

## **Undergraduate teaching in general practice**

### **SAPC HoTs (Heads of Undergraduate GP Teaching) update July 2025**

Current priority areas of discussion at SAPC Heads of Teaching Group (HoTS):

#### **1. Undergraduate teaching finance**

Our main concern now is what will happen to UG Teaching Tariff with the dissolution of NHSE. Specifically, concerns relate to accountability reporting. The extensive negotiations which led to the introduction of an accountability report regarding the use of the DHSC UG primary care tariff funds, led to much more transparency within medical schools re the use of tariff, and the mandated involvement of the Head of Undergraduate GP Teaching in at least signing off on a report for NHSE. The void following its dissolution creates the risk that this oversight on the transparent use of tariff is lost.

#### **2. Teaching capacity in general practices.**

There is no doubt that improved funding has helped with recruitment and retention of practices to host undergraduate GP placements. However, placement capacity remains a challenge in many areas often related to limited space and competing demands from other learners e.g. F2s, more GP trainees, Physician Associates, pharmacists, nurses. Near Peer teaching whereby postgraduate GP trainees are engaged in undergraduate teaching has been a positive development in some areas. We continue to engage in the development of innovative ideas around GP Placements.

#### **3. National curriculum guide for undergraduate general practice**

We continue to have positive feedback on the joint SAPC/RCGP curriculum guide Teaching General Practice (TGP) and its associated student learning resource Learning General Practice (LGP). These are currently being updated. Both documents are hosted on the RCGP website at: <https://www.rcgp.org.uk/your-career/undergraduate-general-practice>

#### **4. Introduction of national Medical Licensing Assessment (MLA)**

The MLA has been launched and from this academic year (2024-25) all UK medical students will be required to pass a national [MLA](#) as part of their medical school degree, in order to join the medical register. MSC and GMC sent out requests for feedback on the first version of their MLA Content Map and the HoTs responded as a group led by Trevor Thompson in Bristol. I am pleased to say that many of our suggestions were incorporated, but there is still room for improvement if the UK MLA wants to better reflect generalism and real-world readiness for our newly trained doctors.

#### **5. New Medical Schools**

New schools are now recruiting or in the pipeline (some still subject to GMC approval) at Ulster University, Brunel University, Bangor University, University of Bradford, University of Surrey, University of Chester, University of Worcester (Three Counties Medical School), University of Cumbria (at Carlisle) and University of Hertfordshire..

## **6. Promoting options for academic experience within GP training programmes.**

We continue to work with NHSE (previously HEE) GP Schools, NIHR, universities and RCGP to promote clinical academic training programmes in order to prepare the next generation of primary care academics. It is encouraging that NIHR have this year continued to support a number of themed Academic Clinical Fellowship (ACF) posts in clinical education.

## **7. Promoting educational research in primary care**

Working in partnership the SAPC Educational Research Special Interest Group (led by Sophie Park and Hugh Alberti) the HoTs group provides an informal network in order to develop research questions and collect data related to undergraduate primary care education. Enquires are welcome from any colleagues interested in developing research ideas.

## **8. Retired clinicians and undergraduate teaching**

Many GPs may wish to continue contributing to undergraduate teaching during career breaks, or after retirement from clinical practice. The HoTs supports this, recognising the benefits of being able to retain experienced clinicians and teachers in teaching and assessing students. In collaboration with the RCGP Later Career and Retired Members Group (LCARM) we have produced a short document aiming to support individual medical schools in developing a clear but flexible policy based on common experiences and expert views.

## **9. Enhancing recognition for undergraduate GP Educators**

Reward and career development opportunities for university based primary care educators remains a priority matter for the HoTs group.

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