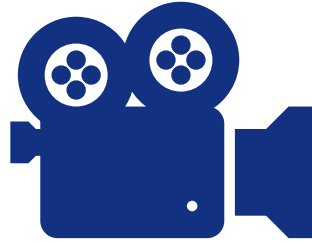


Year 5 GP Assistantship Tutor Training 2024-2025

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Kettle boiling 5-6min

- Are you a new tutor or experienced?
- How are you preparing for GP5?
- Any concerns or queries?



**Recording will be started
for the training**

Introduction

- Welcome to Year 5 GP Assistantship GP tutor training
- Aims of Assistantship
- Important Dates
- What to Expect
- UTC taster sessions
- Central Teaching
- DATE
- Assessment
- Highlight any changes for this year - core case timing, MLA, Central days, inclusive induction
- Group exercises – (discussion re Block C) (1st poll)

Aims of Assistantship

- Immersive 8 week general practice placement (includes 1 central teaching week)
- Teach generalism and complexity
- Mentor and support students
- Encourage careers in General Practice

Dates for the Year for 2024/25

Block 1 (8 weeks) Monday 02nd September 2024 - Friday 25th October 2024

Week 1: Central Teaching Week	Monday 02 nd September – Friday 06 th September
Week 2: Intro Day	Monday 09 th September
Week 2: First Day of GP Placement	Tuesday 10 th September
Week 4: Mid module lecture days	Friday 27 th September & Monday 30 th September (student will need both days off placement to attend these lectures)
Week 8: Drop-in Session	Wednesday 23 rd October

Block 2 (8 weeks) Monday 28th October 2024 – Friday 20th December

Week 1: Central Teaching Week	Monday 28 th October – Friday 01 st November
Week 2: Intro Day	Monday 04 th November
Week 2: First Day of GP Placement	Tuesday 05 th November
Week 4: Mid module lecture days	Monday 11 th November & Friday 22 nd November (student will need both days off placement to attend these lectures)
Week 6: SPE 2 Exam	Friday 06 th December (Students will need the day off placement)
Week 8: Drop-in Session	Wednesday 18 th December

Block 3 (8 weeks) Monday 06th January 2025 – Wednesday 26th February 2025

Week 1: Intro Day	Monday 06 th January
Week 1: First Day of GP Placement	Tuesday 07 th January
Week 4: PSA Exam	Thursday 30 th January – Students will need the day off placement
Week 5: Central Teaching Week	Monday 03 rd February – Friday 07 th February
Week 8: Drop-in Session	Wednesday 26 th February
Week 8: Revision/study days	Thursday 27 th February & Friday 28 th February; Students expected to receive end of placement sign-off on Wednesday 26 th February.

What to expect

- Intro session and induction (maximum one week induction)
- Regular Student Surgery sessions with feedback (3 – 4 per week): combining virtual and face-to-face patient contact, a minimum of 3-4 patients per session
- Backroom practice work – Chronic Disease Reviews, Administrative work, Medication reviews and prescribing, and QOF follow-up
- Professional shadowing – sitting in and assisting with GP and/or members of the MDT. (1st week shadowing then really should be doing own clinics)
- One GP-based Tutorial session per week - approximately 90 to 120 mins in length
- Working as part of the Practice Team - attending appropriate meetings, learning from various team members
- Self-Directed Learning sessions (2 half-days per week) - to allow time for assessment work and general learning

Urgent and Unscheduled Care

- The Urgent Treatment Centre
- Optional and must be self-organised by students.
- Please offer time in lieu
- Please offer experiences of Urgent and Unscheduled care in your practice – see outcomes in handbook

Central Teaching

Central Teaching Weeks:

Block 1: Monday 02nd September – Friday 06th September

Block 2: Monday 28th October – Friday 01st November

Block 3: Monday 27th January – Friday 31st January

- Hospice day at St Joseph's Hospice
 - Breaking Bad News
 - Doctors as Teachers/Educators
- 
- Central Teaching Week

- Ethical core cases (4) - running every 2 weeks – remotely Tue/Fri 12.30-3.30pm (These will be shared with you and can be used as a basis for tutorials)
- End of Placement Drop-in Session

Doctors As Teachers & Educators (DATE)

- New format started in 23-24
- Students will do a teaching activity in practice/placement
- Encouraged to do in GP
- But does not form GP sign off
- Can present their practice project
- Formative assessment, details in Appendix 2 and 3 of handbook

Assessment – Pebble Pad

- 2 x Mini CEXs – one to be completed by week 4 and second by week 8
- 5 x Patient feedback forms
- Midway Assessment by Week 5 – to include 1 x Mini CEX and review of Patient feedback forms – Jot assessment form to be completed
- Patient Case and Reflection on Professional Practice Principles
- Practice Project (in pairs)
- 1 x Significant Event Analysis – written up and discussed as part of SEA meeting in practice
- End of placement form on Pebble Pad: Overall Tutor Assessment of Performance

Assessment standard setting exercise - Overall Assessment of GP5

Commended:

- Completed all formative assessments and goes above and beyond to reflect to an excellent standard.
- Excellent knowledge base and communication skills.
- Engages with all primary care tasks to an excellent standard.
- Inspires confidence in patients and colleagues.
- Seen as an asset to the practice.

Pass:

- Formative assessments completed and reflected to a satisfactory standard.
- Competent in skills and attitudes to begin work as a FY1.
- Satisfactory engagement with practice activities.
- Is safe with patients.

Referred:

- Poor engagement with the formative assessments without extenuating circumstances.
- Requires significant improvement with clinical and communication skills.
- Inadequate knowledge base Lacks insight on own abilities.
- Concerns regarding patient safety.

Additional Information

- Year 5 SSC Near Peer teaching: <https://sites.google.com/view/near-peerssc/home>
- Year 5 RCGP GP prize
- CBME Year 5 Elective Students

Medical Licensing Assessment (MLA)

- First year going live with national exam
- Written Paper (Applied Knowledge Test [AKT] set nationally
- OSCE (Clinical & Professional Skills Assessment [CPSA]) set locally with GMC oversight of process
- New national content map here: [mla-content-map- pdf-85707770.pdf \(gmc-uk.org\)](https://www.gmc-uk.org/uk/education/medical-licensing-assessment/mla-content-map-pdf-85707770.pdf)

Student Feedback from 23-24

- Learning needs assessed at start and focus on upskilling
- Variety of patients across specialties
- Increasing in complexity week by week
- Lots of clinical exposure
- Valued member of the clinical team
- Good support from GP Tutors
- Detailed and constructive feedback after each patient
- Interactions with medically complex patients
- Taught how to use clinical software (System one/Emis)

'If every placement was like this one, students would be more motivated, proactive and engaged in not only their placement rotation but their degree generally. This placement has given me the confidence boost I needed and was the perfect way to start final year'

What Students feel could be improved:

- Less shadowing and shorter induction
- Quicker start to student surgeries
- Protected SDL time
- More revision time in Block C
- Wednesday afternoon protected for sports and activities
- Provide basic medical equipment for student use
- Clear instructions on whether to send patients home or debrief first

'Clearer instructions/rules - when we had our first clinics we let some patients go before letting the GP tutor see them. We covered this with our tutor and he agreed for next time that he would make sure to let the students know next time not to let patients go without him seeing/discussing them.'

Block C Feedback 23.24

"This is more a feedback for the university, but I think GP should not be the last block before finals. I know with how large our year groups are, this is not always possible."

"Whilst I found the placement did help me learn for osces, I did really struggle with doing finals revision with a full on placement".

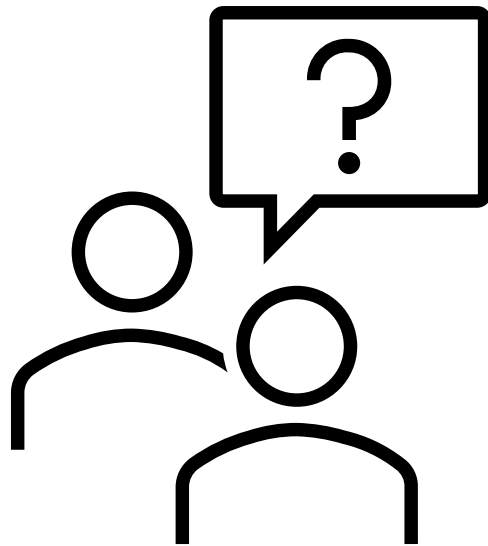
"I do think that I would have preferred to not take any SDLs for the first few weeks and then have a week or 1.5 weeks off before finals."

"Ultimately, we are adult learners and if our GP tutors feel that we are meeting the objectives of the placement, I think we should be allowed more flexibility. I also think that if the uni will allow this kind of flexibility, they need to communicate this well with the GP tutors."

Breakout Session (5 min)

- Have you taught GP5 in Block C?
- Have you noticed any challenges?
- Do you make adjustments to the timetable for Block C?
- Tips for new tutors who will be teaching Block C GP5

Any Questions?



Thank you



Queen Mary
University of London