- Availability tool launch: February 2024
- Allocations: May 2024



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Equality, Diversity, Inclusion (EDI)

Elfh

RCGP Active Bystander

QUB/UU/NIMDTA project

Training manual Learn HSC

Equality, Diversity, Inclusion (EDI)

EDI Training

UNIVERSITY SITES / QUBGP / RESOURCES / EDI TRAINING

Annual Updates

Remote consulting

ZOOM

MCQ

EDI training

New Practices

GPCPA CPD Events

All GP tutors and examiners are required to have completed training on Equality, Diversity and Inclusion (EDI) at least every 5 years.

You may have completed a suitable course whilst working in another role eg as a GP trainer and this training is also accepted.

QUB and UU Medical Schools are collaborating with NIMDTA to create a short training resource specific to the needs of medical educators in NI.

It will hopefully be available in Autumn 2023.

In the interim,

1. If you have access to the Learn HSC website, please complete the **Equality, Good Relations and Human Rights: Making a Difference (All Staff)** learning module. You should allow approximately 30 minutes to complete this course. <https://learn.hscni.net/> **AT PRESENT ONLY A SMALL NUMBER OF GPs CAN ACCESS LEARN HSC.
2. The training manual for the above course is freely available here [HSC Equality, Good Relations and Human Rights Training Manual](#).
3. [Making Communication Accessible to all](#) is another useful guidance document for all those working in HSC.
4. [Disability Equality Video](#) produced by NHSCT (lasting 15 minutes) gives an excellent perspective from service users
5. If you are a RCGP member, you can access **Allyship** on RCGP eLearning <https://elearning.rcgp.org.uk/>. This module focuses on allyship and bystander intervention in racism and racial discrimination. It offers an opportunity to think about language as well as actions that can overtly or covertly lead to exclusion of patients, colleagues and citizens. It is an action-orientated module, that moves on from describing patterns and impact of racism to offering tools to maximise recognition of potentially harmful situation or interaction and enabling a response that could positively influence outcomes.

MyProgress

[Video guide for Tutors](#)



MyProgress

Welcome to QUB MyProgress Inbox x



myprogress-MedEd@qub.ac.uk via sendgrid.net
to qub.course+tutor3

13:21 (1 minute ago) ☆ ↶ ⋮

Dear GP Tutor 3,

On 29 Aug 2023 13:21 you were allocated using the LIC1 GP Tutor Allocation form for StudentY3 Surname.

You have now been given a user account for the QUB MyProgress to help you monitor your student's progress and complete forms. You can access the QUB MyProgress using any web browser on your desktop or laptop, or even on your phone or tablet.

You can sign in to the QUB MyProgress website at <https://qub-med.eoads.mkmapps.com/>

To activate your account, please use the following link: [Verification link](#). This link is valid for 2 hours. You can still activate your account after this period by using the link on the QUB MyProgress website welcome page.

If you have any issues accessing the QUB MyProgress, please contact your allocation team.

Regards,

The QUB MyProgress team

↶ Reply

↶ Reply to all

↷ Forward

MyProgress

<https://qub-med.epads.mkmapps.com/#/>



Virtual Primary Care

<https://vpc.medicalschoolscouncil.org.uk/>

Video tutorial

<https://youtu.be/QaZSHEaRjz8?si=xqBiuA>

[QREeVAwhuP](#)



[About](#) [Log in](#) [Contact us](#)



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.

Virtual Primary Care (VPC) is an innovative, general practice based educational resource offering free on the wall access to 150 diverse, real life primary care consultations recorded in Birmingham, Bradford, Bristol and London. Every consultation has been tagged for clinical and educational content and is accompanied by a brief summary, associated learning points, references and suggested student activities.

Developed by the Medical Schools Council and the Society of Academic Primary Care Heads of GP Teaching Group, VPC has been designed to provide vital support to medical students training in a changed primary care environment as a result of the COVID-19 pandemic. The resource uses video consultations provided by the award winning TV production company Knickerbockerglory, producers of the Channel 5 television series GPs: Behind Closed Doors.

VPC is available to all UK medical schools as part of their membership of the Medical Schools Council. For licensing and security reasons, VPC is not in the public domain but available only to member medical schools.

To access Virtual Primary Care, please select the appropriate option below:

Virtual Primary Care - How best to use on GP placement?

Playlists » Year 3 videos



Year 3 videos

- 1 Middle aged man who has had a seizure 10:34
- 2 Follow up middle aged man 12:42
- 3 Obesity, breathlessness and headaches / Health... 20:11
- 4 85 year old woman. Hand and back pain 13:55
- 5 Cannabis and psychosis - mental state exam / Communicat... 11:00
- Back pain / The social

Manage playlist access

Patient with epilepsy and COPD presenting following a recent seizure

Learning Points

1. Seizures - history taking, discussing medications
2. Talking about bereavement
3. Benefits system

Discussion Points

1. What are the common causes for increase in seizure activity in a patient with epilepsy?
2. How did the GP organise this consultation despite the patient's multiple issues?
3. At 3:30 Bereavement - what else may patients experience following a bereavement?
4. At 3:50 The GP asks about the seizure. What further questions might you ask about the event?
5. What were the patient's ideas, concerns and expectations of this consultation and how were they explored and dealt with?
6. Benefits system. What was the GP's explanation about the system?

Additional learning materials

BMJ article: Approach to the patient with epilepsy in the outpatient department <https://pmj.bmj.com/content/81/957/442>
Government website about benefits <https://www.gov.uk/browse/benefits>
Bereavement patient resource <https://www.cruse.org.uk/>

Resources

<https://www.qub.ac.uk/sites/qubgp/Resources/>

Resources

UNIVERSITY SITES / QUBGP / RESOURCES

Annual Updates	Remote consulting	ZOOM	MCQ	EDI training	New Practices	GPCPA CPD Events
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Please click on the individual black TAB menu headings above to find specific curriculum updates (such as tutor meetings), ZOOM and remote consulting resources and other useful content.

Wi-Fi access in General Practice

Did you know that there is now **free access** to Government wi-fi in all GP Practices?

Studnets will have been advised how to register to use it but you can find all the information at this link

[Accessing Government Wi-fi in General Practice](#)

Medical Students and Home Visiting

We have created a Home Visit guidance document for practices which may be helpful when considering how best to involve medical students in this activity.

[Medical Students Home Visit Guidance](#)

Launch of MyProgress App



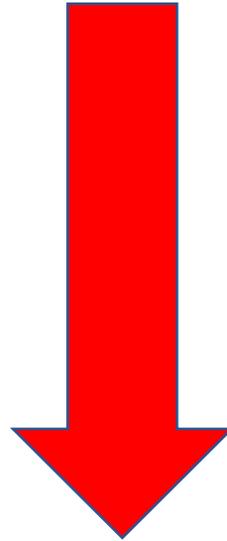
MyProgress is the new Queen's University Belfast's practice assessment and on-the-job learning app which allows medical students to easily record feedback, reflections and learning in practice. Students can access all their current forms and sync to their device. It is already used by both Ulster University Medical school and NI Nursing Schools. This replaces the eLogbooks for Years 3 and 4 and also the NHS ePortfolio (which students also had to complete separately).

To access, each user will be enrolled through QUB. GP Tutors will be provided with guidance for the specific year group they will be assessing. An overview of the App will be given at the annual tutor meeting in September 2023.

A short video is available here [MyProgress tutor introductory video](#)

For Attendance (& SUMDE Payment)

Please put your Name and Cipher Code in the chat below

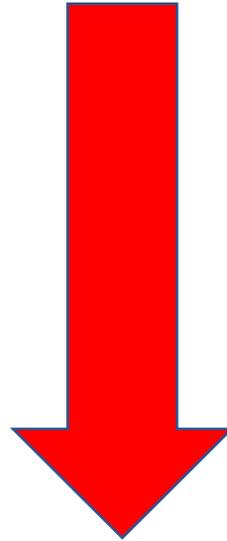


Qs & As



For Attendance (& SUMDE Payment)

Please put your Name and Cipher Code in the chat below



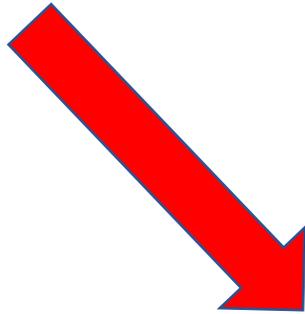
Dr Jim McMullan



Closing Remarks



Thanks for attending today.
Stay in touch



GENERAL PRACTICE

Taking General Practice and Primary Care Across the Curriculum

WELCOME TO QUBGP

This website is for all GPs involved in medical student teaching for Queen's University Belfast. Whether you are a teacher, or examiner, on a sessional basis at the University, or a teaching practice hosting medical students, we hope you will find the educational resources useful. You can find information on research being undertaken by GPs in Northern Ireland as part of the GPARTS programme. Please share any news we can include and do give us your feedback on the website gpadmin@qub.ac.uk

Web address: <https://www.qub.ac.uk/sites/qubgp/>
Email: gpadmin@qub.ac.uk

Web address: <https://www.qub.ac.uk/sites/qubgp/> Email: gpadmin@qub.ac.uk