



Community-Based Medical Education MBBS 2025 - 2026

GPCD TUTOR HANDBOOK

Table of Contents

GPCD Contacts	3
1. GPCD module – Overview	4
1.1 Introduction to GPCD	4
1.2 Learning outcomes of the GPCD Project	5
1.3 GPCD dates	5
1.4 GPCD GP tutor role	5
2. GPCD module – Timetable & Preparatory Tasks	6
2.1 Timetable	6
2.2 Student Preparatory Tasks	7
2.3 GPCD module FAQs	8
2.4 GPCD Camera Policy	9
2.5 Tutorials	9
2.6 Slides for Monday tutorial group (optional)	10
3. GPCD module – Process	11
3.1 What is a Community Diagnosis Project?	11
3.2 The Steps Involved in a Community Diagnosis Project	12
3.2a) Planning	12
3.2b) Data Collection	13
3.2c) Diagnosis and Treatment	14
3.2d) Presentation of Findings	14
3.2e) Interviews (Questions & Consent)	15
3.2f) Elevator Pitch	16
4. GPCD module – Examples of Previous Presentations & Marking Criteria	17
4.1 Previous Outstanding GPCD Student Presentations	17
4.2 Marking Criteria	18
4.3 Marking Criteria – Tutor Guidance	18
5. MS Teams for GPCD module	19
5.1 GPCD Tutor Guide for MS Teams	19
6. GPCD module Core Activities & Resources	20
6.1 Core Activities	20
7. Appendices	21
Appendix 1. Additional learning – GPCD 2025 guest speaker mini-lecture series	21
Appendix 2. Recommended Activities	21

GPCD Contacts

Steve Duggan (Administrator) is your first port of call for any day-to-day queries regarding the GPCD module.

GPCD Administrator:

- Steve Duggan cbme-year3@qmul.ac.uk - Unit Administrator, CBME MBBS Year 3

GPCD Unit Leads:

- Dr Dhruadh Yerrakalva d.yerrakalva@qmul.ac.uk - Clinical Lecturer, MBBS Year 3 Unit Convenor
- Dr Agalya Ramanathan a.ramanathan@qmul.ac.uk - Clinical Senior Lecturer, MBBS Year 3 Unit Convenor

1. GPCD module – Overview

Welcome to GPCD, hope that you enjoy your GPCD module with our fantastic GP educators.

1.1 Introduction to GPCD

Welcome to the GP Community Diagnosis (GPCD) module which explores the social and environmental determinants of health. **‘Social determinants of health’** is a term used to describe the social and environmental conditions in which people are born, grow, live, work, and age which shape and drive health outcomes. Our health can be influenced by our homes, schools, workplaces, neighbourhoods and communities. People’s access to social and economic opportunities, availability of local resources and support, access to clean water, food and air all influence health.

This teaching follows on from the Year 2 HSPS module and the Year 3 Public Health teaching and prepares you for your future clinical placements. We hope this module will help develop your skills to identify the social and environmental factors that shape health and what actions could be taken to address them. In your GPCD project you will examine a health problem in your local community, gather information and identify a course of action to improve the health status of the community.

The GPCD module is core teaching and attendance is mandatory. It is a one-week module which runs for three consecutive weeks from 5th - 23rd January 2026. You will be allocated to one of these three weeks as per your overall Year 3 timetable. Students will be contacted prior to their placement to inform them of their tutorial groups and the tutorial timings (between 13:00 – 17:00 on the Monday and Friday of their GPCD week). Please check the MS Teams group for updates.

There will be a TBL session be held in person on the morning of your first day in GPCD. This session will be key to helping you better understand GP community diagnosis and how to conduct a community diagnosis project.

There are detailed recordings on the primary care and public health interface and how to use the internet to access public health data to support your project. The lectures can be found on the GPCD section on the GP3 & GPCD section on QMplus.

This handbook outlines the learning objectives, timetable, how to conduct a GP community diagnosis project, assessment details and links to the different materials you need to access for this module. Also included is preparatory material which you must complete before the start of your GPCD week. This must be completed prior to the Monday afternoon tutorial on day 1 at the latest. This should take approximately 90 minutes to review. The final assessment will take place during the Friday afternoon tutorial. **The presentation of the GPCD project will be assessed during this time and completion of this is mandatory.**

This module also gives you an opportunity to explore the **Core20 Plus 5** population, which includes 20% of the UK population who are from disadvantaged communities. This is an NHS Improvement initiative to reduce health inequalities at both national and system levels. The five clinical areas that are focused on are maternity, severe mental illness (SMI), chronic respiratory disease, early cancer diagnosis and hypertension. Please click on the following for [evidence of the five clinical priorities and the supporting document for further information](#).

Inclusion health groups include ethnic minority communities, coastal communities, people with multi-morbidities, protected characteristic groups, people experiencing homelessness, drug and alcohol dependence, gambling, vulnerable migrants, Gypsy, Roma and Traveller communities, sex workers, people in contact with the justice system, victims of modern slavery and other socially excluded groups. You may wish to consider the above as a focus for your GPCD project and identify a course of action to improve the health status of the community.

1.2 Learning outcomes of the GPCD Project

1. Appreciation of the social and environmental determinants of health, health inequalities and health inequities.
2. Use population sources of health data, interviews and observations of a locality to investigate the health and social care needs of a community.
3. Focus on a specific topic to identify major risk factors, including environmental and social factors, that might contribute to unequal health outcomes in a community and suggest actions to address this.
4. Deliver a 5-7 minute presentation to colleagues to discuss your findings. Understand/learn how to present findings using elevator style pitch and deliver 5-7 minute presentation to colleagues, adhering to time guidance'.

1.3 GPCD dates

- **Group C (Week 1):** Monday 5th Jan to Friday 9th January 2026
- **Group A (Week 2):** Monday 12th Jan to Friday 16th January 2026
- **Group B (Week 3):** Monday 19th Jan to Friday 23rd January 2026

Preparatory material and core activities will be available should be completed before the start of your GPCD week.

1.4 GPCD GP tutor role

The role of the GP tutor in the GPCD module is to help students choose an appropriate project which will help them learn about the social and environmental determinants of health. Some of the students struggle to find an appropriate topic as they have not fully appreciated the meaning of health equity. They will also need guidance in how to gather data in a safe and meaningful way. The data in this project can only be a snapshot and they need to understand the difference between this project and research.

PLEASE READ THE GPCD STUDENT STUDY GUIDE which outlines what the GPCD module is, the student timetable, how to complete the GPCD project, the background reading and references. You may also find it helpful to listen to the GPCD pre-recorded lecture on QMplus which outlines how to conduct a GPCD project.

To view the recording, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the "File" tab.

We expect GP tutors to be confident in using the [PHE fingertips tools](#) – we would advise that you use this tool to look at the data for your practice area. We recommend that GP tutors look at the

background reading material in the GPCD student study guide – also for your own interest, CPD and you can even decide to put them in your appraisal.

2. GPCD module – Timetable & Preparatory Tasks

2.1 Timetable:

DAY 1. MONDAY:	
MORNING:	
09:30 - 12:00:	TBL:
	<i>Location: Bearsted Lecture Theatre, Basement, The Royal Dental Hospital (next to the Garrod Building, Building C on the Whitechapel campus map)</i>
	In person TBL session outlining key concepts of GP community diagnosis (GPCD) and how to conduct the GPCD project, ending with a live Q&A session with the GPCD co-leads.
	Preparatory planning for GPCD project: Please complete the preparatory work section below before attending the afternoon tutorial. Please be prepared to discuss ideas for the GPCD project in the afternoon tutorial
AFTERNOON:	
13:00 -17:00:	Small group tutorial (90 mins) with GPCD tutor on MS Teams:
	<ul style="list-style-type: none"> For more information on using MS Teams for GPCD, please see here Students will discuss their project plans/ideas with a tutor. The tutorial will help students define their project topic, discuss what observational and qualitative data to collect, what relevant PHE data is available and how to put their thoughts into action Please ensure you have read and adhere to the Camera Policy (please see section 2.4, page 11)
DAY 2: TUESDAY	
MORNING:	
	Self-study and project work: Data collection and evaluation
AFTERNOON:	
13:30 - 14:30:	1-hour (optional) LIVE drop-in session: Informal question and answer session for any queries with an experienced GPCD tutor. Please see GPCD module FAQs (section 2.3, page 10) before attending drop-in session which may answer common questions <ul style="list-style-type: none"> Join the meeting now Meeting ID: 359 354 467 112 0; Passcode: gU3tn6j8
	Self-study and project work: Data collection and evaluation
DAY 3: WEDNESDAY	
MORNING:	
11.00 - 12.00:	1-hour (optional) LIVE drop-in session: Informal question and answer session for any queries with CBME GP tutors. Please see GPCD module FAQs (section 2.3, page 10) before attending drop-in session which may answer common questions <ul style="list-style-type: none"> Join the meeting now

	<ul style="list-style-type: none"> • Meeting ID: 321 673 135 735 7; Passcode: V9gg3cM6
	Self-study and project work: Data evaluation and preparation of GPCD presentation
AFTERNOON	
13:00 - 17:00:	Half day sports release
DAY 4: THURSDAY	
MORNING:	
	Self-study and project work: Data evaluation
AFTERNOON:	
13:30 - 14:30:	1-hour (optional) LIVE drop-in session: Informal question and answer session for any queries with an experienced GPCD tutor. Please see GPCD module FAQs (section 2.3, page 10) before attending drop-in session which may answer common questions <ul style="list-style-type: none"> • Join the meeting now • Meeting ID: 359 354 467 112 0; Passcode: gU3tn6j8
DAY 5: FRIDAY	
MORNING:	
	Self-study and project work: Preparation of GPCD presentation
AFTERNOON:	
13:00 – 17:00	Small group tutorial (90 min) with GP tutor on MS Teams:
	<ul style="list-style-type: none"> • For more information on using MS Teams for GPCD, please see here • Each student will deliver a 5-7 minute presentation on their GPCD project (this forms part of the GPCD assessment and is mandatory to pass the module) followed by a brief discussion with the group • Please ensure you have read and adhere to the Camera Policy (please see section 2.4, page 11) • Reminder to complete the GPCD module Jotform feedback form

2.2 Student Preparatory Tasks

Preparatory work for completion before Monday morning TBL session:

1. Review the GPCD Student Handbook, Introduction to GPCD module recording and Introduction to Public Health Fingertips.

Please read how to conduct a community diagnosis project (please see section 3.1, page 13) and **complete the following tasks** (this should take you approximately 90 minutes) before the Monday afternoon tutorial:

2. Choose a community as your focus (please see section 4.2a, page 14)
3. Familiarise yourself with using the Public Health England fingertips tool using this [video](#) and locate [Local Authority Health Profiles](#)
4. Examine the public health data for this locality and come prepared to discuss this with the group (use [PHE finger tips profiles](#) and council ward data available online).

4. Access the fingertips PHE data for the borough and for England. What similarities and differences do you note? What do you note of interest and why? Click here on how to navigate the [PHE fingertips site](#)
5. Identify some health and social care needs for that community. What are the environmental and social factors that contribute to inequity?
6. Identify what could be the scope of your CD project (i.e. what topic you will focus on). Please review at least two or three of the past student recordings, and any parts of the GPCD guest speaker series recording and slides from January 2025 for inspiration.
7. Brainstorm how you could explore this topic further (what further data you need to collect), consider what challenges you may encounter and how to overcome them

2.3 GPCD module FAQs

<i>When do I need to use the consent form?</i>	Consent forms are to be used if identifiable data is collected from participants. For example, if names or photographs are taken which identify a person or their property then written consent should be taken. If data is anonymous and non-identifiable then verbal consent is sufficient. We suggest caution is used when considering what might identify a person, for example in certain circumstances a person could be identified if their profession and organisation was part of the data even if their name isn't used.
<i>Do I have to use qualitative, quantitative, and observational data in my project?</i>	It is your choice as to the type/s of data you wish to use in your project. You do not have to use all 3 methods of collecting data. However, depending on what your project is on, there may be certain types of data that would be more useful. You can discuss what worked well and less well in your presentation and this may well turn into a learning point for yourself and your group. Your Monday afternoon tutorial, Tuesday, Wednesday and Thursday drop-in sessions will give you further direction on collecting data.
<i>Should I state the limitations of my project if I felt something was preventing my data collection from being perfect (such as weather conditions)?</i>	Data collection is rarely perfect and there are often things which hinder getting perfect results such as time, money, manpower, and weather! Talking about the impact of these limitations in your project demonstrates your understanding of how to interpret your results and consequently what you might want to do next if you were able to continue your research, as well as what initiatives would work well if you were to positively impact the area you have decided to study.
<i>What do I do if one participant in my study answers questions completely differently to the others, should I exclude them from the project as this will influence my results and conclusion?</i>	No, you should not exclude any data from your trial just because that person's reality/opinion is different to the others in your sample. This could be a result of the experiences they have encountered in the local area, and it could prove interesting to look at why they may have given a different answer (could this be experiences related to their age/culture/gender?)
<i>Is it ok to change the focus of my project if I realise it's too broad once I get the results?</i>	Yes, we are looking to take away a clear learning point or summary from the data you have collected and for you to discuss what changes would result in a positive impact on your area of study. If you feel it would be difficult to do that due to a large volume of non-specific data for example, then you can focus in on a particular area of interest.

<i>What happens if I'm surprised about my results, and it shows something completely different to what was expected?</i>	This sounds interesting! What thoughts or assumptions did you have beforehand that resulted in you being surprised with the data you collected? Chances are that if you are surprised, then your GPCD group will be too and will likely be interested to hear about the findings of your study.
<i>When putting my presentation together, is it ok if I just use images rather than words?</i>	It is up to you how you choose to present your work. It's nice to have something different and creative so long as your peers and GP tutor can follow the journey and absorb the details such as data collection, results and implementation ideas based on the images and your commentary alone.
<i>What are the referencing requirements for the project?</i>	If you have made a hypothesis or quoted statistics, it's good practice to state where this came from. You may find that a simple slide at the end with details of the resources you used is sufficient, or you may choose to make reference to where the information originated from on your slides as you go.

2.4 GPCD Camera Policy

1. **Camera ON** policy is required during GPCD group tutorials.
2. It is important that this module encourages interaction and engagement of all students.
There is evidence that teaching is more effective when the teacher can see non-verbal cues of the learners.
3. Students are encouraged to check that their Wi-Fi connection is stable, they have the correct app/ software downloaded and are dressed in a professional manner.
4. Students' compliance with the above requirements will contribute to their mark on professionalism.
5. If there are any concerns about meeting the above requirement, please contact your supervisor and refer to the link above for guidance and FAQ's.

2.5 Tutorials

Monday tutorial - Brainstorming and developing the GPCD project:

Before this tutorial students should have read the GPCD study guide and listened to the lecture on how to conduct a GPCD project.

Students have been asked to complete the preparatory work outlined below before attending this tutorial:

1. Choose a community as their focus
2. Examine the public health data for this locality and come prepared to discuss this with the group (use [PHE finger tips profiles](#) and council ward data available online).
Access the fingertips [PHE data](#) for the borough and for England. What similarities and differences do they note? What do they note of interest and why?
3. Identify some health and social care needs for that community. What are the environmental and social factors that contribute to inequity?
4. Identify what could be the scope of their CD project (i.e. what topic they will focus on).

5. Brainstorm how they could explore this topic further (what further data they need to collect), consider what challenges they may encounter and how to overcome them.

Monday tutorial outline:

1. Introductions and check-in.

2. Review learning objectives and questions arising from the lecture/ GPCD Guide.

3. Exercise 1: Students to take it in turns to discuss the public health data for their chosen locality, what they identified as the health and social care needs and what they propose the scope/topic of their CD project should be. GP tutors may choose to also briefly discuss the public health data for their practice area and what they noticed. (20-25 mins).

4. Exercise 2: Gathering data – students to discuss and brainstorm where and how to collect the different sources of data (who would you interview and what would you ask, what observations could you make and how could you record these, what other data could you look at?).

Explore safety and consent issues.

You may decide to split the students in two group to discuss this exercise and then all come back together to review. (20-25 mins).

5. GPCD presentations and assessment – answer any questions from the students. Clarify that all students will be presenting individually, the presentations may be recorded and will be assessed.

6.Contact details: Encourage the students to form what's app/email discussion group to support each other. GP tutors can decide if they want to give their contact details to be a part of this group. There will also be optional on-line drop-in sessions on Tuesday, Wednesday and Thursday where students can also raise questions with the module leads.

Friday tutorial – GPCD presentations and assessment

Friday tutorial outline:

1. Introduction and check in. Review any additional learning needs students would like to address.

2. Student presentations

Each student must deliver their presentations individually. They may choose any format in which to deliver their presentation.

Each 5-7 minute presentation to be followed by a few minutes discussion with questions posed by the GP tutor and group.

3. Closure and feedback

GP tutors to submit student marksheets online.

2.6 Slides for Monday tutorial group (optional)

To use these slides, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the “File” tab.

3. GPCD module – Process

3.1 What is a Community Diagnosis Project?

Community diagnosis is a WHO tool used to plan health programmes that direct care to those in greatest need and address issues important to the local community. It does this by:

- Describing the health of local people (looking at demographics, environment, health status and available services)
- Identifying the major risk factors and causes of ill health; and
- Outlining actions needed to address these.

During this GPCD placement you will use this concept to examine an aspect of the health of your local area. You will need to identify **one specific topic** or health need in your locality that interests you and further explore how this health need could be better met.

The following steps outline the process for your GPCD project:

- 1) **Planning** – choosing your locality, topic and brainstorming the information you would like to gather.
- 2) **Data collection (history and examination)** – qualitative, quantitative and observational data collection
- 3) **Diagnosis and treatment** – use the information gathered to suggest a plan that would improve the health needs of that local community in relation to your topic of choice.
- 4) **Presentation of findings** – create a 5-7 minute presentation to outline your findings and plan to your tutorial group. There is limited time in the tutorial so you will be given a 4-5 min warning from your tutor. Please use the final minute to conclude your presentation so everyone has their allocated time. Time-keeping is an important part of developing presentation skills and we would encourage you to do an Elevator Pitch style presentation.

Explore the steps overleaf for more information on each step.

3.2 The Steps Involved in a Community Diagnosis Project

3.2a) Planning

You will need to spend some time exploring the public health data of your chosen locality (using the [PHE finger tips profiles](#)). Use this to help you identify the different health and social needs of that area.

Choice of topic

For your project you will need to choose **one** specific health or social need to focus on. Examples of possible topics to examine could be:

- Obesity
- Mental health of young people
- Alcohol
- Gambling
- Air pollution
- Health needs of a specific group of people (e.g. children, the local Kurdish community or the homeless population)

Choosing your locality

Your project should be based on the catchment area of your GP placement or the catchment area of your hospital placement. This will make it easier to speak to people and make your observations.

What information would you like to gather?

Consider some of the questions below to help outline the type of information you will need to gather on your chosen topic. Not all these questions will be relevant to your topic.

- A) What are the key characteristics of the population?
- Age, gender, ethnicity, language, social class, employment, literacy etc
- B) What is the health status of the people?
- Causes of mortality and morbidity
 - Behaviour measures such as rates of smoking or breastfeeding
 - What health inequalities are present – who does not access care in this community or who's healthcare needs are not being met?
- C) What local factors are affecting their health and what impact do they have (good and bad)?
- For example:
- Economic factors such as levels of unemployment, income and poverty
 - Environmental factors such as air pollution, transport, sanitation and housing
 - Social cohesion factors such as networks of friends and families, migration, opportunities for leisure activities and green space

D) What health and social care services are currently being provided?

3.2b) Data Collection

You should aim to collect **qualitative data**, **quantitative data** and **observational data**.

With these field-work activities in the community your personal safety is paramount. Use personal discretion in terms of risk assessment and adopt strategies that maintain safety, for example:

- Collecting data in pairs
- Collecting data during daylight hours
- Choosing appropriate locations to approach residents
- Choosing an appropriate time to approach residents/ discussing a time beforehand that you can conduct the interview
- Planning ahead and carrying necessary equipment i.e. notepad and pen to allow for efficiency
- Carrying your mobile devices with you in case of any emergencies

a) **Qualitative data:** Interviews with local informants

You will need to interview at least one member of your community to inform your project. This could include your household members, neighbours, health and social care staff, local shop owners, teachers, taxi drivers, security guards, hairdressers, street cleaners etc.

Interviews can be conducted face to face (following social distancing advice), by telephone or video. We appreciate it may be difficult to approach members of your community to interview, however we encourage you to try do this as it will add a lot of richness and depth to your understanding of the health and social care needs of that area.

Obtaining consent for interviews and examples of question:

Please see section 3.2e: Interviews (Questions & Consent).

b) **Quantitative data:**

For your local health data, see <https://fingertips.phe.org.uk/profile/health-profiles>. You should compare the data for your borough to the data for England and examine the similarities and differences. Access other online data resources for your locality (e.g. online council ward profiles, [local prescribing data](#))

c) Observational data:

Walk in the area or use google map/ [street view](#) to explore and note down relevant local features. This could include different services relating to health and social care, types of local shops and food outlets, leisure facilities, green spaces, housing, road and public transport networks. You may use photos, drawings or maps can help illustrate your observations.

3.2c) Diagnosis and Treatment

Review your findings to explore the following questions in relation to your topic and area:

- What are the community health needs and assets?
- What health inequities are present and how could these be better addressed?
- How could the health needs of this community be better met? These ideas could involve setting up a service, making changes to policies or to the local environment and may involve the health, housing, transport, employment sectors etc.

3.2d) Presentation of Findings

On the Friday of GPCD week, we would like you to present your Community Diagnosis presentation at your small group tutorial. Your presentation should last 5-7 minutes, and there will be a few minutes following this for the group to pose questions to the presenter. We recommend you use some visual aids (e.g. g PowerPoint slides with images) in your presentation. You may give your presentation in the form of an elevator pitch.

Assessment & GPCD Prize:

The assessment will be marked as Outstanding/Very Good/Pass/Refer by the GP tutor. Outstanding presentations will be nominated by the GP tutor for the **QMUL GP Community Diagnosis prize**. Shortlisted individuals will be invited to give their presentations to the judging panel.

**PLEASE NOTE THAT THIS ACTIVITY IS MANDATORY TO PASS THE GPCD MODULE.
PLEASE CONTACT THE MODULE LEAD IF YOU ENVISAGE DIFFICULTIES IN ATTENDING
THE PLANNED TUTORIAL TO DO THIS.**

Reasonable Adjustment requests:

The GP Community Diagnosis (CD) module is an inclusive module that embraces different learning styles. You are required to prepare and deliver a mandatory 5-7 minute presentation on MS Teams to your designated tutor during the Friday tutorial of your allocated GPCD week.

If you have any reasonable adjustment requests you would like to be considered by Year 3 GPCD co-leads, in the first instance please email Steve Duggan, the GPCD Administrator by 09:00 on

Tuesday 9th December 2025: cbme-year3@qmul.ac.uk. Any approved adaptations will then be communicated to your designated GPCD tutor in a timely manner.

Remediation:

Presenting your GPCD project is a mandatory component for all students to pass this module. Any students who are not able to complete this mandatory elements of this module, will need to do the following remediation tasks to pass this module:

- Present their GPCD project at an agreed time.

Other Mandatory assessments:

Students must also complete 2 short e-learning modules:

- **A practical guide to reducing health inequalities in primary care:** <https://www.fairhealth.org.uk/course/reduce-hi-primary-care>
- **Introducing health inequalities in primary care:** <https://www.fairhealth.org.uk/course/an-intro-to-hi>

Completion certificates must be **uploaded to PebblePad by Sunday 25th January 2026**

3.2e) Interviews (Questions & Consent)

Below are suggestions of questions you may want to consider asking to start off conversations. You will need to tailor them so that they address your specific topic of choice:

- What do you think affects peoples' health here (good and bad things)?
- Many factors can affect the health of people living here – do you have concerns around housing, finances, employment, relationships, exercise, food, smoking, alcohol or drugs?
- What are the facilities like in your neighbourhood, e.g. parks, shops, transport, groups, education, meeting places?
- What are the best and worst things about the health services you use?
- Which three things would you change here to improve people's health?

When obtaining verbal consent to interview community members for this project you may want to adapt the script below:

"Hello my name is and I am a 3rd year medical student at Queen Mary University of London. As a part of my community health module, I have to do a project about the health needs of this community. Please could I spend 10 minutes asking you a few questions around this? I will need to take some notes and this information will inform a short presentation that I give on this topic to my fellow students and tutors".

We advise any students wanting to take photos or videos identifying individuals to obtain written consent to use these photos for teaching purposes. If you do not have written consent, please ensure all the images used do not have any images with identifiable persons in them. The consent

form is available to download on QMplus. Please upload any consent forms onto the submission box on QMplus and send to your GP tutor whose email you will be provided with.

Consent forms are to be used if identifiable data is collected from participants. For example, if names or photographs are taken which identify a person or their property then written consent should be taken. If data is anonymous and non-identifiable then verbal consent is sufficient. We suggest caution is used when considering what might identify a person, for example in certain circumstances a person could be identified if their profession and organisation was part of the data even if their name isn't used.

To view the consent form, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the "File" tab.

Please see the FAQ document for further details (please see section 2.3, page 11).

3.2f) Elevator Pitch

What is an elevator pitch?

Founded in business models, but also used in both research, public health spheres and as a way to present at academic conferences, the elevator pitch is a short presentation which outlines:

- The Presenters context
- The Problem
- The evidence to support the problem stated
- A suggested solution
- What would be required/how would it be evaluated

See following references:

- https://en.wikipedia.org/wiki/Elevator_pitch
- <https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-exampleshttps://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples>

Below is the skeleton outline of a community diagnosis elevator pitch. You would be expected to add more detail to it for your presentations:

For examples of elevator pitches, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the "File" tab.

4. GPCD module – Examples of Previous Presentations & Marking Criteria

4.1 Previous Outstanding GPCD Student Presentations:

- a) Amrit Marway, in this presentation discusses Low Birth Weight in Tower Hamlets
- b) Mehzabeen Hakim, in this presentation discusses School Lunch impacts on Childhood Obesity in Redbridge
- c) Salaus Harindran, in this presentation discusses Cold, Mould & Groans: Is enough being done to reduce respiratory issues in Tower Hamlets
- d) Veronica Murzyn, in this presentation discusses Safer Streets in Tower Hamlets
- e) Janusha Ganeshathasan, in this presentation discusses Loneliness & Social Isolation in Tower Hamlets
- f) Shivanjali Pandya, in this presentation discusses Oral Cancer in Tower Hamlets

To view these recordings, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the “File” tab.

4.2 Marking Criteria:

	Information	Structure	Presentation Skills	Time Management	Group Skills
Outstanding	Relevant; key points highlighted; key points supported with highly relevant evidence, critically evaluated	Logical, easy to follow	Clear, lively, imaginative; good use of visual aids (where appropriate)	Perfectly timed, well organised	Engages well with group; encourages discussion and responds well to questions
Very Good	Relevant; most points illustrated with relevant evidence	In general, clearly argued and logical	Generally clear, lively; use of appropriate visual aids	Well organised, more or less to time	Attempts to engage with group and responds reasonably well to questions
Good	Mostly relevant- some points illustrated with evidence	Clear and logical on the whole (but some inconsistencies)	Generally clear but not lively/lacks visual aids/has gaps in material	Time management is satisfactory – but perhaps they needed to miss some material/rush a bit	Makes some effort to engage with the group (but seems inconsistent at times) and responds reasonably well to questions
Pass	Generally relevant, but perhaps some gaps and/or irrelevant material, not supported with evidence	Not always clear or logical	Poor – resulting in material not covered or significantly over runs	Poor – resulting in material not covered or significantly overruns	Responds reasonably well to questions, but makes no real attempt to engage with group or promote discussion
Refer	Limited knowledge, with significant gaps and/or errors, not supported with evidence	Muddled, incoherent	Clumsy, disjointed, difficult to follow, dull	Significantly under or over time; has clearly not tried out material beforehand; disorganised	Doesn't respond well to group questions, makes no attempt to engage with the group and promote discussion

4.3 Marking Criteria – Tutor Guidance:

Please complete and submit the Jotform assessment form link sent to you to record the student presentation marks and feedback, confirm their attendance at the tutorials and also to nominate any outstanding presentations to be considered for the GPCD prize.

The assessment will be marked as Outstanding/Very Good/Pass/Refer by the GP tutor. We would appreciate all GP tutors to give more detailed feedback on the presentations to each students in the free text box on the marking form. You may like to comment on the following criteria: Information, structure, presentation skills, time management and group skills.

It is mandatory for all students to complete the presentation to pass the GPCD module. Please contact Steve Duggan (GPCD Administrator) with the details of any students who did not attend or complete their presentation: cbme-year3@qmul.ac.uk.

GPCD prize nominations:

Please select the best of the outstanding presentations to nominate for the QMUL GPCD prize longlist. We would not expect more than 20 presentations to be put forward from the whole cohort. Please do not feel obliged to nominate a student for a prize. We would expect that a nomination for a prize would be a **truly exceptional presentation** demonstrating how real change can be implemented in primary care or in the local community.

Students who have shown evidence of critical or original thinking and who have been innovative with their data collection, analysis and recommendations should be highlighted. These nominations will be reviewed by the academic team (assessing the slides and the comments given by the GP tutors) to select a shortlist of 6-8 students to give their presentations again to a judging panel for the prize.

5. MS Teams for GPCD module

5.1 A guide was developed to aid our GPCD tutors. To access this guide, please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the “File” tab.

6. GPCD module Core Activities & Resources

6.1 Core Activities

- 1) **An introduction to using the Public Health England Fingertips Tool**

https://www.youtube.com/watch?v=j_8WJUDldb8&feature=youtu.be

- 2) Locate your **local health authority profile** here:

<https://fingertips.phe.org.uk/profile/health-profiles>

- 3) **What makes us healthy? An introduction to the social determinants of health**

A guide written by the Health Foundation and a link to their website.

<https://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf>

<https://www.health.org.uk/what-we-do/a-healthier-uk-population/what-makes-us-healthy>

<https://gh.bmj.com/content/5/6/e002913>

7. Appendices

Appendix 1. Additional learning – GPCD 2025 guest speaker mini-lecture series

You may wish to review parts of the GPCD guest speaker mini-lecture series and panel discussion: *Aspects of Social Determinants of Health*, from January '25 for inspiration:

- **Recording:** GPCD - January '25 - Guest speaker mini-lecture series & panel discussion
- **Slides:** What is Health Equity; Gambling Harms
- **Slides:** Ethnic Health Disparities in Healthcare
- **Slides:** Health & People Experiencing Homelessness

To view these recordings and slides please access the [GPCD Tutor Resources](#) MS Team, and visit the relevant folder within the “File” tab.

Appendix 2. Recommended Activities

1) The King’s fund podcast: Professor David Williams on racism, discrimination and the impact they have on health

How do our life experiences shape our health? What can we do to tackle social inequalities? In this podcast Professor David Williams from Harvard University talks about his research into the social influences on health and the interventions that could make a difference.

<https://www.kingsfund.org.uk/audio-video/podcast/david-williams-racism-discrimination-health>

2) The health gap: Doctors and the social determinants of health

This article outlines a lecture given by Sir Michael Marmot on the role of health professionals in action on the social determinants of health.

<https://journals.sagepub.com/doi/pdf/10.1177/1403494817717448>

3) ‘Covid-19: an opportunity or risk to addressing health inequalities?’

A BMJ blog that points out the covid-19 pandemic has highlighted how health inequalities must be tackled to improve health outcomes.

<https://blogs.bmj.com/bmj/2020/05/01/covid-19-an-opportunity-or-risk-to-addressing-health-inequalities/>

4) Ethnic and racial disparities in COVID-19-related deaths: counting the trees, hiding the forest

Yaya S, Yeboah H, Charles CH, et al, BMJ Global Health 2020;5:e002913.

This article explores how COVID-19 has further exposed the strong association between race, ethnicity, culture, socioeconomic status and health outcomes. The socioeconomic factors that negatively influence health outcomes must be identified and contextualised to tailor global policy responses.

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