

Meeting ID: 215 366 4495 Passcode: 13579

13:30-13:50 Plenary 1: Introduction and welcome

Keynote speaker Professor Valerie Wass OBE- Past reflections and future directions in primary care medical education

13:50-14:40 Workshop 1

14:40-15:00 Highlights from each medical school

15:00-15:15 Break

15:15- 16:05 Workshop 2

16:05- 16:55 Workshop 3

16:55-17:00 Closing remarks

### Workshop options

<b>Theme 1: GP Placements Zoom room A</b> <a href="https://newcastleuniversity.zoom.us/j/2153664495">https://newcastleuniversity.zoom.us/j/2153664495</a> Meeting ID: 215 366 4495 Passcode: 13579	<b>Theme 2: Teaching Zoom room B</b> <a href="https://newcastleuniversity.zoom.us/j/84899840408">https://newcastleuniversity.zoom.us/j/84899840408</a> Meeting ID: 848 9984 0408 Passcode: 836408	<b>Theme 3: Big picture Zoom room C</b> <a href="https://newcastleuniversity.zoom.us/j/84911075939">https://newcastleuniversity.zoom.us/j/84911075939</a> Meeting ID: 849 1107 5939 Passcode: 433470
<p><b>Directions in undergraduate GP placements- an exciting future?</b>            This interactive workshop will explore future directions in undergraduate GP placement in this peri-pandemic era, covering important developments in community-based teaching arising as a result of the pandemic, such as tele-medicine and remote consulting, virtual learning, placement innovation and student inclusivity.</p> <p><i>Dr Michael Harrison is a GP in North Shields and a GP Teaching fellow at the School of Medical Education, Newcastle University. He has an interest in community-based teaching and learning, the use of GP trainees as teachers and placement innovation. He has recently completed several projects exploring Covid-19 responses within medical education, including a national student survey of student involvement in teaching and learning during the Covid-19 pandemic.</i></p>	<p><b>Hybrid small group teaching</b>            This session will provide the opportunity to: reflect on the challenges of facilitating small group teaching (SGT) remotely, to revisit the core tenets of SGT and consider how they can be translated in the virtual groups and to play with a couple of applications which can support better learner interaction in SGT.</p> <p><i>Dr Richard Thomson is a Consultant Gastroenterologist who has been heavily involved in medical education - at undergraduate, postgraduate and CPD levels - for 20 years. He completed and later facilitated on the RCP Doctors as Educators programme. He was Clinical Subdean of the Northumbria Base Unit, winning the ASME award for Institutional Commitment to Scholarship, and now leads on Innovation, Faculty and Student Development at Newcastle University School of Medical Education. His particular interests are in consultation skills, how we learn in groups, technology-enhanced learning, and the evolution of professional identity.</i></p>	<p><b>Making it Core- Educating for Sustainable Healthcare and Planetary Health</b>            This workshop will share Lancaster's experience of integrating ESH, and explore the crucial role that GP educators can play in this exciting new area. With the launch of <a href="#">Delivering a Net Zero NHS</a> report in 2020, and GMC Outcome for Graduates 2018 including sustainability learning outcomes it's never been more relevant!</p> <p><i>Dr Fliss Connolly is a Senior Clinical Lecturer in General Practice, Director of Primary Care Academic Teaching and Clinical Lead for Sustainability at Lancaster University Medical School. She has led on integrating the emerging area of Planetary Health and Educating for Sustainable Healthcare (ESH) into the Lancaster undergraduate medical curriculum over the past 4 years, addressing the need to prepare future doctors to practice medicine in a world affected by climate change and environmental degradation. She is a member of a national working group who are developing an indicative national ESH curriculum with Medical Schools Council and the GMC.</i></p>
<p><b>Service learning in placements and projects - increasing the impact of students time</b>            In this workshop Rachel Lindley will give an overview of service learning concepts. Risks and benefits will be discussed and you may find that you are already doing something which fits the concept. There will be time to consider how to create or adapt projects to have greater impact for both the students and local communities whilst still delivering against the GMCs outcomes. Everyone is welcome to contribute to the discussions and bring their experiences.</p> <p><i>Dr Rachel Lindley is the Academic Lead for the Community Based Medical Education (CBME) team who manages all the community placements and primary care focussed teaching in the MBChB at Manchester University. She is a GP by clinical trade, she loves trying to increase the positive impact of all learning opportunities for individuals and their communities where possible.</i></p> <p><i>Dr Anjali Vaidyansthan is a GP and Clinical Lecturer at Manchester University leading on a pilot of early clinical experience placements based around 'entrustable professional activities' and service learning. The aim is to get students involved in active civic engagement from an early part of their training, enabling understanding and appreciation of communities and populations, whilst also improving their clinical competence.</i></p>	<p><b>Innovation in a pandemic: learning remote consulting skills in General Practice</b>            This workshop will explore how the development of learning and teaching in general practice has adapted to the current times. We will start with a presentation of delivering remote, patient-centred consulting experiences in the classroom and general practice placement settings for early years medical students. We will then open up to a wider discussion of other experiences and share best practice.</p> <p><i>Professor Jo Protheroe has been a practising General Practitioner for over 20 years, she was appointed as Professor of General Practice in Keele Medical School in 2017, where she leads the Academic GP team, is Director of Undergraduate General Practice and is the Director of Integrated Clinical Academic training for Keele.</i></p> <p><i>Dr Ellie Hammond ( she/her) is a GP and has been a Clinical Lecturer in Medical Education at Keele Medical School since 2017. She works as part of the Keele Academic GP team and is Phase 1 Early Clinical Placement Primary Care Lead, Year 1 Clinical Co-Lead, Co-Lead for GP Placements Shropshire Patch and GP Tutor Update Lead.</i></p> <p><i>Dr Alison Irvine has 15 years experience as a full time principal and Trainer/PCT Tutor in General Practice and has been teaching medical undergraduates at Keele Medical School since 2005. She had a lead role at Keele in redesigning communication skills teaching for the covid era.</i></p>	<p><b>Developing careers for academic GP educationalists</b>            How do I develop a career as a GP educationalist? We will explore and share our experiences of developing academic careers in undergraduate GP education, discover formal and informal opportunities and hear from those who have been, at least partially (!), successful.</p> <p><i>Dr Hugh Alberti is a practicing GP in Middlesbrough and Subdean for primary and community care at Newcastle University where he leads the team of GP lecturers across the regional medical school. He also leads a team of academic GP trainees and supervises masters and doctorate students. He has published extensively in the areas of undergraduate teaching in GP and career influences of medical students.</i></p> <p><i>Professor Harish Thampy is a Professor of Medical Education and practicing GP. He is the Associate Programme Director/ Academic Lead for Assessment for the Manchester MBChB Programme, responsible for the design, delivery and quality assurance processes of all assessments used across the 5 years of the Programme. He has also published extensively in the area of primary care undergraduate teaching.</i></p>
<p><b>Interprofessional Education (IPE) in undergraduate GP placements</b>  <i>Speakers to be confirmed</i></p>	<p><b>From Virtual Primary Care to Virtual Clinical Experiences</b>            This is a HEE funded project Leeds have been developing over the last 12 months. We now have a functioning platform (designed by GPs working with a medical education tech company) to enable live-streaming of consultations using smartglasses (<a href="https://www.wearable.com/ar/the-best-smartglasses-google-glass-and-the-rest">https://www.wearable.com/ar/the-best-smartglasses-google-glass-and-the-rest</a>). Come along. Join in the session, this will be held on our platform, it will include a demo and discussion about the future of this innovative tech"</p> <p><i>Virtual Clinical Experiences Team- Jane Kirby, Paul Lord and Tessellate Education</i></p>	<p><b>Addressing EDI issues in GP undergraduate education</b>            Since the murder of George Floyd there has been increased interest in real action on discrimination in medical schools and they have been able to instigate multiple initiatives for staff and students. This EDI masterclass for staff is one example and the workshop will cover some of its content alongside how it has been integrated into the staff development programmes in the medical school and beyond.</p> <p><i>Dr Rebecca Farrington and Dr Enam Haque are both GPs and senior clinical lecturers in community based medical education at the University of Manchester. They have a longstanding interest in education around Equality, Diversity and Inclusion and have been part of DIMAH for many years.</i></p>