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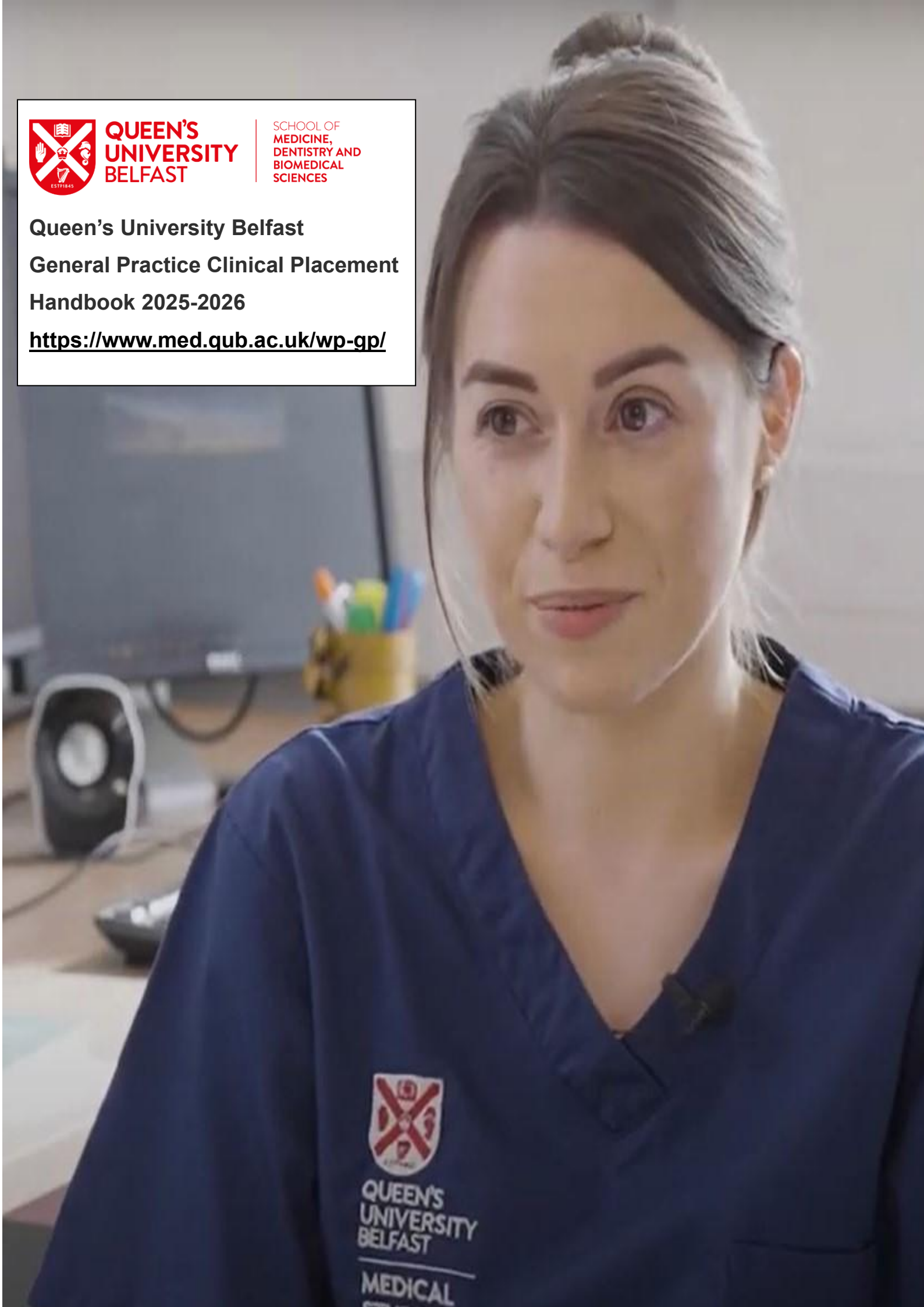
SCHOOL OF  
MEDICINE,  
DENTISTRY AND  
BIOMEDICAL  
SCIENCES

**Queen's University Belfast**

**General Practice Clinical Placement**

**Handbook 2025-2026**

**<https://www.med.qub.ac.uk/wp-gp/>**



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**Thank you** for partnering with QUB Medical School as a student Teaching Practice. Your willingness to engage and your important contribution is very much appreciated. Together we are all Faculty, striving to train and educate tomorrow's doctors, encouraging and guiding them to perform to their utmost and to develop their professional skills and clinical acumen. Our student feedback consistently shows how highly students value their time in General Practice. QUB's C25 curriculum places a strong emphasis on primary care, with approximately 25% of students' clinical experience in these settings. As a Medical School we want to support you in your teaching role and ensure that our students receive high quality learning opportunities. **Whilst each year group has its own specific study guide (also accessible through the [website](#)), we have developed this overarching handbook containing generic information for all Practices across all placement years.**

There is a wealth of useful information and resources on the [NI GP Sub Deanery website](#). We are working closely with the GP Sub Deanery team, alongside colleagues from UU, to support and develop General Practitioners as educational partners.

## Key Contacts

	Contact
Year 1+2 Family Medicine	Dr Grainne Kearney <a href="mailto:g.kearney@qub.ac.uk">g.kearney@qub.ac.uk</a>
Year 1+2 Clinical Skills Experience	Dr Diane Wilson <a href="mailto:diane.wilson@qub.ac.uk">diane.wilson@qub.ac.uk</a>
Year 3 General Practice	Dr Nick Gardner <a href="mailto:n.gardner@qub.ac.uk">n.gardner@qub.ac.uk</a>
Year 4 General Practice	Dr Davina Carr <a href="mailto:Davina.Carr@qub.ac.uk">Davina.Carr@qub.ac.uk</a>
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Admin Support	<a href="mailto:gpadmin@qub.ac.uk">gpadmin@qub.ac.uk</a> and cc <a href="mailto:e.burns@qub.ac.uk">e.burns@qub.ac.uk</a>
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Contacts	
Centre for Medical Education Queen's University Belfast Whitla Medical Building 97 Lisburn Road BELFAST, BT9 7BL Tel No: 028 9097 2450	Clinical Skills Education Centre (CSEC) Queen's University Belfast Medical Biology Centre 97 Lisburn Road BELFAST, BT9 7BL Tel No: 028 9097 2736 Email: <a href="mailto:csec-secretary@qub.ac.uk">csec-secretary@qub.ac.uk</a>

### SUMDE Office

On Behalf of Department of Health

Tel No: 028 9097 2318

Email: [sumde@qub.ac.uk](mailto:sumde@qub.ac.uk)

## Teaching Practice Plaque

As a teaching Practice you can receive a small plaque to put in the reception of your practice building showing you are a QUB Teaching practice. If you have not got a plaque, please contact us on [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk) and we will be happy to get one out to you.

You can also use the digital logo below for your practice website or newsletters/social media comms



You may want to use the short paragraph below to explain to your patients what it means to be a teaching practice

***We are a Queen's University Belfast Medical School Teaching Practice hosting medical students on placement. The curriculum and learning objectives for each stage in their undergraduate training ensures that by the end of medical school they have a broad understanding of the role of a GP and General Practice as a career option. They benefit hugely from speaking to patients, and many of our patients say how much they enjoy talking to medical students. As a patient you may be seen by a medical student under the supervision of a qualified Practice clinician. You can, of course, decline this option. Please do let our reception team know if you would prefer not to be seen by our student(s). These are our doctors of the future and as a Practice we are proud to be a part of their journey.***



# Key Dates 2025-26

## **Training for Teaching Practices**

There is funding available for one SUMDE payment per practice per year group hosted for attendance at these live training events. Tutor guides and session slides can be found on our [website](#), and session recordings can be accessed if required by contacting [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)

## **Dates for Tutor training**

Year 5-GP Training	11 June 2025 PM
Year-4-GP Training	18 June 2025 PM
Year-3-GP Training	27 Aug 2025 PM
Year 1 & 2 Family Medicine	10 Sept 2025 PM

## **Timetable for proposed student allocations 2026-2027**

Practices should start considering their availability to host for the 2026-27 academic year at the earliest opportunity.

We recognise that for many practices one of the main considerations when offering to be a host Practice is space. For that reason, we have devised a short [guide](#) as to how to maximise Practice capacity along with suggested teaching models engaging the full Primary Health Care Team.

It is our hope to bring forward the process of availability and allocations so that it falls earlier in the academic year. Information about this will be shared as soon as possible. The recent rise in offers from practices means that we will also be reviewing allocations processes, working collaboratively through the [GP Sub Deanery](#) and recognising that many teaching Practices host both QUB and UU students.

# Service Level Agreement

Payment to offset the costs associated with teaching is provided by the Department of Health with funding from the Supplement for Undergraduate Medical and Dental Education (SUMDE) budget. The SUMDE Service Level Agreement (SLA) sets out expectations on Practices. Practices must ensure that they read through and are familiar with the SLA. **Only practices who have signed a copy of the SLA for the relevant academic year are eligible for payment.**

The SLA also contains key information on what the practice agrees to provide as well as **Good Teaching Practice Guidance** and information on insurance

Within the SLA the following areas are highlighted:

## Organisation - GP Tutors

- Attend designated teaching sessions If this is not possible, arrange for a suitable replacement.
- Ensure that adequate time is allocated for teaching.
- Ensure that all Practice staff are aware of and support teaching commitments.
- Return all electronic reports to the Centre for Medical Education promptly.
- Issue a prepared timetable of activities to the student at the beginning of the attachment.

## Content and Teaching Process

- Be familiar with the relevant teaching material.
- Encourage active student participation.
- Review the Learning Outcomes with the student(s) at appropriate intervals during their period of attendance.
- Respect the student-teacher interaction as a professional relationship.
- Value assessment and feedback as a two-way process.
- Undertake necessary changes to ensure that Learning Outcomes are met.
- Have an awareness of the students' need for balanced and objective assessment on current issues.

## Tutor Support and Development

- Aim to make the learning experience enjoyable.
- Attend and participate in training events and other contact meetings to facilitate teaching.
- Notify the Centre for Medical Education of inability to meet teaching commitments as soon as possible e.g. if a teaching GP partner leaves.
- Notify the Centre for Medical Education if concerns regarding absence, student health, wellbeing or professionalism.
- Discuss any training needs with the Centre for Medical Education (CME) to ensure teaching commitments are met

## GP SUMDE Payments from 1 April 2024

Year Group	'In Practice' Teaching Category	Teaching Type & Number of Sessions	SUMDE Payment
Year 1	Family Attachment Scheme (Family Medicine) Semester 1 & 2	Practice-based Teaching (typically 8-9 students)	£250.00 per group of 6 (£41.67 for every additional student thereafter)
Year 1	Clinical Experience	Practice-based Teaching (6 PM sessions)	£1,500.00 (i.e. £250.00 flat rate per group per session)
Year 2	General Practice Experience (Family Medicine) Semester 1 & 2	Practice-based Teaching (typically 8-9 students)	£250.00 per group of 6 (£41.67 for every additional student thereafter)
Year 2	Clinical Experience Semester 1	Practice-based Teaching (10 sessions)	£2,250.00 (i.e. £250.00 flat rate per group per session)
Year 2	Clinical Experience Semester 2	Practice-based Teaching (10 sessions)	£2,500.00 (i.e. £250.00 flat rate per group per session)
Year 3	Longitudinal Integrated Clerkship	Practice-based Teaching (12 Wed AM sessions per semester;)	£355.02 per group of 6 (i.e. £4,260 per semester)
Year 4	Practice Attachment	Practice-based Teaching Up to 72 sessions across 4 x 2-week blocks	£8,520.48 per pair of students Max 4 pairs over course of the academic year
Year 5	Preparation for Practice 1 (PfP1) Practice Attachment	Practice-Based Teaching 63 sessions over 8 weeks	£3,727.71 per student (usually paired) Max is 3 pairs over course of the academic year

Year Group	Additional Activities	Number of Sessions	SUMDE Payment
All	Training Meeting	Per session	£250.00
All	Examining/Marking	Per session	£250.00
All	All Other Group-based Teaching	Per session	£250.00

## Payment Procedure

QUB will submit claims on Practices' behalf to the SUMDE office for payment at the end of each financial quarter.

**SUMDE requires that payment is linked to the GP tutor's cypher number so please ensure that if a teaching partner moves on or retires during the academic year, QUB is informed of the new tutor's details.**

Payment can be viewed on your GMS statement and can be found under SUMDE (select from the drop-down box under "remittance"). A summary of SUMDE claims is forwarded to BSO each quarter (March, June, September and December). Any queries regarding SUMDE quarterly payments should be directed to BSO in the first instance. Tel - 028 9536 3742



# Induction



Here are some areas that we recommend Practices cover during induction, and there are some further [great resources around induction](#) available on the GP Sub Deanery website.

Introduction to key staff members, specify who the main tutor is (including preferred email(s) for MyProgress) 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?	
Any student special circumstances / disabilities that are relevant for the GP tutor (and Practice) to know about	
Any practice specific protocols around clinical clothing (any preference for scrubs or 'normal clothes?')	
Advice around access to WiFi so that students can support their learning using own devices where possible. <a href="#">BSO WiFi access should be possible for most Practices.</a>	
Remind them of the importance of confidentiality- students follow GMC GMP guidance for students	
Check their familiarity with ECR and ENCOMPASS including issues around confidentiality, GDPR and the vital importance of only accessing information relevant to patient care; never their own/known individuals' records.	

Go over expected professional behaviours like introducing themselves by name and role to the patient, kindness, respect and courtesy, teamwork etc. (see Good Medical Practice (GMP) for medical students)	
Reiterate that patients appreciate: <ul style="list-style-type: none"> <li>• that students add value to the care patients receive e.g. by having delegated tasks like following patients up after a test or consult</li> <li>• when students are transparent about their knowledge gaps</li> <li>• when students listen attentively</li> <li>• being involved in teaching by sharing their lived experiences</li> <li>• being advised in advance when they are seeing a student</li> <li>• being involved in the feedback process to help their learning</li> </ul>	

## **Student Attendance**

Medical School regulations mandate 100% attendance for all years. However, there will of course be mitigating circumstances for non-attendance such as illness or prospectively requested leave (e.g. to present at a conference). Students submit all prospective leave requests in advance (including for up to two days' 'discretionary leave' across each academic year) and are encouraged to clearly communicate any approved leave requests with supervising clinical teams. Further details around [attendance and absence policies](#) are available on the QUB Medical Education portal. Please register [HERE](#) if you have not already.

In cases of unforeseen absence (such as sickness) it is helpful if students and host Practices have agreed a means of contact in advance so that an ill student is not trying to update the Practice by phoning the main Practice number. A feature of the MyProgress system is attendance monitoring – daily in secondary care (and at all times for students holding Tier 4 Visas) and weekly while on GP placement. The system generates an automated email to the designated supervisor's email address. No action is required if the student was present; the email advises what to do in the unlikely event that this was not the case. If a Practice has any concerns about a student's attendance, please contact [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)

# Student Progress



MyProgress is the e-platform students use to record, track and reflect on their learning.

It is a student's responsibility to ensure that all required elements of MyProgress are completed, and they may prompt tutors around when and what needs completing. Practices can help students in this through identifying a named GP best placed to complete required elements.

[Introductory video explaining MyProgress](#)

## **MyProgress FAQs**

How do I access MyProgress?

*The main login page for the MyProgress is <https://qub-med.epads.mkmapps.com/>*

*If you are a new QUB Tutor in 2025-26 or did not teach in recent years, then you will be new to MyProgress.*

*We will ask students to use the email address we hold for you to register you as their "GP Tutor" for their placement.*

*The first time you are registered as a GP Tutor by a student, MyProgress will send you an email to create an account on the site. You will be able to set your username and password at this time. If you are not sure if you have had an account created for you previously, the team at [myprogress-meded@qub.ac.uk](mailto:myprogress-meded@qub.ac.uk) should be able to advise.*

*If you have used MyProgress previously, you continue with the same username and password. If you cannot remember your password, you can access the "Forgot your Password" option in the Login screen to reset it by email.*

How do I see the list of students that I am responsible for?

*When you login to MyProgress you should be able to see all students assigned to you in the same place regardless of year group. You can click on the individual student to find the relevant form(s) to complete.*

What if I can't see my student?

*First check with the student that the email address on their record is the correct one. If the email address is correct, and you still can't see the student on your list, then email [myprogress-meded@qub.ac.uk](mailto:myprogress-meded@qub.ac.uk)*

What happens if I am Tutor for students from different year groups?

*When you have logged in to MyProgress, you can filter your list of students by year group. What happens if I cannot see a student on MyProgress that is attached to my practice?*

Do I have to use MyProgress?

*Yes. All forms must be completed on MyProgress and students are now familiar with it. Those with least experience will be in Year 3*

Can more than one GP in the practice complete MyProgress forms for students?

*Yes. To access a student record, each GP needs to have a MyProgress account. A student can add a second or third Tutor's email address and that GP will then be prompted to set up a MyProgress account if they don't already have one.*

What forms do I need to complete on MyProgress?

*It will depend on the student year group. All GP Tutors will be provided with information on the requirements for each year's group in the Tutor/student guide and during the Year specific training sessions.*

What should I do if I have a concern about a student?

*If at the end of placement when completing the GP feedback form you have a cause for concern, please forward it to [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk) and the relevant Year Lead by putting their email addresses into the relevant box on the form.*

*If you have a concern about a student during placement, please contact [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk) or the GP Lead for that year group.*



# Home Visits

The GP consultation is at the heart of general practice, but the number of home visits undertaken is reducing, primarily due to workload pressures. Home visits provide unique rich learning opportunities for undergraduates. These include:

1. Learning about the patient holistically - lifestyle, medication concordance, level of functioning in their home setting
2. Learning about the patient's home environment - relatives/carers/primary care team, deprivation, aids/appliances/adaptations, etc.
3. Developing individual consultation skills and professional values

Feedback from our medical students across all year groups consistently demonstrates that they enjoy and value seeing patients in their own home.

Home visits tend to fall into 2 groups:

1. Reactive (acute deterioration in health)
2. Pro-active (post hospital discharge/chronic condition management when patient unable to attend surgery/palliative care)

For new practices (and those who perhaps haven't sent students on home visits before), the [GP Sub Deanery have shared an excellent resource around this.](#)



# GP Placements by Year

## What is Year 1 & 2 Family Medicine?

Family Medicine provides students early clinical contact with patients and a glimpse into the busy and dynamic world of Primary Care. It is a formative learning experience for students who often reflect that it helps them to see 'patients as people' and enjoy what they consider to be 'real life' medicine amongst their more classroom-based teaching. GP tutors can take groups of Y1 or Y2 students, many choose to take both!

## What will Years 1 & 2 students be doing in practice?

In Y1, Family Attachment, GP tutors are allocated groups of approx. 8-9 students. The GP tutor matches the students in pairs/trios to patients/families in their Practice with whom the students make contact through the year. The GP tutor facilitates five afternoon tutorials through the year to support students' learning including an opportunity for students to see their patients' notes (with consent). In Y2, General Practice Experience, GP tutors are allocated groups of approx. 8-9 students. The GP tutor facilitates five afternoon tutorials through the year where students can learn about the world of General Practice through contact with patients and members of the Primary Care Team. Students highly value opportunities to consult with patients, often for the first time.

[Full details \(including how students are assessed\) are contained within the Tutor Guide and the Training session slides; accessible through QUBGP website.](#)

## **What is Year 3 Longitudinal Integrated Clerkship (LIC)?**

This course gives Year 3 students their first “immersion” into General Practice whilst spending much of their week in a hospital placement, known as a Longitudinal integrated Clerkship (LIC).

### **What will Year 3 students be doing in practice?**

A group of 6 (occasionally 5 or 7) students will be assigned to attend the same GP practice weekly on a Wednesday morning for 12 weeks (extended from 6 sessions in academic year 23-24). Each placement will begin with an “introduction to GP” session held on ZOOM for all students on GP placement that semester. The last session of the semester will also be on ZOOM for the same student group.

These students benefit from working in pairs (or 3s if you have an odd number of students). Students should get the chance to speak to patients, but the focus is on their communication skills. These can be pre-arranged "cold cases" such as CDM or complex co-morbidities. Ideally students should all get the chance to do at least one home visit (though not mandatory). It could be to a care home.

Students can do practical tasks such as ECGs, taking blood, dipping urines, etc

Students can phone patients e.g. to check how someone is post hospital admission (holistic conversation and gathering information), to review medication or to notify of a change in meds, to give health promotion advice e.g. raised cholesterol

[Full details \(including how students are assessed\) are contained within the Tutor Guide and the Training session slides; accessible through QUBGP website.](#)

## **What is Year 4 General Practice?**

GP in Year 4 is medical students' clinical 'home'. Students spend 8 weeks in GP through the year, returning to the same Practice for 4 x 2-week blocks (9 sessions per week). These 2-week blocks are at fixed time points between end of August and mid-May. It is worth noting that QUB students sit their written clinical finals exams at the end of Year 4.

### **What will Year 4 students be doing in Practice?**

It is a variety of clinical exposure (with as much consultation experience as possible) that Year 4 students really value. We ask that a minimum of 50% of students' time in practice is spent on GP consulting – starting with Active Observation and progressing through Active Participation to Leading Consultations. By the time they have completed 8 weeks over the course of year 4 we would expect that all students will have led on a reasonable number of consultations. Other activities might include spending time alongside other members of the Practice Team, in treatment room activities, carrying out long term condition reviews or out on Home Visits.

Students are based in Practices for 9 sessions a week; it is up to Practices how this is timetabled for students - we understand that opportunities will differ dependent on several factors. Whatever the Practice size and set up, we hope that returning students embed themselves as far as possible in your Practice and become a useful part of your team. There is no expectation or requirement for any formal 'teaching sessions' while students are in practice.

[Full details \(including how students are assessed\) are contained within the Tutor Guide and the Training session slides; accessible through QUBGP website.](#)

## **What is Year 5 Preparation for Practice: Primary and preventative care?**

In their final year pairs of students will spend 7 weeks, within an 8-week period, in a general practice setting. The main objective is to enhance the generalist skills already developed in Y1-4. The whole year 5 course has integrated learning outcomes with the overall objective to prepare students for practice. Students have sat their final written clinical exam, and the focus is on gaining practical experience. It is all very 'hands-on' and students are encouraged to increase their level of independence and exposure to complexity.

### **What will Year 5 students be doing in Practice?**

Opportunities will be different in different Practices. Being embedded within the practice for 9 session /week for 7 weeks should create a good understanding of how development needs and progression can be supported and monitored. The focus is on Preparation for Practice and there is no better way to do this by engaging with patient-facing activities which in GP often means consulting directly with patients.

Students should be given opportunities to assess patients with direct or indirect supervision and the ratio of face-to-face versus telephone/video consults should ideally be in-keeping with how your Practice is consulting. There will be some compulsory elements during the attachment, and these should be combined with the personal learning needs of the student.

### How are Year 5 Students Assessed?

From 2024 onwards, all medical students graduating from UK universities have needed to pass a national exam – the Medical Licensing Assessment (MLA). This entry requirement for inclusion on the medical register by the General Medical Council incorporates both written and practical components. When Year 5 students start their placements, they will have all sat their MLA Applied Knowledge Test (AKT) – ‘written finals’. The exam still outstanding is the Clinical and Professional Skills Assessment (CPSA) which they sit end Feb/early March.

In Y5, GP Tutors complete a short Tutor report at mid- and endpoint of the placement. The tutor/GP is also required to observe two consultations and give feedback using MiniCex which has a patient feedback element incorporated.

Student-led learning activities entail reflecting on four clinical encounters and five case studies related to generalist themes which will be discussed during a weekly online small group session facilitated by General Practice Sub Deanery colleagues. They will also be involved in a Sustainability Quality Improvement project through their final year.

[Full details \(including how students are assessed\) are contained within the Tutor Guide and the Training session slides; accessible through QUBGP website.](#)



# Clinical Skills Experience

In addition to the Family Medicine Placements in Y1 and 2, students are also assigned in small groups to 'Clinical Experience' sessions which are led by GP and Hospital tutors one afternoon each week.

The primary objective of this Clinical Experience course is to enthuse students in the art of medicine and provide opportunity for real patient encounters.

## **Overview of Clinical Skills Experience teaching for 2025-26**

### ***Year 1 Spring***

Teachers have 6 weeks of Clinical Experience teaching (Tuesday or Friday). The main focus is on history taking practise with patients who have Respiratory, Cardiovascular or musculoskeletal complaints. Each student attends 3 teaching sessions, so teachers deliver the same topic for 2 weeks and have 2 groups of students. This teaching is delivered via Zoom (or Teams) rather than in-practice.

### ***Year 2 Autumn***

Teachers have 10 weeks of Clinical Experience teaching (Monday or Thursday) as two groups of students are allocated, and the teaching content repeats over 2 weeks. Each group attends on alternate weeks so students have 5 face-to-face teaching sessions in small groups of 4-5 students. Sessions focus on clinical skills relating to Gastroenterology, Endocrine & Neurological systems.

### ***Year 2 Spring***

Teachers have 10 weeks of Clinical Experience teaching (Monday or Thursday) as two groups of students are allocated and the teaching content repeats over 2 weeks. Each group attends on alternate weeks so students have 5 face-to-face teaching sessions in small groups of 4-5 students. They will value spending time with real patients, practising and integrating all the clinical skills that they have learned in the first 2 years of this course as they prepare for third year and their summative OSCE (Objective Structured Clinical Examination).

For year 2 teaching the tutor's practice will need to be within an acceptable travel distance of the university (usually within a 15-mile radius of QUB campus) or on a direct public transport route.

If you are taking students for the first time, here are a few additional points to consider:

- Sessions are timetabled between 2-5pm
- Supportive training for this teaching will be provided
- Teaching Resources are available on the Medical Education Portal
- Teaching in Clinical Experience sessions should closely reflect what has been taught in CSEC and a Teacher Guideline is provided for reference.
- From 2024/25 teacher feedback will take the form of a 'Mini-CEX' log being completed on the student's mobile device on the 'My Progress' App
- The students are also undertaking Family Attachment and Clinical Communication skills tutorials.

If you would like further information or guidance please contact [diane.wilson@qub.ac.uk](mailto:diane.wilson@qub.ac.uk) and/or [csec-secretary@qub.ac.uk](mailto:csec-secretary@qub.ac.uk)



# Equity, Diversity and Inclusion Training

In line with health and social care organisations, QUB is committed to ensuring that we, along with our educational partners not only avoid discrimination but also pursue good practice, embracing diversity, promoting good relations and challenging sectarianism and racism to ensure service users and staff enjoy equality of opportunity in service delivery and in work.

GP tutors and examiners must have completed training on Equity, Diversity and Inclusion (EDI) at least every 5 years. We would encourage all practice staff to complete this training as it will be of value to anyone working in primary care.

QUB and UU Medical Schools along with NIMDTA have created a 40-minute training resource specific to the needs of medical educators in NI. Completing this online course will be accepted as evidence of training by all 3 organisations. The training module launched in 2024 on 21/3/24. You can access the course [HERE](#).

# Annual Quality Cycle & CP2As & CPD

We believe that our students should be professional, competent, and courteous. To this end, we gather feedback from all parties.

## **Student Feedback**

From a **student perspective**, each student is asked to submit Practice-identifiable feedback annually on their GP placement. These questionnaires are distributed centrally by the Quality and Standards Team at QUB, and the questions students are asked are consistent across different Placement settings (Primary and Secondary care).

We emphasise to students that feedback about their placement should be honest, professional in tone, constructive and mindful of Personal (the GP tutor and Practice Team) vs Facilities (rooms, timetabling, etc)

We aim to share your Practice level feedback as soon as possible after the end of the Placement cycle for that particular year group, and general feedback is shared at specific year group GP tutor training sessions.

As well as written feedback via formal placement evaluation questionnaires, students also feed in their views through:

- Student Voice Committees
- Central Learning & Teaching Committee
- Medical Student Management Group
- Ad hoc Student Feedback
- Students are informed and encouraged to [raise concerns should they arise](#) (You need to be registered on the [QUB Medical Education Portal](#) to view full details).

On occasion feedback may warrant further discussion, either in the case of the student or the teaching practice, and we work with our GP Sub Deanery colleagues when this arises.

## **Practice Feedback**

From a **Practice perspective**, Tutor feedback is requested at time of CP2A request, and is discussed as part of Practice visits.

Information provided by you will help shape our planning going forward.

We expect that the quality cycle will be further refined through 2025-26 through the GP Sub Deanery.

## **Teaching Awards**

The GP team at QUB oversee the adjudication and presentation of the QUB/RCGPNI annual Robin Harland Prize for Excellence in Undergraduate Medical Education. Each year we invite our students to nominate their GP Tutor and the Practice team if they have had a particularly good educational experience. The recipient is selected following an independent and anonymous review of citations submitted by year 4 and year 5 QUB medical students. Our most recent winner was Dr Sandra Gray of Coagh Medical Centre, and the [Health Minister attended the presentation of the award.](#)

## **CP2A request and self-review form**

From 1st September 2025 the GP Sub Deanery is responsible for the issue of a CP2A for any GP teaching undergraduate medical students IN PRACTICE (whether from either QUB or UU or both)

To request your CP2A, please go to the [GP Sub Deanery website](#) to access the link. Request for CP2A should be made 4 weeks before your appraisal date.

A CP2A will be emailed to you at the email address you provide (within 10 working days) to cover any undergraduate teaching in GP practice setting during the previous academic year.

All CP2A forms are issued retrospectively (unless you are being appraised and only started teaching within the current academic year). Where a GP has a query about this process, please email [info@gpsubdeanery.co.uk](mailto:info@gpsubdeanery.co.uk)

A CP2A for work within QUB e.g. OSCE Examiner, clinical/communication skills teaching in medical school etc should be requested 4 weeks before your appraisal using the following link: <https://forms.office.com/e/LxZXDujf62>

## **GP Sub Deanery**

The establishment of a GP Sub Deanery marks a significant step for undergraduate medical education in GP settings. The Sub Deanery has an [excellent website](#) setting out its aims, functions and introducing you to members of the Team. Resources available on the website are excellent.



### Teaching General Practice & Learning General Practice


The Royal College of General Practitioners (RCGP) and Society for Academic Primary Care (SAPC) GP Heads of Teaching group have created a set of teaching and learning resources that GP Tutors and students may find useful. These resources are housed on the RCGP website and can be found [HERE](#). The first document *Teaching General Practice* is a high-level curriculum guide, the second, *Learning General Practice*, has a wealth of helpful information and resources, structured around the Y1-5 GP courses' learning outcomes.


eBooks available through [QUB QCAT](#) may also be of interest to some students:


1. Oxford handbook of general practice - Chantal Simon et al.
2. General practice at a glance - Paul Booton et al.
3. A Textbook of general practice - edited by Anne Stephenson
4. A range of resources for GP tutors and practices are included below

### [QUB Medical Education Portal](#)

The QUB Medical Education Portal is a resource that hosts a suite learning materials for both undergraduate students and teachers. The portal brings together all five years in a single site for a whole curriculum experience. GP Tutors may find it helpful to log on to be able to see the range of resources available. Register [HERE](#).



[Register](#)
[Login](#)





### Welcome


The Medical Education Portal is a resource that allows access to learning materials for both undergraduate students and teachers. The portal brings together all five years in a single site for a whole curriculum experience. [Queen's student/staff login](#).



### Medical School


Find out more about the [medical school at Queen's University](#). Read about our facilities, staff and hear from some of our students.

Please note that the Centre for Medical Education does not deal with admissions queries. Please contact Admissions directly ☎ +44 (0)28 9097 3838.



### Guest registration

Queen's University medical students and staff can access the portal with their student/staff numbers and Queen's password. NHS staff involved in teaching Queen's medical students need to register for access. Please complete the [online registration form](#).



### Facilities

Queen's University has a wide range of top class facilities for medical training including the [Clinical Skills Education Centre](#).

## Capsule

[Capsule](#) is a case-based online resource, again produced as a collaboration across UK medical schools. Students have access to a vast range of cases and quizzes with feedback and further links – with the material pitched at a great level for them. There are around 40 GP cases (some relatively short, others which might take students 45-60 minutes to work through.) While some students may elect to work through the cases in their own **self-directed way**, they are likely to maximise learning through covering cases that they have had limited exposure to or following on from a specific consultation.

## Speaking Clinically

This resource contains over 900 authentic patient video clips of people talking about a range of conditions. Most [Speaking Clinically](#) videos are just 1-3 minutes long, and it's fair to say they do have a secondary care orientation. While this could never replace authentic patient contact in GP, it is nonetheless another resource.

If you would like personal access to Capsule and/or Speaking Clinically, we can try to facilitate personalised logins etc. Please email [medicaled@qub.ac.uk](mailto:medicaled@qub.ac.uk) explaining that you are a GP tutor, and we will try to make the necessary arrangements.