

APPENDIX S1:

Appendix S1: A national survey of undergraduate teaching in General Practice in the United Kingdom 2018

Introduction

Thank you for completing the national survey of undergraduate teaching in General Practice in the UK. Anonymised responses will be used in research projects nationally and potentially internationally.

You can save your responses and return to the survey at any time by clicking "Finish later" at the bottom of each page.

Structure: Compulsory GP teaching and learning

For the following questions, please only include data for compulsory teaching in the academic year 2017-2018. Please do not include any data on optional GP teaching, for example, student selected components.

(1a) How many compulsory sessions (approximately half a day) per curriculum year does a hypothetical medical student learn in a GP setting? We are aware that some students may get more exposure than others. For each year, please briefly describe the nature of the teaching and learning delivered in a GP setting. *For example, Year 1: 7.5 sessions (half the students do 8 sessions, half the students do 7 sessions); "sitting in" with GPs. Or Year 5: 30 sessions; parallel surgeries, supervised home visits.*

	Number of sessions	Nature of teaching and learning
Year 1	<input type="text"/>	<input type="text"/>
Year 2	<input type="text"/>	<input type="text"/>
Year 3	<input type="text"/>	<input type="text"/>
Year 4	<input type="text"/>	<input type="text"/>
Year 5	<input type="text"/>	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>	<input type="text"/>

(1b) Use this comments box to tell us about any special arrangements, for example in some schools a proportion of students have longer compulsory placements than their peers.

(2) GPs don't just teach in practice settings, they may also teach on campus or in secondary care. Per curriculum year, what is the total number of hours that a hypothetical medical student learns from GPs, but not in a GP setting? Please include teaching and learning sessions delivered by GPs such as lectures, communication skills tutorials, professionalism seminars and any other sessions as appropriate. Please give the total number of hours, and in the text box provide more details on the different contexts. *For example, Year 1: total number of hours 30; comprising of 5 hours of lectures, 20 hours of communication skills seminars and 5 hours of professionalism seminars.* One complication! In some types of teaching, some students will be taught by a GP whilst others are taught by non-GPs e.g. hospital clinicians. To account for this, please include the proportion of hours which are delivered by GPs - this will give us a more accurate picture of GP contribution. *For example, if a hypothetical student does 20 hours of professionalism seminars, but only half of professionalism tutors for his/her cohort are GPs, please only add 10 hours to your total.* Please exclude formal assessment time from these figures (e.g. GPs going into the medical school to examine OSCEs). If this is not clear please do email to ask.

	Number of hours	Nature of teaching and learning
Year 1	<input type="text"/>	<input type="text"/>
Year 2	<input type="text"/>	<input type="text"/>
Year 3	<input type="text"/>	<input type="text"/>
Year 4	<input type="text"/>	<input type="text"/>
Year 5	<input type="text"/>	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>	<input type="text"/>

Structure: Optional GP teaching and learning

For the following questions, please only include data for optional teaching and learning experiences; for example, student selected components.

(3) Please complete the following grid to describe what optional GP teaching and learning opportunities in the GP setting were offered to students in the academic year 2017-2018. Please include all sessional time based in the GP setting, regardless of whether the student is physically present in the practice (i.e. include self-directed learning in the total). If, within a given curriculum year, you have SSCs of different sessional durations please make an estimate of the average number.

	Number of placements undertaken	Number of sessions per placement	Additional comments
Student selected components	<input type="text"/>	<input type="text"/>	<input type="text"/>
Elective placements	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>

(4) We are also aware that GPs may teach other optional sessions that are not practice-based, for example a Wilderness Medicine SSC. If the GP is only making a contribution, count their personal teaching sessions only. However if the non-practice based learning is lead by the GP, then count the total sessions of the placement (including self-directed learning) as per the previous question. These distinctions allow a more accurate picture of GP exposure – please aim for accuracy but we appreciate you will need to make some judgement calls. *For example: a GP who teaches 1 session on a Pulmonary Rehab SSC to give the GP perspective – add 1 session to total. A GP who leads a 4 week History of Medicine SSC – add 36 sessions (based on a 9 session week) even though direct contact time is only 8 sessions*

	Number of placements undertaken	Number of sessions involving GP teachers per placement	Additional comments
Student selected components	<input type="text"/>	<input type="text"/>	<input type="text"/>
Elective placements	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please describe)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Course information

Please note for all questions in this survey we are interested to hear about the programmes delivered in the UK. Please do not include data on programmes delivered on international campuses.

(5) In the main medical programme at your medical school, how many students were there in each year during the academic year 2017-2018? Please include students on compulsory intercalated degrees, but not optional intercalated degrees.

Year 1	<input type="text"/>
Year 2	<input type="text"/>
Year 3	<input type="text"/>
Year 4	<input type="text"/>
Year 5	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>

(6) Please describe the arrangements for intercalation at your medical school (e.g. which year does intercalation occur, whether intercalation is compulsory or optional etc). *For example: intercalation is optional and can occur after Year 3 or Year 4. There are 50 places for intercalation after Year 3 and 60 places for intercalation after Year 4.*

(7) Do you offer other UK programmes additional to your main programme of study? For example, graduate entry medicine

- Yes
- No

****Please note this question is only applicable if you have answered "Yes" to Question 7****

Additional programmes

Please note we are interested to hear about additional programmes delivered in the UK. Please do not include data on programmes delivered on international campuses.

(7b) Please tell us about the additional UK medical programme(s) at your medical school. How many students were there in each year during the academic year 2017-2018? Please include students on compulsory intercalated degrees, but not optional intercalated degrees.

	Programme A	Programme B	Programme C
Name of programme	<input type="text"/>	<input type="text"/>	<input type="text"/>
Brief description of programme	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 4	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 5	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Course organisation

(8) In order to allow us to calculate the proportion of GP teaching in undergraduate curricula, please tell us how many weeks there are in your overall medical programme for each year. Please only include weeks in which the students are taught or on placement (for example exclude revision/assessment weeks).

Year 1	<input type="text"/>
Year 2	<input type="text"/>
Year 3	<input type="text"/>
Year 4	<input type="text"/>
Year 5	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>

(9) In order to allow us to calculate the proportion of GP teaching in undergraduate curricula, please tell us whether your standard week consists of 9 or 10 sessions?

Year 1	<input type="text"/>
Year 2	<input type="text"/>
Year 3	<input type="text"/>
Year 4	<input type="text"/>
Year 5	<input type="text"/>
Year 6 (if appropriate)	<input type="text"/>

(10a) Has the proportion of general practice/primary care in your curriculum changed in the last 5 years? If so, how?

- Yes, the proportion of GP in the curriculum has decreased
- Yes, the proportion of GP in the curriculum has increased
- No, the proportion of GP in the curriculum has remained stable

(10b) Please add your comments: for example, what has influenced decisions regarding the amount of GP in the curriculum?

(11a) Are there any plans to change the proportion of general practice/primary care in your curriculum in the next 5 years? If so, how?

- Yes, there are plans to increase the proportion of GP in the curriculum
- Yes, there are plans to decrease the proportion of GP in the curriculum
- No, the proportion of GP in the curriculum is planned to remain stable

(11b) Please add your comments: for example, what has influenced decisions regarding the amount of GP in the curriculum? Describe any new initiatives.

(12) How many different GP practices does an average student experience during the entire course?

(13a) Are students purposefully sent to a variety of GP practices e.g. large, small, urban, rural? If so, please describe

- No
- Yes

(13b) If you selected Yes, please describe:

(14) What are the names of GP placements at your medical school? *For example, Year 1: Primary care attachment, Year 3: Junior rotation in General Practice, Year 5: Senior placement in General Practice*

People

(15a) Who are the key academic staff involved in the leadership of primary care at your medical school? Please provide job titles, outline of role, and number of whole time equivalents dedicated to the delivery and management of primary care teaching. We are aware that different centres pay GP educators on different scales; for each of your staff please indicate on the dropdown which payscale is applicable. For example: *GP lecturer, 1st and 2nd year teaching in non-clinical setting, 0.5 WTE*

Job title	Role	Whole time equivalent	Payscale	If you selected Other, please specify:
			<input type="text"/>	

(15b) If you have run out of boxes please continue your data entry here:

(16a) Who are the key administration staff involved in supporting primary care teaching at your medical school? Please provide job title, number of sessions (half days) per week dedicated to primary care, and their grade if known. If a member of staff has a variety of roles be sure to only include the sessions dedicated to primary care. For example: *Lead Administration for Primary Care, 8 sessions supporting primary care teaching*

	Job title	Number of sessions	Grade
-	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>

(16b) If you have run out of boxes please continue your data entry here:

(17a) Are GP trainees involved in teaching in your region? If so, are these arrangements formal (e.g. GP trainees employed as teaching fellows or equivalent) or informal (e.g. GP trainees volunteering to teach medical students)?

- No, GPSTs are not involved in teaching medical students in the region
- Yes, there are informal arrangements for GP trainees to contribute to teaching medical students in the region
- Yes, there are formal arrangements for GP trainees to contribute to teaching medical students in the region

(17b) Please describe the opportunities available or challenges experienced:

(18a) On the following scale, please rate the ease of recruiting practices for student teaching in the community

- Difficult - we struggle to recruit enough teaching practices
- Neither easy nor difficult - we recruit enough teaching practices for our needs
- Easy - we have a waiting list for teaching practice

(18b) Please add your comments:

(19a) On the following scale, please rate the ease of recruiting GPs to teach students in the medical school

- Difficult - we struggle to recruit enough GP teachers
- Neither easy nor difficult - we recruit enough GP teachers for our needs
- Easy - we have a waiting list for GP teachers

(19b) Please add your comments:

(20a) What "teacher development" initiatives are offered to your faculty academic staff?

- Fee sponsorship for medical education qualification(s) e.g. Certificate in Medical Education, Diploma in Medical Education
- Support for staff to attain formal recognition from Higher Education Academy (HEA) e.g. Fellow status
- Support for staff to apply for academic promotion
- Staff development workshops
- Other staff development initiatives (please describe)

(20b) If you selected other staff development initiatives, please describe:

(21a) What “teacher development” initiatives are offered to your GP teachers?

- Fee sponsorship for medical education qualification(s) e.g. Certificate in Medical Education, Diploma in Medical Education
- Support for staff to attain formal recognition from Higher Education Academy (HEA) e.g. Fellow status
- Support for staff to apply for academic promotion
- Staff development workshops
- Other staff development initiatives (please describe)

(21b) If you selected other staff development initiatives, please describe:

Raising the profile of General Practice

(22) How would you describe GP representation at higher management levels in your medical school (higher than that of the GP teaching organisation)? Feel free to comment on the possible impact of this representation. *For example: the deputy dean and head of assessment are both GPs.*

(23a) Which of the following best describes your departmental situation?

- In my university primary care teaching and primary care research are closely integrated within a single department/unit/section
- In my university primary care teaching and primary care research are situated in the same department/unit/section though there isn't much integration
- In my university primary care teaching and primary care research occur in geographically and administratively distinct departments/units/sections
- In my university there is not a department/unit/section which is dedicated to primary care research

(23b) Please add your comments:

(24a) Are GPs involved in your outreach programme and widening participation activities?

- No
- Yes (please describe)

(24b) If you selected Yes, please describe:

(25) Tell us about involvement of GPs in selection processes. What proportion of interviewers involved in selection processes for the medical programme are GPs? Please describe their involvement.

(26a) Are the following areas formally addressed in your curriculum?

	Yes	No
Undermining of GP	<input type="radio"/>	<input type="radio"/>
The hidden curriculum	<input type="radio"/>	<input type="radio"/>
NHS management	<input type="radio"/>	<input type="radio"/>
Delivery of care at the primary-secondary care interface	<input type="radio"/>	<input type="radio"/>
Career options in general practice e.g. portfolio GP	<input type="radio"/>	<input type="radio"/>
Business elements of general practice e.g. partnership, salaried	<input type="radio"/>	<input type="radio"/>

(26b) Please add any comments if necessary

(27) Regarding careers events in your medical school:

How many careers events are there in total over the whole curriculum?	<input type="text"/>
Of these how many involve General Practitioners?	<input type="text"/>

(28) How is a career in GP promoted at careers event sessions?

Resources

We appreciate that some of this information may be regarded as sensitive. All data from the survey will be kept anonymous.

(29a) We'd like to know the sessional (i.e. half day) rate at which you pay your GP teachers. We realise rates may vary depending on placement, number of students etc - so we have provided several boxes below to describe different arrangements. To allow comparison, please do any necessary calculations to express rates in the form of £/student/session. *For example: Year 3, Junior rotation in General Practice, Placement in GP practice with practical experience, £55/student/session*

	Year	Rotation name	Type of placement	Payment rate £/student/session
-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

(29b) If necessary, please add further information:

(30a) Has the payment rate for primary care teachers changed in the last 5 years? If so, how?

- Yes, the payment rate has decreased
- Yes, the payment rate has increased
- No, the payment rate has remained stable

(30b) Please add your comments:

(31a) Are there any local plans to change the payment rate for primary care teachers in the next 5 years? If so, how?

- Yes, there are plans to increase the payment rate for community teaching
- Yes, there are plans to decrease the payment rate for community teaching
- No, the payment rate is planned to remain stable

(31b) Please add your comments:

(32a) Do you have a programme of investment in practice premises in order to encourage expansion of teaching?

- No
- Yes (please describe)

(32b) If you selected Yes, please describe:

(33) What percentage of the total MUT (Medical Undergraduate Tariff) or ACT (Additional Cost of Teaching) payments made to your medical school are directly allocated to teaching and learning in General Practice? If necessary, please contact your MUT or ACT co-ordinator to find out this information.

(34) Please briefly describe your understanding of how the total medical undergraduate tariff is distributed between primary and secondary care at your medical school?

Future challenges

(35) Please describe up to 3 current challenges which you are facing with respect to primary care teaching (also outlining possible solutions where you can):

- 1.
- 2.
- 3.

(36) Please describe up to 3 innovations in your medical school with respect to primary care teaching:

- 1.
- 2.
- 3.

Demographics

(37) Please complete this table with your personal information

Title	<input type="text"/>
Full Name	<input type="text"/>
Role	<input type="text"/>
Name of School	<input type="text"/>
Email Address	<input type="text"/>

THANK YOU!

Many thanks for taking the time to complete this survey; click "Finish" below to submit your responses.

We are proposing a follow up qualitative study of interviews with heads of GP teachers at UK medical schools to explore some of the areas that are difficult to capture in a survey.

(38) Would you be happy to be invited to participate in our follow up qualitative study?

Yes

No

(39) If you have any comments about this survey or research study please enter them here:

FIGURE S1

Figure S1: Average percentage of undergraduate clinical curriculum taught in or by GP (20)

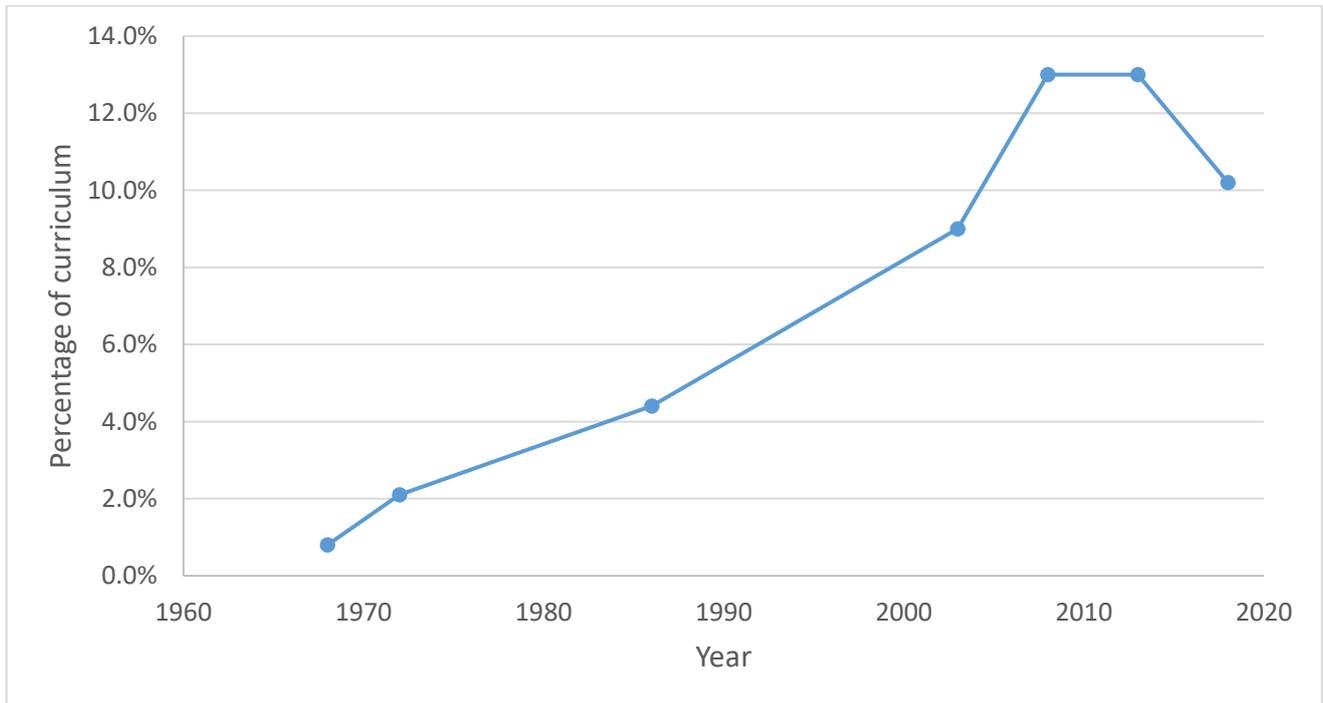


FIGURE S2

Figure S2: Historical and current trend of clinical GP teaching (20)

