



# **Community-Based Medical Education, MBBS 2025 - 2026**

## **GP4 TUTOR GUIDE HANDBOOK**

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## Contacts

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### Year 4

Dr Camille Gajria [c.gajria@qmul.ac.uk](mailto:c.gajria@qmul.ac.uk)  
Senior Clinical Lecturer, MBBS Year 4 Unit Convenor

Dr Dev Gadhvi [d.h.gadhvi@qmul.ac.uk](mailto:d.h.gadhvi@qmul.ac.uk)  
Clinical Lecturer, MBBS Year 4 Unit Convenor

Mr Jim Manzano [cbme-year4@qmul.ac.uk](mailto:cbme-year4@qmul.ac.uk)  
Unit Administrator, MBBS Year 4

Mr Steve Duggan [cbme-year4@qmul.ac.uk](mailto:cbme-year4@qmul.ac.uk)  
Unit Administrator, MBBS Year 4 (Health Equity)

## 1. Introduction

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Thank you for welcoming our Y4 medical students into your practices for these exciting new placements.

Our aims for this GP4 block are to focus on generalism and general practice in a more consolidated block of teaching, but to complement the other blocks of the students' year i.e. Paediatrics, Obstetrics & Gynaecology, Neurology/Neurosurgery, Psychiatry, Dermatology, Health Care of the Elderly, Musculoskeletal, Sexual Health, Ophthalmology, and ENT.

*It may be helpful to know what specialties they have already completed by the time they start their GP4 block.*

**PLEASE SEE INTRODUCTORY EMAIL FOR DETAILS OF HOW TO PREPARE FOR YOUR STUDENTS ARRIVAL E.G. LEARNING NEEDS ASSESSMENT AND YOUR STUDENT LEARNING AGREEMENT TO SIGN.**

**PEBBLE PAD IS THE ONLINE ASSESSMENT/SIGN OFF PLATFORM  
YOU WILL BE GIVEN A GUIDE ON HOW TO USE.  
THIS WILL BE COVERED IN YOUR TRAINING DAY.**

**IF THERE ARE ANY CONCERNS ABOUT ATTENDANCE/PROFESSIONALISM ETC WE URGE YOU TO CONTACT US DURING THE PLACEMENT AND NOT THE END AS LITTLE MAY BE DONE AT THAT STAGE**

## 2. Module Structure

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There will be 6 blocks of GP teaching **5 weeks** throughout the year. Students will have a Portfolio (now in an electronic format called **Pebble Pad** – we will send you information about this in due course), which students will use to document their learning, assessments and sign offs. During the placement students will learn how to consider the main year 4 specialties but importantly how they are assessed and managed in general practice.

There will be **1 week of central teaching**, which will allow us to offset some of the increased teaching requirements and help us to continue delivering central community locomotor teaching now called "Consultation Skills". **Where in the block it will fall will vary, please see dates above.**

We will also have **3 days of central Health Equity teaching** where students will be taught online with a medical school trained GP tutor. Students will be allocated to groups on either a **Tuesday or**

**Thursday;** when you get your allocation of students you will be told which group they are in. **This is not easily changed so please bear this in mind when creating your timetables for the students.**

During the 4th year students are expected to undertake an SSC (Student Selected Component) project. In order to facilitate this, dedicated **SSC half days** have been incorporated into their timetable throughout the year Inc. GP4. Students will not be expected to be in the practice during this time so they can prepare/meet their supervisors etc. This can be anytime, but you might find it easier to make a Wed AM as they are off **Wed PM due to Sports**.

All students should have **one allocated session of self-directed learning (SDL)** a week. This can be used to prepare tutorials or may be used to consolidate learning in the placement. These can also be used to mop any poor attendance if a student is unwell etc.

We have slightly reduced the number of Assessments, **now 3 Case Write Ups, 1 End of Placement Reflection and an FP10**. See below for more details.

*Please see the mock timetable for more details on these days.*

## 2.1 Module Dates

Block 1 (C1)	Monday 15th September - Friday 17th October 2025 <i>(Consultation Skills Monday 13th October - Friday 17th October)</i>
2 (C2)	Monday 20th October - Friday 21st November 2025 <i>(Consultation Skills Monday 17th November - Friday 21st November)</i>
3 (B1)	Monday 8th December - Friday 19th December 2025 Monday 5th January - Friday 23rd January 2026 <i>(Consultation Skills Monday 15th December - Friday 19th December)</i>
4 (B2)	Monday 26th January - Friday 27th February 2026 <i>(Consultation Skills Monday 23rd February - Friday 27th February)</i>
5 (A1)	Monday 16th March - Friday 27th March 2026 Monday 13th April - Friday 1st May 2025 <i>(Consultation Skills Monday 27th April - Friday 1st May)</i>
6 (A2)	Monday 4th May - Friday 5th June 2026 <i>(Consultation Skills Monday 11th May - Friday 15th May)</i>

### 3. Learning Objectives

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#### 3.1 Introduction

Recognising the importance of General Practice (GP) within the NHS, QMUL has actively decided to increase the time spent in General Practice in Year 4. This is an opportunity for General Practice to showcase the amazing aspects of being a GP and encourage students to consider GP as a future career. Working with our colleagues in all years we aim to help our students see the value in being GPs in the modern medical workforce.

Year 4 continues to be the year that students are exposed to specialties outside of General medicine and General Surgery. These specialties are present in daily GP life, and we are keen to educate Year 4 students in how the specialties are delivered in Primary Care.

We have purposely not created a list of clinical competencies and skills that must be completed during this placement (bar the assessment criteria), the idea is for the students to immerse themselves in general practice. However, like previously discussed it is important to set an individual initial "Learning needs Assessment", which for the student may include 6 week check, Cervical Smears and Immunisation clinics etc.

It is important to know that GMC Medical Licensing Exam (MLA) will be effective in 2025. This may not affect your student but you may want to familiarise yourselves with their advised curriculum content from Primary Care point of view..

See Link...[MLA Content MAP](#)

We have also created an [Excel sheet](#) on [CBME Tutor Website](#) to aid you in your students' learning, this consists of the GP4 module (including Health Equity and Consultation Skills module) Learning Objectives, mapped with the Outcomes for Graduates and Good Medical Practice. This should give you an idea of the objectives the Medical School are working towards in each module.

**We have looked at this list and lifted the content of the MLA into this excel sheet for ease of reference.**

**PLEASE NOTE these are presentations, conditions etc. that your students MAY come across during these modules.**

**THIS LIST IS NOT DESIGNED TO ACT AS A CHECK LIST OF MUST SEE TOPICS ETC**

#### 3.2 Learning Objectives

- Define "Generalism" in the context of medical practice
- Describe the complexity of issues due to health inequalities, recognise the need for health equity, and describe how healthcare professionals can support this
- Reflect on how you deal with uncertainty and complexity in medical practice
- Conduct consultations with patients with undifferentiated obstetrics, gynaecology, paediatric musculoskeletal, dermatology, neurology, psychiatry and ageing conditions.
- Assess and manage (including safe prescribing) patients of all ages and with co-morbidities.

- Demonstrate appropriate working as part of a multidisciplinary team while developing your own professional identity.

### 3.3 Teaching Activities

#### Overview Timetable

	INTRO WEEK	GP	CK - Central	GP	GP
	WEEK 1	Week 2	Week 3	Week 4	Week 5
MON	GP	GP	CK	GP	GP
TUE	GP	HE1a/GP	CK	HE2a/GP	HE3a/GP
WED	?SSC/Sports	?SSC/Sports		?SSC/Sports	?SSC/Sports
THUR	GP	HE1b/GP	CK	HE2b/GP	HE3b/GP
FRI	GP/SDL	GP/SDL	CK	GP/SDL	GP/SDL
	KEY				
	GP	Consultation Skills (CK) - Central			
	Health Equity - WFH	Orange Sports PM			
		Self Directed Learning (SDL)			
	** Half students out of group do a TUE AM & PM online at home ...				
	and the other half in placement on THUR AM & PM				
	** Centralling organised - this week will vary depending on which block it is				
	** SSC and SDL days can be moved around				

Students need an initial individual “**learning needs assessment**” where specific areas of concern are covered including possible topics for tutorials. The students should have at least **one tutorial** a week (this can be online). This can be 1-2 hours long. With sufficient warning we would expect students to prepare topics in advance for tutorials. There are teaching resources at the end of this document, which you may find helpful. ***May be helpful to know what specialties they have already completed by the time they start their GP4 block.***

Students should have a **mixture of activities** for the remainder of the week:

This may include **student observed clinics with a GP tutor** (with a reduced clinic to allow for supervision/feedback) or meeting patients who can be clerked in advance of the GP assessing them in person.

**Telephone triage** where students talk to a patient before the GP calls them.

Student observed clinics/ learning can be added to their timetable e.g. from allied health care professionals, practice nurses, health visitors, midwives, immunisations clinic, smear clinics, family planning clinics, administrative staff involved in call and recall, 6-week new baby checks, developmental checks, safeguarding meeting, complex care MDTs, social prescribers, community psychiatric nurses etc.

**Telephone triage** where students talk to a patient before the GP calls them.

Student observed clinics/ learning can be added to their timetable e.g. from allied health care professionals, practice nurses, health visitors, midwives, immunisations clinic, smear clinics, family planning clinics, administrative staff involved in call and recall, 6-week new baby checks, developmental checks, safeguarding meeting, complex care MDTs, social prescribers, community psychiatric nurses etc

### Mock Timetable

**NOTE – this is 1 students' journey (some will have Health Equity on Thur)**

**Only Health Equity Days, Consultation Skills and Sports cannot be moved**

**CONSULTATION Week will vary depending on block – please note this change and see dates above.**

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Mon	AM	GP induction	St Ob c GP	CENTRAL TEACHING "Consultation Skills"	St Ob c GP	St Ob c GP
	PM	St Ob c AHP	IMM Clinic		St Ob c AHP	St Ob c AHP
Tues	AM	6 weeks checks	HE prep		HE prep	HE prep
	PM	St Ob c GP	HE teaching		HE teaching	HE prep
Wed	AM	SSC	SSC		SSC	SSC
	PM	Sports	Sports		Sports	Sports
Thur	AM	St Ob c GP	St Ob c GP		St Ob c GP	St Ob c GP
	PM	Tutorial	Tutorial		Tutorial	Sign off session
Frid	AM	Midwife	Midwife		Midwife	Midwife
	PM	SDL	SDL		SDL	SDL

HE prep – preparation for health equity

HE teaching – health equity teaching

SSC – students selected component

SDL – self-directed learning

AHP – Allied Health Professional – Nurse, HV, PA, First response physio etc

Imm – immunisation

StOb w GP – student observed clinic with GP



## 4. Portfolio/ Assessment Requirements

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For the end of placement sign off we hope to concentrate on simple quality assessments. They are now going to be using an electronic application called Pebble Pad to complete their signs offs. Information will be sent to you in your Introductory email and discussed on your Training day.

1. FP10
2. 3 X Case Write Up inc. reflective writing of 500 words
3. End of Placement Reflection

**Students are to complete 3 Case Write Ups 2 from list below (one needs to be a pregnant woman etc) and one of their choice.**

- Pregnant Women – This can be a pregnant woman but can also be preconception care and post partum concerns.
- Childhood Chronic Condition - Meet the parents (and the child if possible) of a child who has a chronic medical condition – this can range from eczema to complications from prematurity. How does the child manage, how do the parents manage, what are some of the challenges of looking after a child with a chronic medical problem.
- Mental Health - Meet a patient who has a long-term psychiatric condition. How has it affected their life decisions and their day to day?
- Adult Chronic Condition - Meet a patient with a long-term neurological, dermatological or musculoskeletal condition. How has it affected their life decisions and their day to day?
- Elderly Patient - Meet an elderly patient and consider the challenges of living with medical conditions in old age. How do any limitations affect their mood, and their day-to-day life?

### 4.1 Sign off

ONLINE ASSESSMENT FORM via PEBBLE PAD

The students' overall assessment of the GP4...

1. Filled JISC feedback
2. Attendance (we ask for > 90% attendance from the students) - We ask you to notify us if they have had 4 or more days off. If this occurs at the start of the placement, try to fit this in during the placement as best as possible.
3. Level of participation and engagement during the placement.
4. Sign off of the 3 Case Write Ups, End of Placement Reflection plus FP10
5. Any Professionalism issues

Students will need to countersign the online form following private feedback and discussion with their tutor. It is best done there and then with the student present.

GP PLACEMENT PROFESSIONALISM ASSESSMENT FORM  
Professional Attitude and Conduct (PAC)

We take professionalism very seriously and would encourage you to give constructive feedback on all aspects of student professionalism.

We want to ensure that our students develop appropriate professional attitudes and behaviour from the very beginning of their medical training; we recognise that some students may need more help and guidance in their professional development than others and we want to be able to identify them as early as possible so this support can be provided.

We would like all General Practice tutors to complete the professionalism assessment of your students in addition to their usual assessment. Please give your students some formative feedback during their placement with you and complete your assessment at the end of the placement. A Professionalism form will be completed on each clinical placement allowing the School to build up a longitudinal profile of each student across the 5 years of the course.

If you are UNCONCERNED about a student's professionalism:

Then an OVERALL PROFESSIONALISM ASSESSMENT of "Satisfactory" may be given without marking "Satisfactory" on every criterion. If you cannot assess a criteria because you have not been able to observe it, please select 'unable to observe'. We do not require you to make any comments about a student unless there are problems.

If you are CONCERNED about a student's professionalism:

Then THREE or more "Cause for concern" or "Unsatisfactory" in any category results in an overall assessment of "Unsatisfactory". Please give FULL reasons for any "Cause for concern" or "Unsatisfactory" assessments in the GP Tutor Comments box.

If you feel a student is unsatisfactory in a domain then please give them some feedback and monitor to see if the situation improves. If it improves to your satisfaction then we don't need to know about it; however, if you still have concerns, please tick the 'cause for concern' box and provide us with any relevant additional information in the comments box. Being unsatisfactory in a particular domain does not necessarily mean that the student's overall performance in attitude and conduct will be unsatisfactory, but rather it is meant to draw the student's attention to an area that can be improved.

However, if you feel that a student's performance is unsatisfactory overall, please provide any relevant supporting information in the comments box and sign and date the form before returning the form. Please give the student an opportunity to complete their section of the form before your return it – particularly if you have assessed the student as unsatisfactory. If you have grave concerns about a student, please retain a copy of the assessment form and contact the unit convenor with your concerns as soon as possible.

We are confident that the students will gain a great deal from their placement in general practice. If however, you do have concerns about a student please contact the Unit Administrator in the first instance, who will be able to advise any further action.

## 5. Quality Assurance

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Please refer to the Quality Assurance handbook for GP Placement Providers

## 6. Teaching Resources

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These resources can be used to give to students but also to aid your tutorials.

### Neurology

- Neuroexam.com
- Living with dementia – Patient voices - <https://www.patientvoices.org.uk/flv/0866pv384.htm>
- BMJ Management of dementia in GP - [https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?locale=en\\_GB&moduleId=10032231](https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?locale=en_GB&moduleId=10032231)
- BMJ Delirium - [https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en\\_GB&moduleId=10060024](https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en_GB&moduleId=10060024)
- Headache – thunderclap but was migraine non SAH - <https://speakingclinically.co.uk/videos/sudden-headache-probably-migraine/>
- Migraine in Primary care - [https://learning.bmj.com/learning/module-intro/step-by-step-migraine.html?locale=en\\_GB&moduleId=10060007](https://learning.bmj.com/learning/module-intro/step-by-step-migraine.html?locale=en_GB&moduleId=10060007)
- Bells Palsy - [https://learning.bmj.com/learning/module-intro/bell%27s-palsy-diagnosis-treatment.html?locale=en\\_GB&moduleId=5001117](https://learning.bmj.com/learning/module-intro/bell%27s-palsy-diagnosis-treatment.html?locale=en_GB&moduleId=5001117)
- Vertigo BMJ - [https://learning.bmj.com/learning/module-intro/vertigo.html?locale=en\\_GB&moduleId=10016740](https://learning.bmj.com/learning/module-intro/vertigo.html?locale=en_GB&moduleId=10016740)
- BMJ Preventative Management – TIA/CVA - [https://learning.bmj.com/learning/module-intro/ischaemic-attack-stroke.html?locale=en\\_GB&moduleId=10060159](https://learning.bmj.com/learning/module-intro/ischaemic-attack-stroke.html?locale=en_GB&moduleId=10060159)
- PD BMJ - [https://learning.bmj.com/learning/module-intro/parkinson%27s-disease---initial-assessment-and-referral.html?locale=en\\_GB&moduleId=10009040](https://learning.bmj.com/learning/module-intro/parkinson%27s-disease---initial-assessment-and-referral.html?locale=en_GB&moduleId=10009040)
- Faculty of Pain Medicine e-pain - <https://fpm.ac.uk/faculty-of-pain-medicine/e-pain>

### Psychiatry

- Depression - <https://www.mind.org.uk/information-support/types-of-mental-health-problems/depression/about-depression/>
- GAD in Primary care – E learning module –  
[https://learning.bmj.com/learning/module-intro/generalised-anxiety-disorder.html?moduleId=10057971&searchTerm=“depression%20primary%20care”&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/generalised-anxiety-disorder.html?moduleId=10057971&searchTerm=“depression%20primary%20care”&page=1&locale=en_GB)

- Health benefits of physical health in Anxiety and Depression - [https://learning.bmj.com/learning/module-intro/physical-activity-cancer.html?locale=en\\_GB&moduleId=10052400](https://learning.bmj.com/learning/module-intro/physical-activity-cancer.html?locale=en_GB&moduleId=10052400)
- Suicidal Ideation - [https://learning.bmj.com/learning/module-intro/cmt-self-harm.html?locale=en\\_GB&moduleId=10054668](https://learning.bmj.com/learning/module-intro/cmt-self-harm.html?locale=en_GB&moduleId=10054668)
- Overdose - <https://speakingclinically.co.uk/videos/impulsive-overdose/> (NOTE THE Q ASKED)
- OCD BMJ - [https://learning.bmj.com/learning/module-intro/obsessive-compulsive-disorder-recognition-management.html?locale=en\\_GB&moduleId=5004330](https://learning.bmj.com/learning/module-intro/obsessive-compulsive-disorder-recognition-management.html?locale=en_GB&moduleId=5004330)
- Bipolar - <https://speakingclinically.co.uk/videos/obsessive-compulsive-disorder-2/> (note stress/crisis precipitant)
- BMJ – Psychosis and Schizophrenia - [https://learning.bmj.com/learning/module-intro/nice-psychosis-schizophrenia.html?locale=en\\_GB&moduleId=10055171](https://learning.bmj.com/learning/module-intro/nice-psychosis-schizophrenia.html?locale=en_GB&moduleId=10055171)
- BMJ E – learning Anorexia in Primary Care – [https://learning.bmj.com/learning/module-intro/anorexia-childhood.html?locale=en\\_GB&moduleId=10063032](https://learning.bmj.com/learning/module-intro/anorexia-childhood.html?locale=en_GB&moduleId=10063032)
- E module on Childhood trauma - <https://fairhealthlearning.s3.amazonaws.com/Childhood%20trauma%20and%20adverse%20experience/index.html#/>
- Alcohol Dependence - <https://speakingclinically.co.uk/videos/alcohol-use-disorder-4/>
- Perinatal Mental Illness - [https://learning.bmj.com/learning/module-intro/perinatal-mental-illness.html?locale=en\\_GB&moduleId=10061416](https://learning.bmj.com/learning/module-intro/perinatal-mental-illness.html?locale=en_GB&moduleId=10061416)

## Dermatology

- BMJ – Melanomas - [https://learning.bmj.com/learning/module-intro/clinical-pointers-melanoma.html?locale=en\\_GB&moduleId=10058008](https://learning.bmj.com/learning/module-intro/clinical-pointers-melanoma.html?locale=en_GB&moduleId=10058008)
- BMJ Benign conditions - [https://learning.bmj.com/learning/module-intro/common-benign-skin-lesions.html?locale=en\\_GB&moduleId=10027216](https://learning.bmj.com/learning/module-intro/common-benign-skin-lesions.html?locale=en_GB&moduleId=10027216)
- BMJ Nail Conditions - [https://learning.bmj.com/learning/module-intro/nail-abnormalities-diagnostic-picture-tests.html?locale=en\\_GB&moduleId=10009401](https://learning.bmj.com/learning/module-intro/nail-abnormalities-diagnostic-picture-tests.html?locale=en_GB&moduleId=10009401)
- BMJ Acute Itchy Rash - [https://learning.bmj.com/learning/module-intro/quick-quiz-acute-itchy-rash.html?locale=en\\_GB&moduleId=10061510](https://learning.bmj.com/learning/module-intro/quick-quiz-acute-itchy-rash.html?locale=en_GB&moduleId=10061510)
- BMJ rashes in Children - [https://learning.bmj.com/learning/module-intro/quick-quiz-rash-children.html?locale=en\\_GB&moduleId=10062910](https://learning.bmj.com/learning/module-intro/quick-quiz-rash-children.html?locale=en_GB&moduleId=10062910)
- BMJ Measles - [https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en\\_GB&moduleId=10011206](https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en_GB&moduleId=10011206)
- BMJ Acne Rosacea – [https://learning.bmj.com/learning/module-intro/rosacea-diagnosis-treatment.html?locale=en\\_GB&moduleId=5004480](https://learning.bmj.com/learning/module-intro/rosacea-diagnosis-treatment.html?locale=en_GB&moduleId=5004480)
- BMJ Topical Management - [https://learning.bmj.com/learning/module-intro/emollients-topical-corticosteroids.html?locale=en\\_GB&moduleId=10060399](https://learning.bmj.com/learning/module-intro/emollients-topical-corticosteroids.html?locale=en_GB&moduleId=10060399)

## Musculoskeletal

- Living with Rheumatoid Arthritis - <https://speakingclinically.co.uk/videos/rheumatoid-arthritis-2/>
- BMJ Back pain inc examination and red flags - [https://learning.bmj.com/learning/module-intro/low-back-pain-sciatica.html?locale=en\\_GB&moduleId=10060322](https://learning.bmj.com/learning/module-intro/low-back-pain-sciatica.html?locale=en_GB&moduleId=10060322)
- BMJ Back pain management - [https://learning.bmj.com/learning/module-intro/nice-back-pain-sciatica.html?locale=en\\_GB&moduleId=10058447](https://learning.bmj.com/learning/module-intro/nice-back-pain-sciatica.html?locale=en_GB&moduleId=10058447)

- BMJ OA - [https://learning.bmj.com/learning/module-intro/clinical-pointers-osteoarthritis-primary-care.html?locale=en\\_GB&moduleId=10056233](https://learning.bmj.com/learning/module-intro/clinical-pointers-osteoarthritis-primary-care.html?locale=en_GB&moduleId=10056233)
- BMJ – Polymyalgia Rheumatica - [https://learning.bmj.com/learning/module-intro/ask-an-expert-polymyalgia-rheumatica.html?locale=en\\_GB&moduleId=10060972](https://learning.bmj.com/learning/module-intro/ask-an-expert-polymyalgia-rheumatica.html?locale=en_GB&moduleId=10060972)
- BMJ Septic Arthritis – [https://learning.bmj.com/learning/module-intro/septic-arthritis-diagnosis-management.html?locale=en\\_GB&moduleId=10009773](https://learning.bmj.com/learning/module-intro/septic-arthritis-diagnosis-management.html?locale=en_GB&moduleId=10009773)

#### Health Care of the Elderly

- BMJ E learning – management of dementia in primary care - [https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?moduleId=10032231&searchTerm=“depression%20primary%20care”&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?moduleId=10032231&searchTerm=“depression%20primary%20care”&page=1&locale=en_GB)
- Living with dementia – Patient voices - <https://www.patientvoices.org.uk/flv/0866pv384.htm>
- BMJ Delirium - [https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en\\_GB&moduleId=10060024](https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en_GB&moduleId=10060024)
- Complex Pain – Patient voices - <https://www.patientvoices.org.uk/flv/1087pv384.htm>
- UTI in Elderly patient – <https://www.patientsafetyoxford.org/wp-content/uploads/2018/02/Good-Practice-Guidance-for-GPs-management-of-utis.pdf>
- BMJ Falls assessment and prevention - [https://learning.bmj.com/learning/module-intro/clinical-pointers-falls-assessment.html?locale=en\\_GB&moduleId=10063853](https://learning.bmj.com/learning/module-intro/clinical-pointers-falls-assessment.html?locale=en_GB&moduleId=10063853)
- Multi- morbidity - <https://www.bmj.com/content/350/bmj.h176>
- Safeguarding Adults - [https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs78\\_safeguarding\\_older\\_people\\_from\\_abuse\\_fcs.pdf](https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs78_safeguarding_older_people_from_abuse_fcs.pdf)

Other – ENT – Please note that ENT is not formally included in this placement however historically students find this placement a chance to develop these skills.

- BMJ – Allergens - [https://learning.bmj.com/learning/module-intro/ask-an-expert-hay-fever.html?locale=en\\_GB&moduleId=10056477](https://learning.bmj.com/learning/module-intro/ask-an-expert-hay-fever.html?locale=en_GB&moduleId=10056477)
- BMJ – Sore Throat - Photos – [https://learning.bmj.com/learning/module-intro/sore-throat-diagnostic-picture-tests.html?locale=en\\_GB&moduleId=6058292](https://learning.bmj.com/learning/module-intro/sore-throat-diagnostic-picture-tests.html?locale=en_GB&moduleId=6058292)
- BMJ E learning – ENT - [https://learning.bmj.com/learning/module-intro/tympanic-membrane-diagnostic-picture-tests.html?moduleId=6058134&searchTerm=“Respiratory%20and%20ENT”&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/tympanic-membrane-diagnostic-picture-tests.html?moduleId=6058134&searchTerm=“Respiratory%20and%20ENT”&page=1&locale=en_GB)
- BMJ – E learning – Vertigo - [https://learning.bmj.com/learning/module-intro/vertigo.html?moduleId=10016740&searchTerm=“Respiratory%20and%20ENT”&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/vertigo.html?moduleId=10016740&searchTerm=“Respiratory%20and%20ENT”&page=1&locale=en_GB)

#### Paediatrics

- NHS 6w check - <https://www.nhs.uk/conditions/pregnancy-and-baby/baby-reviews/>
- How to examine in 6w check - [https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en\\_GB&moduleId=10047910](https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en_GB&moduleId=10047910)
- Common Problems in babies BMJ - [https://learning.bmj.com/learning/module-intro/ask-an-expert-common-problems-new-babies.html?locale=en\\_GB&moduleId=10062664](https://learning.bmj.com/learning/module-intro/ask-an-expert-common-problems-new-babies.html?locale=en_GB&moduleId=10062664)
- UTI in children - [https://learning.bmj.com/learning/module-intro/ask-an-expert-uti-infants.html?locale=en\\_GB&moduleId=10061899](https://learning.bmj.com/learning/module-intro/ask-an-expert-uti-infants.html?locale=en_GB&moduleId=10061899)
- Allergy Care for Asthma and Rhinitis - <https://www.rcpch.ac.uk/resources/allergy-care-pathway-asthma-and-or-rhinitis>
- BMJ Bronchiolitis - [https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en\\_GB&moduleId=10047910](https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en_GB&moduleId=10047910)

- BMJ Measles - [https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en\\_GB&moduleId=10011206](https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en_GB&moduleId=10011206)
- BMJ E- learning module Childhood Rash- [https://learning.bmj.com/learning/modules/elucidat/5b9a86f38fc73.html?flowId=EL2&moduleId=10062910&page=0&isFrmRA=true&status=LIVE&locale=en\\_GB&sessionTimeoutInMin=90&shouldStartAtQuestionSection=false&elucidatModuleType=EL2&action=retake](https://learning.bmj.com/learning/modules/elucidat/5b9a86f38fc73.html?flowId=EL2&moduleId=10062910&page=0&isFrmRA=true&status=LIVE&locale=en_GB&sessionTimeoutInMin=90&shouldStartAtQuestionSection=false&elucidatModuleType=EL2&action=retake)
- BMJ E – learning module – Fever in under 5s - [https://learning.bmj.com/learning/module-intro/resume-module.html?moduleId=6052018&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/resume-module.html?moduleId=6052018&locale=en_GB)
- Bacterial Meningitis – e-learning - <https://www.rcpch.ac.uk/resources/bacterial-meningitis-meningococcal-septicaemia-children-elearning>
- BMJ – E learning module – Safeguarding - [https://learning.bmj.com/learning/course-intro/Safeguarding.html?courseId=10046983&locale=en\\_GB](https://learning.bmj.com/learning/course-intro/Safeguarding.html?courseId=10046983&locale=en_GB)
- E module on Childhood trauma - <https://fairhealthlearning.s3.amazonaws.com/Childhood%20trauma%20and%20adverse%20experience/index.html#/>
- Virtual Paediatric Hospital - <http://www.virtualpaediatrichospital.org/>

## Obs & Gynae

- Contraceptive Counselling- A 2 hour course developed by the FSRH to support the effective delivery of contraceptive care. <https://www.fsrh.org/education-and-training/fsrh-contraceptive-counselling-online-course/#course-information>
- FPA – patient leaflets – wonderful way to practice a consultation re: management of COC/POP etc - <http://www.fpa.org.uk/professionals/resources/leaflet-and-booklet-downloads>
- Terminations NHS - <https://www.nhs.uk/conditions/abortion/>
- PMS - <https://patient.info/doctor/premenstrual-syndrome-pro>
- Amenorrhea - <https://www.youtube.com/watch?v=qrZ-PdPLXso&list=PLxWbtwIQyZq8dOJIH7RzU4Fr4P7JJ2TLG>
- BMJ Endometriosis - [https://learning.bmj.com/learning/module-intro/endometriosis.html?locale=en\\_GB&moduleId=10062188](https://learning.bmj.com/learning/module-intro/endometriosis.html?locale=en_GB&moduleId=10062188)
- BMJ – Polycystic Ovarian Syndrome - [https://learning.bmj.com/learning/module-intro/ask-an-expert-polycystic-ovary.html?locale=en\\_GB&moduleId=10056451](https://learning.bmj.com/learning/module-intro/ask-an-expert-polycystic-ovary.html?locale=en_GB&moduleId=10056451)
- BMJ Ovarian Cancer – early detection - [https://learning.bmj.com/learning/module-intro/recognising-early-symptoms-ovarian-cancer.html?locale=en\\_GB&moduleId=10014285](https://learning.bmj.com/learning/module-intro/recognising-early-symptoms-ovarian-cancer.html?locale=en_GB&moduleId=10014285)
- BMJ Cervical Screening (from 2015 – so some specifics have changed but principles the same) - [https://learning.bmj.com/learning/module-intro/screening-cervical-cancer.html?locale=en\\_GB&moduleId=5004436](https://learning.bmj.com/learning/module-intro/screening-cervical-cancer.html?locale=en_GB&moduleId=5004436)
- BMJ PID - [https://learning.bmj.com/learning/module-intro/step-by-step-pid.html?locale=en\\_GB&moduleId=10057868](https://learning.bmj.com/learning/module-intro/step-by-step-pid.html?locale=en_GB&moduleId=10057868)
- BMJ Fertility - [https://learning.bmj.com/learning/module-intro/step-by-step-diagnosing-managing-fertility-problems-primary-care.html?locale=en\\_GB&moduleId=10062945](https://learning.bmj.com/learning/module-intro/step-by-step-diagnosing-managing-fertility-problems-primary-care.html?locale=en_GB&moduleId=10062945)
- Pregnancy journey inc pre-conception. Including quadruple screening, important to think about Risk Communication Skills. How would you explain this in lay terms to parents? <https://www.nhs.uk/conditions/pregnancy-and-baby/antenatal-care-checks-tests/?tabname=getting-pregnant>
- BMJ Diabetes in pregnancy - [https://learning.bmj.com/learning/module-intro/step-by-step-diabetes-pregnancy.html?locale=en\\_GB&moduleId=10055210](https://learning.bmj.com/learning/module-intro/step-by-step-diabetes-pregnancy.html?locale=en_GB&moduleId=10055210)
- Post Natal Depression - <https://www.nhs.uk/conditions/post-natal-depression/>
- Commons drugs in pregnancy – how safe are they – think about shared risk management and how to communicate this effectively. <https://www.medicinesinpregnancy.org/> - Valporate/Levetiracetam/Lamotrigine/Nitrofurantoin/Trimethoprim
- Menopause - <https://patient.info/womens-health/menopause>

MBBS Programme,

Institute of Health Sciences, Queen Marys University of London

1<sup>st</sup> Floor, Garrod Building

Turner Street, Whitechapel, London

E1 2AD