



Year 5 C25

Preparation for Practice 1:

Primary and Preventative care



Miriam Dolan m.dolan@qub.ac.uk

Clinical Teaching Fellow, Academic Lead for Year 5 GP placements

WELCOME



Please complete the MS form (with your Cypher!) for SUMDE payment...





- When are the students coming to the practice?
- Are there any days/weeks they will not be in practice?
- What is expected from the tutor and the practice?
- How has the student progressed until now and how can we help the student to progress further? What if I have concerns?
- What kind of learning activities will the student be looking for or should we signpost the student to?
- What is expected from the student?
- Is there any signing off to be done?

June 2025 Written finals (MLA AKT)	End of August 25 Preparation for practice week	From 1 Sept 25 3 x 8 weeks Placements During each placement there is 1 week Self- directed learning or Healthcare Human Factors course	March 2026 OSCE exam	Assistantship	Graduation
---	---	---	---------------------------------------	----------------------	-------------------



Time scheduling

The student will **NOT** be in practice the **2nd or 3rd week** of each 8-week block

1x session a week - Self-Directed Learning 

- 1 slot a week (1-1.5 hrs) - Theme based learning (GP-Subdeanery supported)
- SusQI project (QUB supported)

How do the PfPs link together?

- Overarching Learning outcomes
- Integrated care: discharge notes, prescribing, communication on the interface, patient journey
- Activities: prescribing, triage, escalation, palliation, rehabilitation, optimisation, prevention
- Progression (towards F1): complexity, uncertainty, 'hands-on', independent safe practice

The student's GP Journey



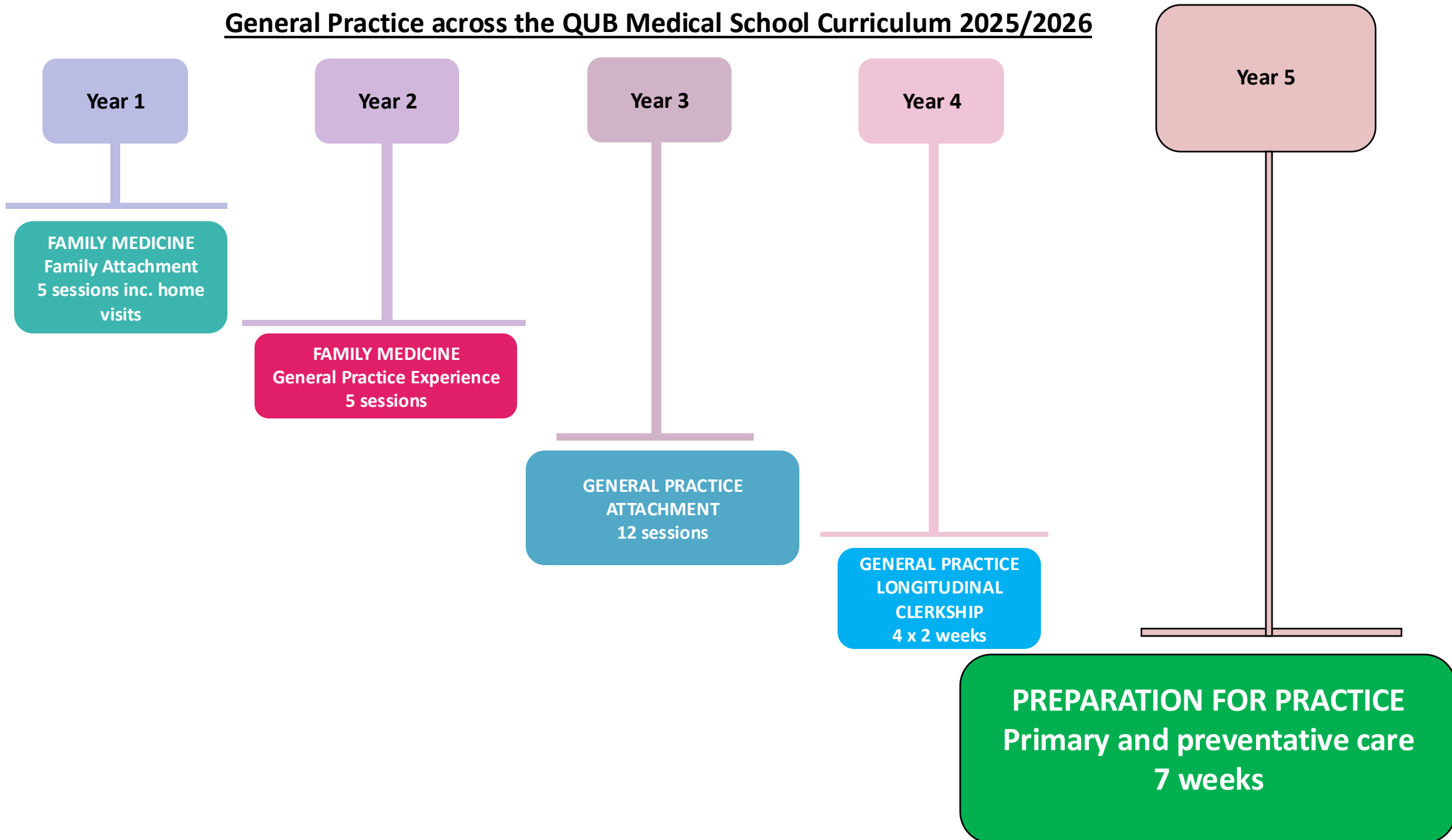
Prof. Helen Reid

Associate Director for General Practice and Primary Care

The student's journey up to Y5

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

General Practice across the QUB Medical School Curriculum 2025/2026



General
Medical
Council

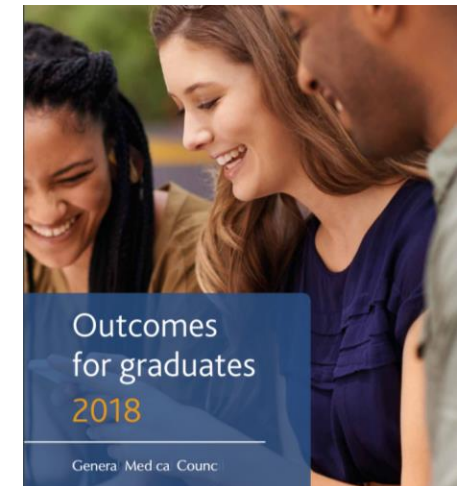
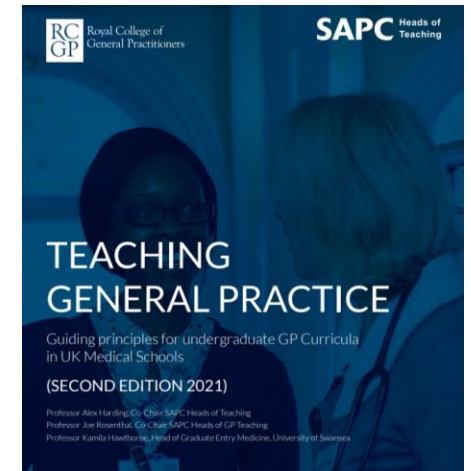
MLA content map

Medical Licensing Assessment
gmc-uk.org/mla



The student's journey in GP





Each year the GP attachment has a different ‘focus’



1. Holistic care (the biopsychosocial model) (includes **dealing with uncertainty, prescribing/ adherence/ polypharmacy/social prescribing**)
2. The physiology of holistic care (includes **Medically Unexplained Symptoms**)
3. The doctor-patient relationship
4. Communication with patients of all backgrounds
5. Continuity of care and **integrated care**
6. Long-term conditions in i) Diagnostic phase, ii) Maintenance phase, iii) End of life care
- 7. Emergency conditions**
- 8. Multi-morbidity and complexity**
9. The social determinants of health
- 10. Preventing disease and promoting health**
11. Medical ethics
12. Effective delivery of care –

The generalist approach, also includes **sustainable healthcare**

Year 5

- Emergency and same day care
- Multi-morbidity and complexity
- Preventing disease and promoting health
- Integrated care

Main Learning activity

Clinical encounters

- Mode of consulting can be face-to-face or remote (mix is ideal)
- Unselected and undifferentiated including emergency conditions
- 'Triaging'
- Selected and Chronic Disease/Long term conditions management

- Increasing level of complexity
- Decreasing level of supervision

Clinical Learning Activity	How many	Who signs off
Attendance	100%	Student
Experiences: Clinical encounters and management	4	Student
Experiences: Theme-based Learning	5	Student
Experiences: IDD audit	1 form	Student
WPBA: MiniCEX and Patient feedback	2	GP tutor
WPBA: Tutor feedback	2	GP Tutor
Student reflection on feedback and placement	1	Student



**QUEEN'S
UNIVERSITY
BELFAST**

MyProgress

Student led

Video and Frequently Asked Questions –

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

Attendance and Absence

MyProgress generates verification emails based on student attendance submissions.

No action is required if the student was present.

If the student wasn't present the email explains what to do (form).

QUB Medical School mandates 100% attendance for all years.

Mitigating circumstances for non-attendance (accepted prospectively).

Unforeseeable circumstances e.g. sickness -student to fill out form/notify QUB and to promptly notify the practice

If student doesn't show up unannounced- contact gpadmin@qub.ac.uk

Clinical encounters- multiple.....4 to be reflected on - MyProgress

- o Emergency/acute care
- o Long term condition/multi-morbidity
- o Palliative care
- o **Relationship-based care/continuity of care**

Your role within the consultation:

- o Active observation
- o Active participation
- o Leading the consultation

Management (this can be 1 or various options)

- o Pharmacological treatment/prescribing
- o Referral
- o Medication review, medication adherence and deprescribing
- o Watchful waiting
- o Enabling the patient to 'make sense'
- o Safety netting
- o Reassurance
- o Relationship-based care
- o Social prescribing
- o Lifestyle advice/motivational interviewing
- o Other:

Clinical encounter summary:

Management summary:

What are the key learning points from this clinical encounter?

Immediate Discharge Document (IDD) Audit

10 randomly selected IDDs in the 7-week placement (preferable before any medication changes have been updated).

Compare medication records before admission and after discharge.

Data transferred onto the online form.

At the end of the placement answer the following questions on MyProgress and discuss the findings with your GP tutor/GP-pharmacist:

Were the audit standards met?

What changes would you suggest making to improve adherence to audit standards?

How will this experience impact on how you prepare IDDs?

MiniCex

	Above standard of a Y5 medical student	Meets standard of a Y5 medical student	Below standard of a Y5 medical student
History taking			
Physical examination			
Clinical Judgement			
Professionalism			
Global Impression			

Anything especially good?

Suggestions for development?

Feedback from patient (How likely is it you would want to see the medical student again and why?)

Theme-based learning

Supported by GPSD Community Module leads

1- 1.5 hr session/week – Wednesday or Thursday afternoon

Part of the 1 session a week of self-directed learning

CASE

Themes:

Introduction, scholarly basis of General Practice as a specialty

Chronic pain (with Versus arthritis and expert patient)

Persistent physical symptoms

Overdiagnosis/'too much medicine'

The social determinants of health and health inequality

The interface between primary and secondary care and the patient journey

Miscellaneous- agreed between Community Module Lead and students

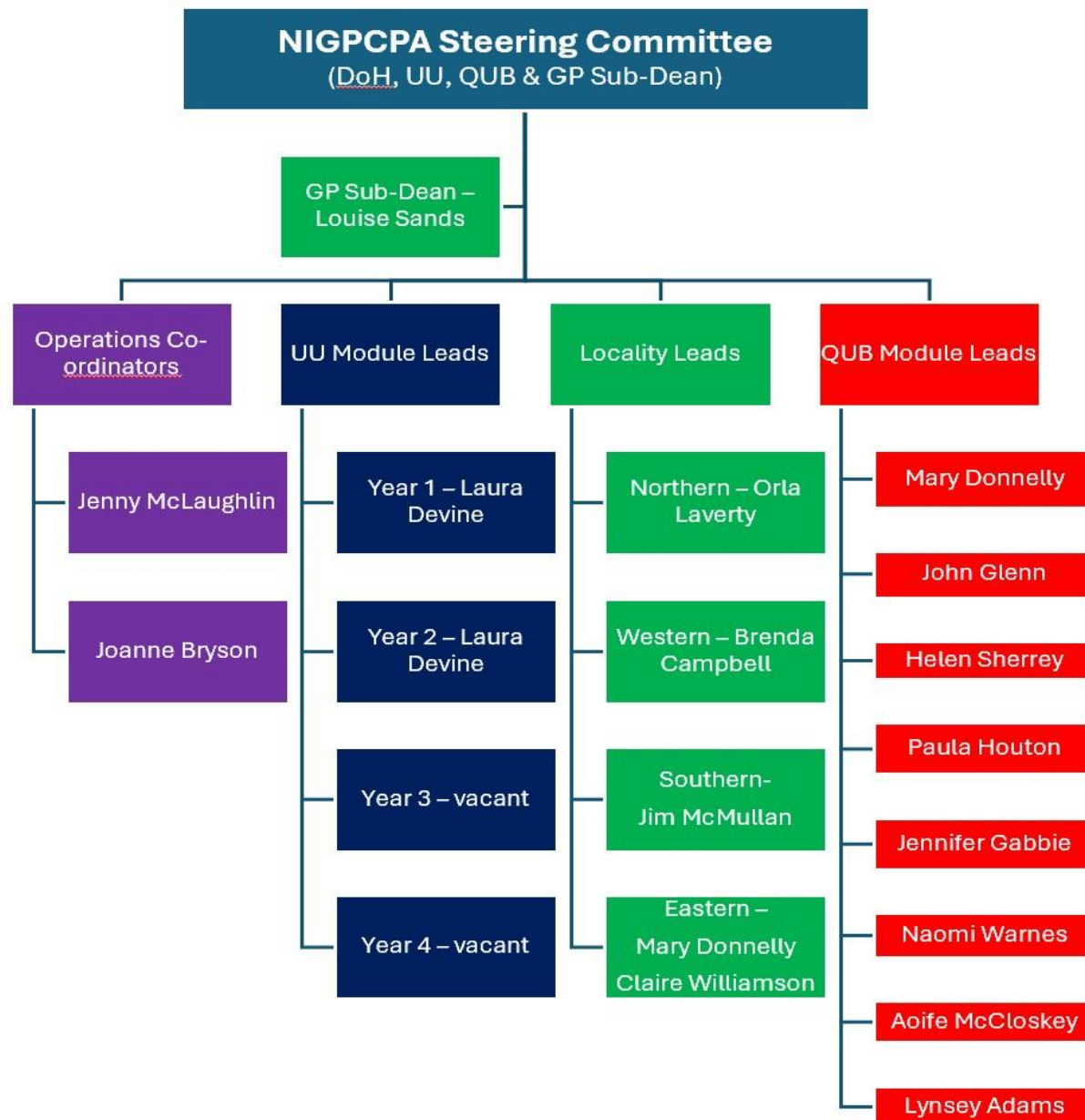
GPSD Community Module leads





Introducing the NI GP Sub Deanery





Goals

- Promote General Practice
- Induction & support
- Promote excellence
- Quality monitoring
- Recruitment & Co-ordination
- Collaborative development



Feedback – Overwhelmingly positive!



Themes from practice visits



ALLOCATION
PROCESSES



CLARITY IN
COMMITMENT



MANDATORY
ASSESSMENTS



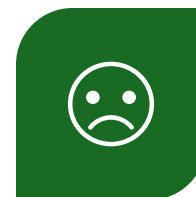
EXPECTATIONS
FROM MEDICAL
SCHOOL



SUMDE PAYMENTS



DRIVERS TO
TEACHING



FRUSTRATIONS

What you asked for.....



- Training for managers/admin leads
- Would be useful to have information in one area to quick reference
- Clearer idea of overlaps/ pinch point in academic year
- Resource pack to support if very tight staffing with short notice
- Idea templates for surgeries
- Teaching ideas when space is limited
- More ideas on how to run sessions other than surgeries
- How merge UU and QUB students
- Would appreciate more sharing of ideas for QI

What we have delivered.....

Practice Visits



All you need to know about the visit

Quality Assurance



How is quality measured, and why it matters

Practice Resources



Practical tips and guidance

Medical Schools' Allocations



How student placements are assigned

SUMDE



Understanding the payment process

Medical Students' Hub



How to get the best out of placement

Practice support- UU summary

Year	Y1	Y2	Y3	Y4
Sessions	½ days Wednesday Am or pm	4 sessions /week Monday 1/2 day Tuesday all day Thursday 1/2 day	2 sessions/ week Friday all day	8 sessions Monday to Thursday
Format of learning	Protected time with selected patient and then tutorial with GP Usually 2 students	Sitting in or student surgeries: -aim 75% with GP -aim 1 opportunity for hx or exam per session 1-3 students	Mixture of sitting in, MDT, student surgeries, chronic disease management and QIA 1-3 students	Mixture of sitting in, MDT, student surgeries, chronic disease management 1-3 students No mandatory QIA
Duration	12 attendances Sept to June	5 week block x 6 cycles- 19 sessions per block	Weekly September – May 38 full days- 76 sessions	5 week block x 5 cycles
Feedback forms	2 x communication skills, attitude and conduct form	2 x Mini-Cex 1 x CBD End of placement clinical practice and professionalism form	2 x mini-CEX 2 x CBD End of placement clinical practice and professionalism form	2 x mini-CEX 1 x CBD End of placement clinical practice and professionalism form
SUMDTE payment £250/group teaching session or £59.17/student session	12 x £250 Total £3000	£1,124.23 per student per placement Total £6,745.38 for 6 cycles of 1 student	£8993.84 for hosting 2 students for the year	£2,366.80 per student per cycle Total £23,668 for 5 cycles of 2 students

Practice support- QUB summary

	Y1 Family Medicine	Y1 Clinical skills experience	Y2 Family Medicine	Y2 Clinical skills experience	Y3	Y4	Y5
Basic requirements	½ day Tuesday or Thursday Within 15mile radius of QUB	½ day (Spring Semester only) Tuesday or Friday Within 15mile radius of QUB	½ day Tuesday or Thursday Within 15mile radius of QUB	2-5pm Monday or Thursday Within 15mile radius of QUB	½ day (Wednesday AM) 6 students in hubs within local trust	9 sessions	9 sessions
Format	Approx. 8 students	Zoom Themed hxtaking in <ul style="list-style-type: none"> Respiratory CVS MSK 	Approx 8 students	5 Students Themed hx/exam <ul style="list-style-type: none"> GI Endocrine Neurology 	Varies but must include: <ul style="list-style-type: none"> Hot desking CBD 	2 students >50% sitting in consulting also mdt/home visits/chronic disease clinics	Preparation for practice so maximum patient contact
Total Sessional committment	5 sessions Total 5 sessions	3 sessions x2 cycles Spring semester Total 6 sessions	5 sessions	5 sessions x2 cycles autumn semester, 5 sessions x 2 cycles spring semester Total 20 sessions	12 sessions, 2 cycles of students Total 24 sessions (Can opt for one semester only ie 12 sessions)	9 sessions x2 weeks x 4 cycles august – mid may Total 72 sessions per pair of students	7 weeks in GP + 1 week out Total 63 sessions
Feedback Forms	End of Year		End of Year	Mini-CEX	End point feedback	End of each 2w block	Midpoint and end point form 2 x mini-CEX

Practice support-Merged placement calendar

GP Placement schedule template 2024-25 COMBINED (V2) No Label • Saved to this PC

File Home Insert Page Layout Formulas Data Review View Automate Help

Clipboard Font Alignment Number Styles Cells Editing Sensitivity Add-ins Analyze Data

AC13

	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS
	02/12/2	09/12/2	16/12/2	23/12/2	30/12/2	06/01/2	13/01/2	20/01/2	27/01/2	03/02/2	10/02/2	17/02/2	24/02/2	03/03/2	10/03/2	17/03/2	24/03/2	31/03/2	07/04/2	14/04/2	21/04/2	28/04/2
1																						
2																						
3		Wed AM or PM		Holiday		Reading Week		Wed AM or PM					Wed AM or PM		Wed AM or PM			Wed AM or PM		Wed AM or PM	Holiday	
4																						
5	Block 3			Holiday		Reading Week		Block 4					Block 5					Block 6			Holiday	Block cont
6																						
7				Holiday		Campus Fri							Friday AM & PM								Holiday	
8																						
9		Block 4 (5wks) Monday - Thursday		Holiday		Block 4 cont.				Block 5 (5wks) Monday - Thursday			Block 6 (5wks) Monday - Thursday (19th March Reading day, 20th March PSA)									
10																						
11				Holiday				Tues & Thurs PM					Tues & Thurs PM	Tues & Thurs PM								
12																						
13	G1 Thurs PM	G1 Tues PM		Holiday									G1 & 2 Thurs PM	G1 & 2 Tues PM				ALL Tues & Thurs PM				
14																						
15				Holiday		Self-Directed Learning Weeks				Progress Test			Wednesday AM					SDL		Holiday	Progre Test	

Sheet1

Ready Accessibility: Investigate

1°C Cloudy Search ENG UK 20:38 07/01/2025

Practice visits



Pre visit questionnaire: basic demographics

PM and Medical student leads attend

Visit from Locality lead or Sub Dean

Allow 1 hour

Similar to NIMDTA – much less onerous

Emphasis is support

Written report

Get in Touch



Name

Email

Contact Number

What is your role?

☐ I have read and agree to the Privacy Policy

Send

<https://gpsubdeanery.co.uk/contact/>



Any
questions?

A large, stylized 'THANK YOU' graphic. The words are in a bold, blocky, sans-serif font. 'THANK' is on the top line and 'YOU' is on the bottom line. The letters are red with a thick white outline and a dark blue drop shadow. The background is a circular burst of alternating red and yellow rays.

Uncertainty, risk and complexity –during placement and Theme-based learning

Dr. John Glenn-GPSD CML and GP tutor Down Health centre



Multi-morbidity and complexity

INTRODUCTION

NEED TO KNOW ?

ACTIVE LEARNING 💡

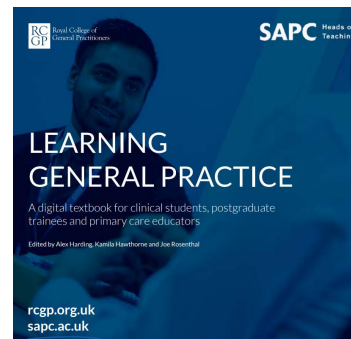
FURTHER LEARNING

ACTIVE LEARNING

? Practices can identify patients with multimorbidity for students to visit at home, to find out what their day-to-day life experiences are. For instance, how they view their lives, their futures, their experiences of using the NHS, their medications, the side effects, etc. How do they value continuity of care? Do they have narratives showing how their care has been fragmented? Do they see multiple health professionals? How many medications are they on, and do they know what each one is for? What functional difficulties do they have?

📅 If the practice runs a multimorbidity clinic, see if you can sit in and try seeing some patients themselves with specific goals in mind.

🔗 If the practice has a clinical pharmacist, try to get a session learning about how to rationalise and monitor the medications of a patient with multiple morbidity, for example using the STOPP/START tools (11). A toolkit can be downloaded from Cumbria CCG website.



**QUEEN'S
UNIVERSITY
BELFAST**

How we prepare....
Dr. Mary Donnelly-
GPSD CML and GP tutor Donard Family practice



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

Induction, organisation and timetabling

Students appreciate and benefit from a comprehensive induction and orientation to the practice and a timetable.

Recommended areas to cover during **induction**:

	✓ Done
Introduction to key staff members, specify who the main tutor is and a tour of the premises	
Brief overview of practice: population size, computer system, appointment system	
Show where students can leave their coat, bag and belongings	
Facilities such as the toilets and any area for breaks/storing food etc.	
Any important safety issues e.g., fire escape routes, personal safety alarms/alarm button	
Clarity around contact – what is the best phone/email address for students to use if they can't come in due to illness	

Preparation is key

‘Our supervisor was very well informed of our requirements for the placement and created good opportunities for us to see patients on our own and come up with a management plan.’



Week 4	Morning	Afternoon
Monday	Student surgery (undifferentiated)	Discharges (IDD) and clinical encounters related to results/reviews
Tuesday	Student surgery (undifferentiated)	Student surgery (complex, routine)
Wednesday	LTC student surgery	Theme-based learning and self-directed learning including QI project
Thursday	Triage	Emergency care with Duty doctor
Friday	Student surgery (selected e.g. multi- morbidity and reviews)	Home visits



**QUEEN'S
UNIVERSITY
BELFAST**

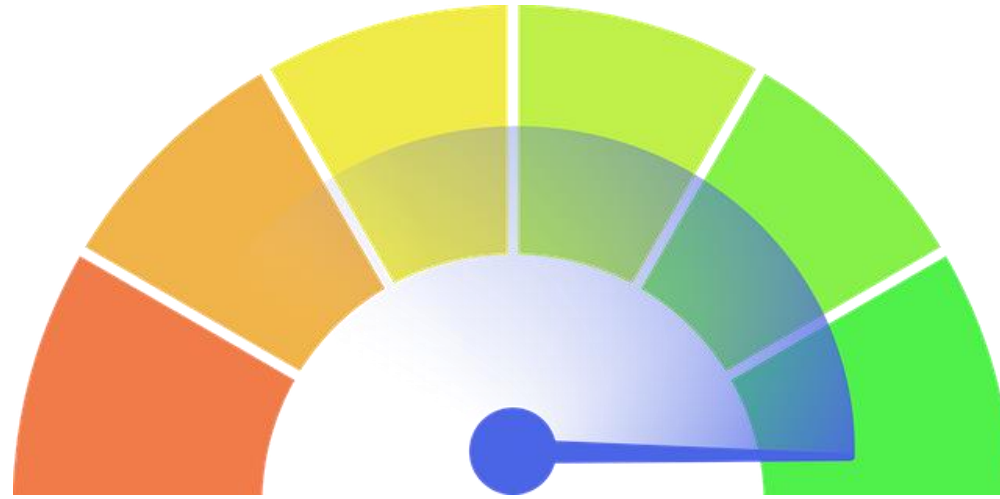
Break

WELCOME BACK



Please fill in the MS form (with your Cypher!) for SUMDE payment





95% of students strongly agreed or agreed with the statement that they receive good quality teaching in their General Practice Placements.

93% of students strongly agreed or agreed with the statement that, 'Overall, the quality of the placement meets my needs.'

What do students like about PfP1/GP placements in year 5?

Confidence in patient consultations

Undifferentiated presentations

Learn how to conduct a focused consultation

Putting plan together, exploring concerns

Greater understanding of patient background

Opportunity to review patients – continuity of care/relationship-based care

Integration into practice team/in protected environment

Understanding of learning needs and enabled to progress

Getting feedback from GP

Complexity



Mhairi Cowan



Peter Rafferty



Sophie Donaghy



Cailíosa NíDhúill

Progress



Giving feedback

‘The GP picked up on even the smallest of details and continuously gave great tips in how to improve each clinical task. I also loved how they gave space for me to self-reflect on my performance, asking how I think I did, and what I think I did well/not so well.’

Written GP Tutor Feedback

Very good management of commonly encountered condition in general practice. Approaches patients with confidence and enthusiasm.

Are you satisfied with this Year 4 student's progress?

Students will **not** see this response

- ☒ Satisfied
- ☐ Cause for Concern - resolvable by GP
- ☐ Cause for Concern - requires input from QUB

1/1 Mark(s)



‘Appropriate level of clinical challenge, whilst feeling well supported throughout placement.’

‘Giving you enough independence to challenge you by pushing you slightly outside of your comfort zone allowing for development and growth.’

‘We were appropriately observed throughout but also were trusted to carry out consultations independently.

It was the perfect environment to develop my skills while still feeling safe and supported.’

‘I am very happy getting chance to learn how to do prescriptions as it is not as simple as I thought it would be...’

Purple Pen Activities

Please select ONLY one activity:

	Completed
Pre-prescribe an anticoagulant (x3 - 1 in each PFP)	<input type="radio"/>
Pre-prescribe an antimicrobial/antibiotic (x3 - 1 in each PFP)	<input type="radio"/>
Pre-prescribe an opioid (x2 - 1 each PFP2 and PFP3)	<input type="radio"/>
Pre-prescribe insulin (x2 - 1 each PFP2 and PFP3)	<input type="radio"/>

4 Mark(s)



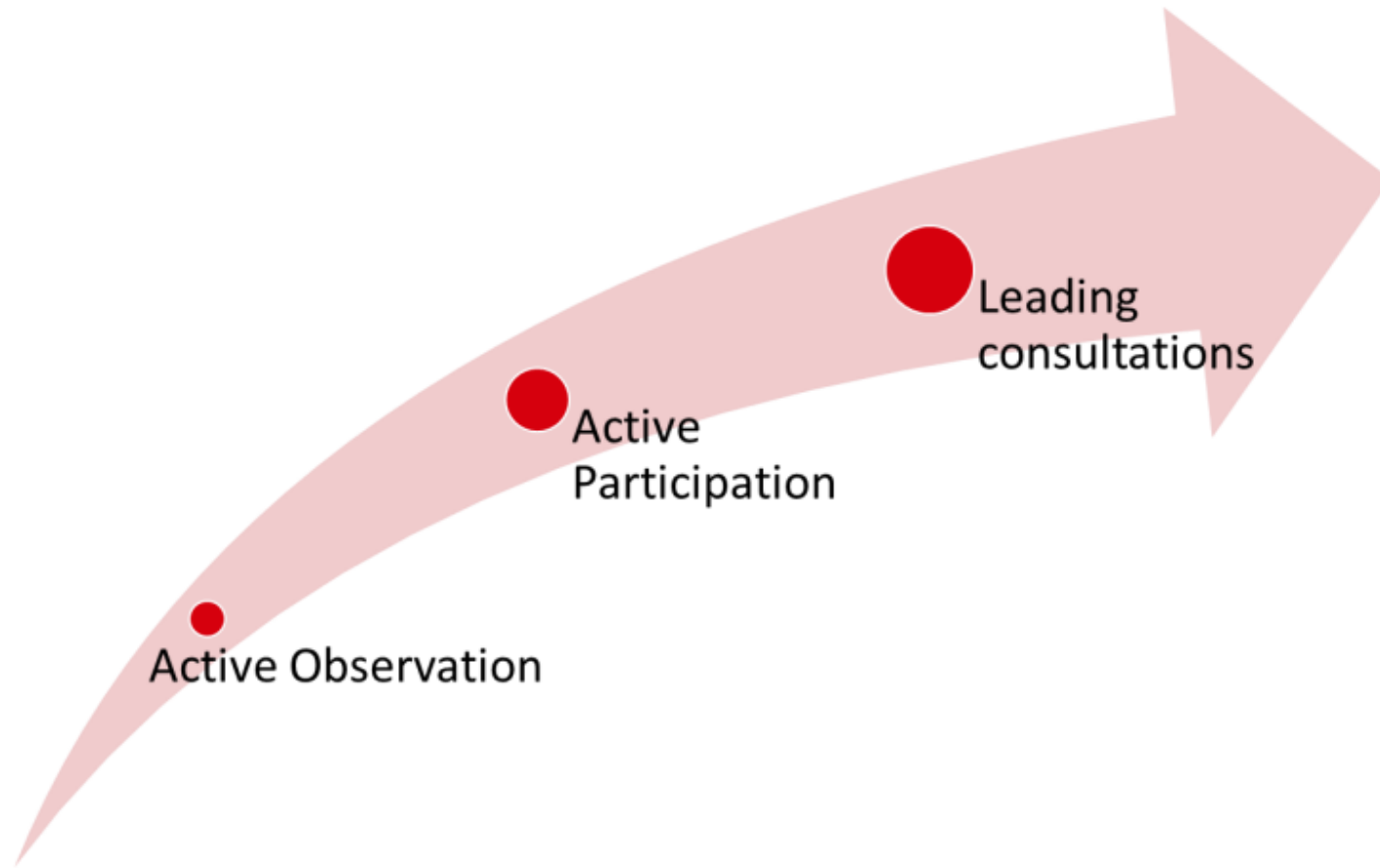






‘I found that there isn’t much distinction made between what a 3rd year student does in GP and what a Final year student does.’





EPA (Entrustable Professional activity)

1. First introduction: observing only
2. Working together with supervisor: co-activity
3. Supervisor steps in as needed: direct supervision
4. Supervisor in the background: direct supervision
5. Supervisor in adjacent room and checks work at the end: indirect supervision
6. Supervisor in adjacent room and checks key aspects of work: indirect supervision
7. Supervisor at a distance but available by phone: indirect supervision
8. Fully independent consulting.

Half of all medical students will choose general practice as a career only when they see it is intellectually respected, as a research-based discipline.

Then they will understand its fascination and potential.

Sir Denis Pereira Gray—former Chair and President of the Royal College of General Practitioners and Emeritus Professor



Concern

At mid-point and end of placement – use MyProgress feedback form with option to email gpadmin@qub.ac.uk

During the placement - email gpadmin@qub.ac.uk or m.dolan@qub.ac.uk

SusQI



- Mandatory as per GMC requirements
- Student led
- ‘Off the shelf’ project
- QUB supported

Mrs Eveline Burns and Prof Helen Reid

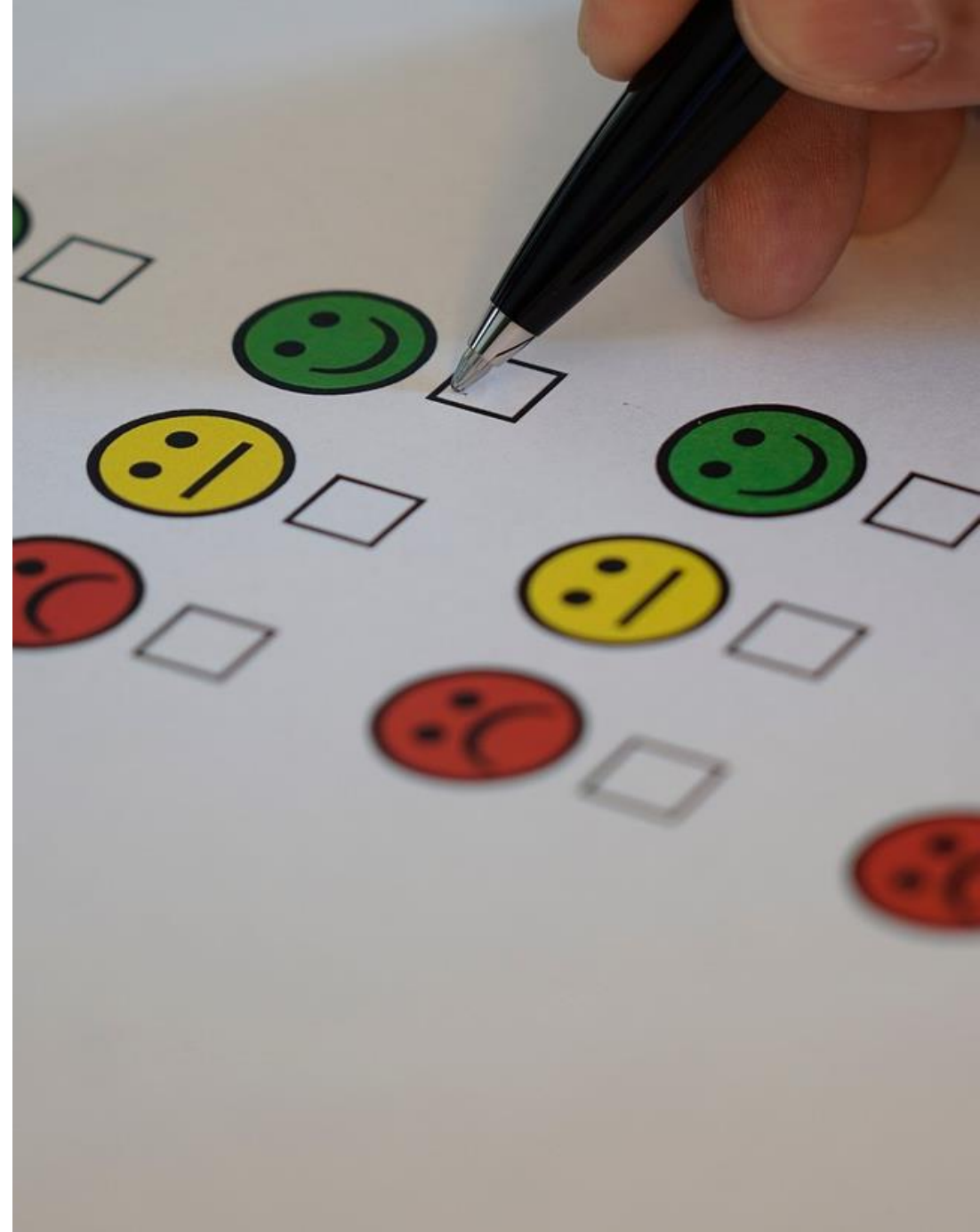


Thank you and some practicalities



Student feedback

- 24/25 shared end May – not perfect but many find it helpful
- *Please encourage your students to complete – we all have a role in this*





Availability Sheet User Guide

Availability and allocations

- Thankyou
- 25/26 out pre-Easter
- Student names to Practices – bringing forwards for planning
- 26/27 process planning

ng Availability

ct your availability, click on the boxes coloured in pink/red

N/A
N/A
Tue Grp
Fri Grp
Tue Grp AND Fri Grp

g on these boxes will allow you to
your availability from a drop-down list. For example:

ou have made a selection, the
turn green and display your
n. For example:

Tue Grp

selection you make adds an entry to the Summary sheet of this workbook, which will record the dates
and an estimate of the number of students who would be attending for that activity based on your decla

-26, Year 5 teaching is offered for 7 weeks in 3 Attachment blocks between September and February
runs from **01 Sep - 24 Oct**, Block 2 runs from **27 Oct - 19 Dec**, and Block 3 runs from **05 Jan - 27 Feb**
y offer to facilitate either 0 or 2 students for any or all of the three groups for 7 weeks (63 total sessions)
availability tab displays the scheduled placement dates for each group, and highlights in green if you have
each group from the **drop-down lists on the left** of the calendar and **choose the number of students** you
3.

each block, students will come back to Queen's for a week of additional teaching or self-directed learning
k of the block. Dates for students will be confirmed when we send out our student allocation lists in
e noted the weeks affected on the calendar and in the summary sheet for your reference.



Payments

- Remain quarterly
- Requirement for signed SLA - please return to SUMDE asap on receipt

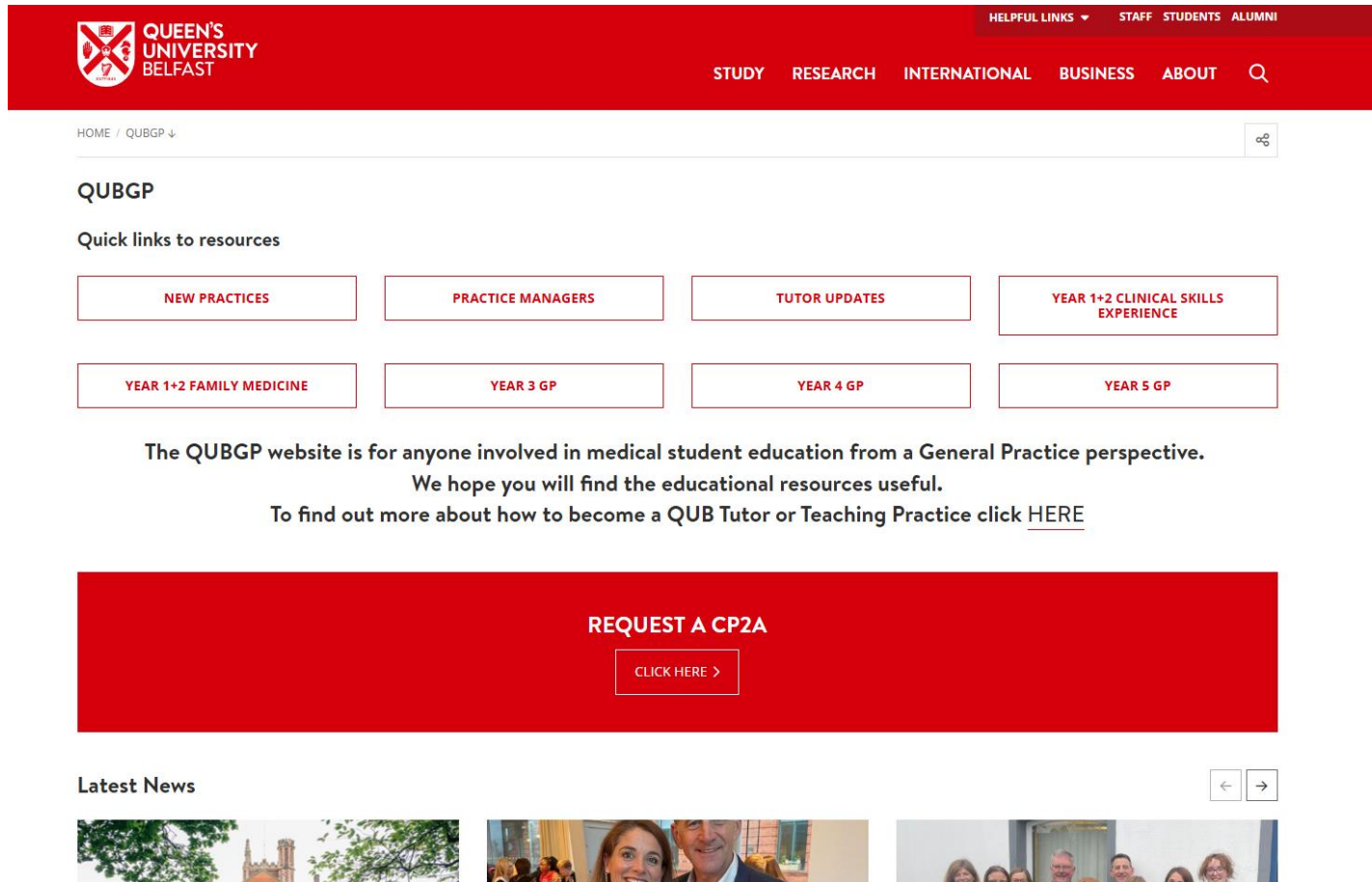


Robin Harland Award for Excellence in Undergraduate Medical Education

- Student nominations across Y4 and Y5 host Practices
- 24/25 process underway
- 'Close the loop' with nominated Practices
- Winner and runner up... watch this space!
- Future developments to recognise excellence



QUBGP website



The screenshot displays the QUBGP website interface. At the top, a red header bar contains the Queen's University Belfast logo on the left and navigation links (HELPFUL LINKS, STAFF, STUDENTS, ALUMNI) on the right. Below the header, a secondary navigation bar lists categories: STUDY, RESEARCH, INTERNATIONAL, BUSINESS, ABOUT, and a search icon. The main content area features a breadcrumb trail (HOME / QUBGP) and a section titled 'QUBGP' with the subtitle 'Quick links to resources'. This section contains eight buttons arranged in two rows: NEW PRACTICES, PRACTICE MANAGERS, TUTOR UPDATES, YEAR 1+2 CLINICAL SKILLS EXPERIENCE, YEAR 1+2 FAMILY MEDICINE, YEAR 3 GP, YEAR 4 GP, and YEAR 5 GP. Below the buttons, a paragraph states: 'The QUBGP website is for anyone involved in medical student education from a General Practice perspective. We hope you will find the educational resources useful. To find out more about how to become a QUB Tutor or Teaching Practice click [HERE](#)'. A large red banner with the text 'REQUEST A CP2A' and a 'CLICK HERE >' button follows. The bottom section, 'Latest News', includes three image thumbnails and navigation arrows.

QUEEN'S UNIVERSITY BELFAST

HELPFUL LINKS ▾ STAFF STUDENTS ALUMNI

STUDY RESEARCH INTERNATIONAL BUSINESS ABOUT 🔍

HOME / QUBGP ▾

QUBGP

Quick links to resources

NEW PRACTICES PRACTICE MANAGERS TUTOR UPDATES YEAR 1+2 CLINICAL SKILLS EXPERIENCE

YEAR 1+2 FAMILY MEDICINE YEAR 3 GP YEAR 4 GP YEAR 5 GP

The QUBGP website is for anyone involved in medical student education from a General Practice perspective.
We hope you will find the educational resources useful.
To find out more about how to become a QUB Tutor or Teaching Practice click [HERE](#)

REQUEST A CP2A

[CLICK HERE >](#)

Latest News



Medical Students and Home Visits Guidance



EQUITY, DIVERSITY &
INCLUSION

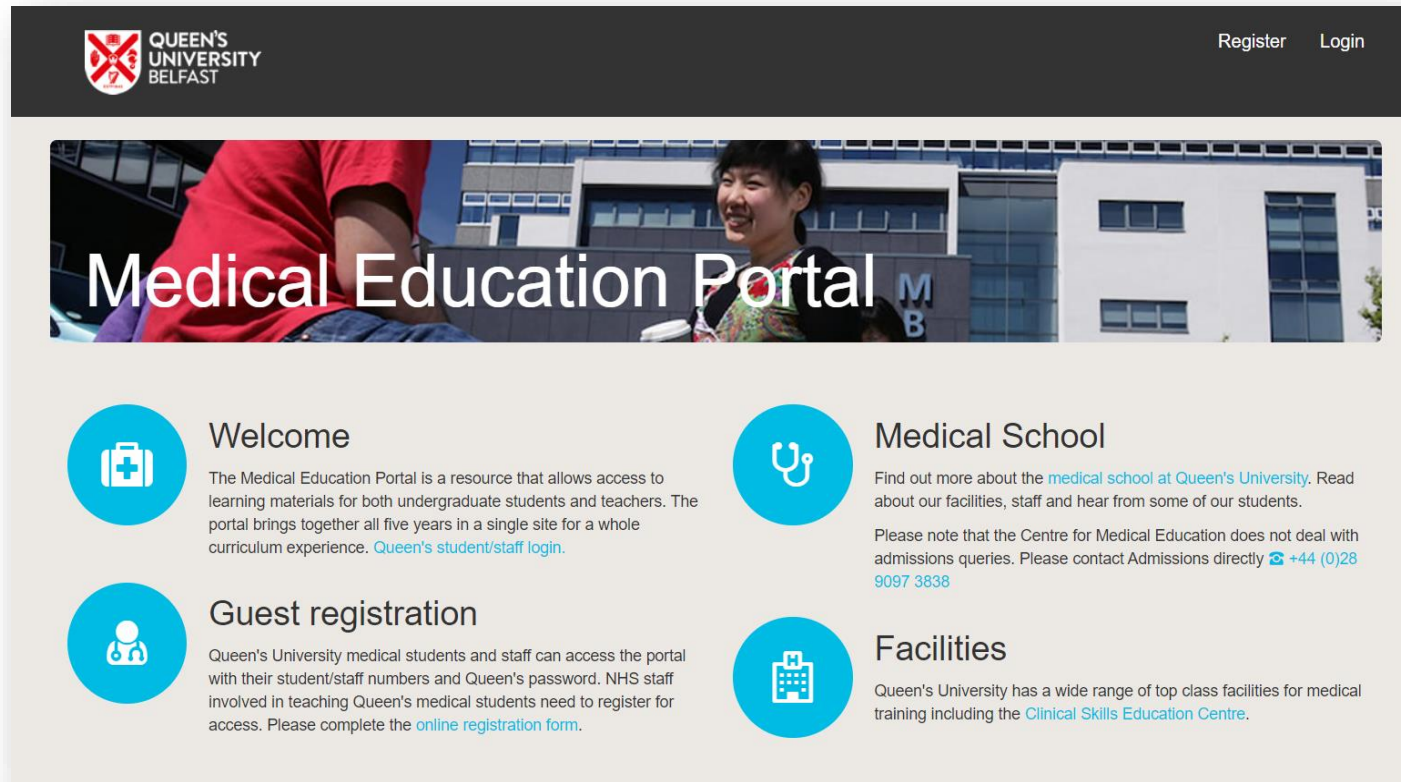
FOR HEALTHCARE EDUCATORS



CO-CREATED BY:




QUB Medical Education Portal




<https://www.med.qub.ac.uk/Portal/>




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




Final Year Elective




Preparation for Practice Week




PfP1: Primary and Preventative Care




PfP2: Acute and Non Acute Surgical Care




PfP3: Acute and Non Acute Medical Care




SusQI




Human Healthcare Factors




Clinical Assistantship




ACES




MyProgress




Purple Pen




Near Peer Learning




Exam




Library




People



Microscope














Stethoscope

















Person

Key Links

-  [Timetable 2024-25](#)
-  [Year 5 Overview](#)
-  [Introduction to Year 5 Video](#)
-  [Year 5 Handbook](#)
-  [Year 5 Reflective Practice Study Guide 24/25](#)
-  [Clinical Allocations](#)
-  [Attachment Information](#)
-  [Resolving Quality Assurance Issues on Clinical Placement](#)
-  [Booking and Reimbursement Process: Video | Slides](#)
-  [Assessment Overview 24-25](#)
-  [Library Placement Poster](#)

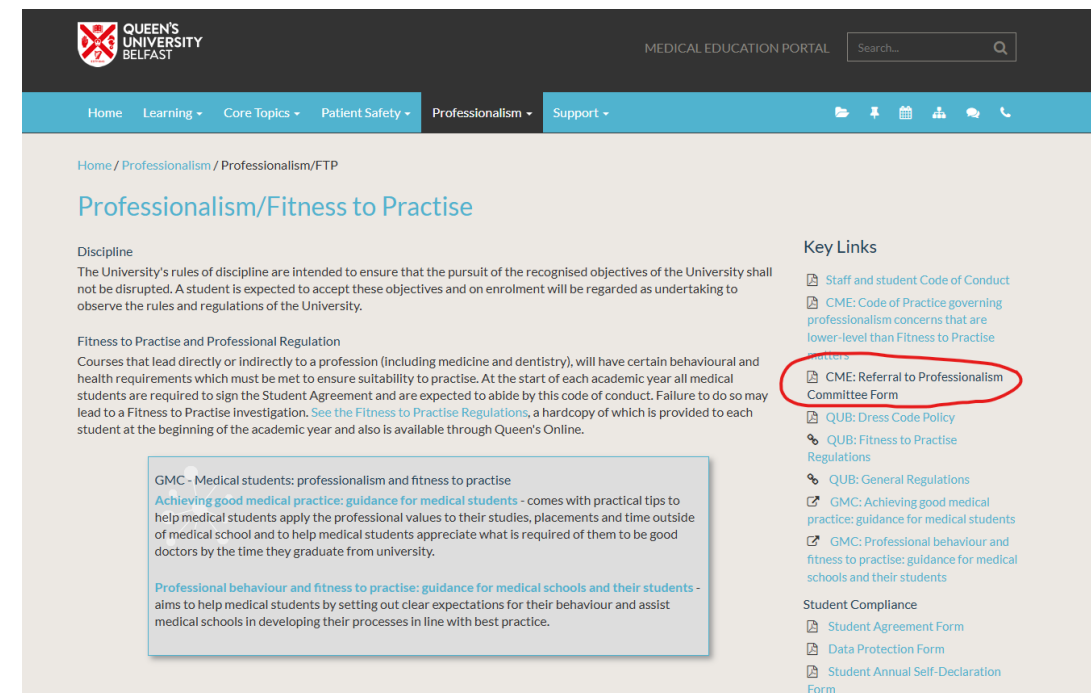
[↑ Back to Top](#)

-  [Student and Tutor Guide 24-25](#)
-  [Theme Based Learning](#)
-  [GP Allocations \(Part 1\)](#)
-  [GP Allocations \(Part 2\)](#)
-  [Booking and Reimbursement Process: Video | Slides](#)
-  [GP Booking and Reimbursement Guidance](#)
-  [GP Booking and Reimbursement Checklist](#)
-  [B & B Database](#)
-  [GP B&B Approval Form \(Part 1\)](#)
-  [GP Accommodation and Subsistence Claim Form \(Part 2\)](#)
-  [Intimate Examination Policy](#)
-  [Virtual Primary Care Guidance](#)
-  [Home Visit Guidance](#)
-  [IDD Audit Information and Data Collection Sheet](#)

[↑ Back to Top](#)

Student/placement issues

- Welfare/professionalism concerns - we want to know – please contact QUB – gpadmin@qub.ac.uk initial recommended point of contact
- Placement level/practical challenges (esp if not student specific) - consider GPSD 'contact us'



Dates for diaries

GP Training Meetings for 2025

Year 4 training:	18th June PM
Year 3 training:	27th August PM
Year 1 and 2 Family Med:	10th September PM

Plenary and questions

Thank you



He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all.

William Osler

m.dolan@qub.ac.uk

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

