

# Year 5 Tutor Guide Cluster Based Teaching 2023-24



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# Introduction

Thank you for agreeing to teach our Year 5 Students.

Students will come to you for one session a week, in groups of 4-8, during a 9-week primary care attachment. This is part of a 27-week course 'Preparing for Professional Practice (PPP)' which also includes Ward Based Care and Acute and Critical Care rotations. PPP takes place following an 8-week elective. Students completed their finals examinations at the end of year 4 so this is an apprenticeship style year.

MBCbB week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38					
Job Week	SV13	SV14	0	1	2	3	4	5	6	7	8	9	10	11	12	CV1	CV2	CV3	JE1	JE2	13	14	15	16	17	18	19	20	21	22	23	24	RE1	SE1	SE2	SE3	MW						
	04-Sep	11-Sep	18-Sep	25-Sep	02-Oct	09-Oct	16-Oct	23-Oct	30-Oct	06-Nov	13-Nov	20-Nov	27-Nov	04-Dec	11-Dec	18-Dec	25-Dec	01-Jan	08-Jan	15-Jan	22-Jan	29-Jan	05-Feb	12-Feb	19-Feb	26-Feb	04-Mar	11-Mar	18-Mar	25-Mar	01-Apr	08-Apr	15-Apr	22-Apr	29-Apr	06-May	13-May	20-May	27-May	03-Jun	10-Jun	17-Jun	
									Plenary day (on line)	Academy Intro							BH/CD				PSA (02/02/24)												BH										
Year 5	Pathway 1	Elective Period								Ward Based Care								Primary and Community Care								Acute and Critical Care								Final Choice/ Skills Week									
	Pathway 2	Elective Period								Acute and Critical Care								Ward Based Care								Primary and Community Care																	
	Pathway 3	Elective Period								Primary and Community Care								Acute and Critical Care								Ward Based Care																	

Students attend their primary care placement in pairs. The aim of the attachment is to prepare students for working as F1 doctors. The main focus is on the student consulting with patients independently and practising decision making.

This is the 3<sup>rd</sup> year that the year 5 placement has run for 9 weeks (previously 4 weeks). The feedback for the last two years was overwhelmingly positive with both students and tutors enjoying being able to embed properly within the team and follow-up patients.

Cluster teaching is an opportunity for students to meet with other students from local practices to share experiences and learning from primary care. We also cover topics and challenging consultations scenarios that we hope the students will find particularly relevant for starting F1. The feedback from last year was really positive. Students particularly valued the pastoral element and discussing challenging cases.

We hope that you enjoy teaching this course.

Kind regards,




Dr Veronica Boon and Dr Karen Pond  
Year 5 GP co-leads

*"CBT was the highlight of my week, it was great to meet with other students and the sessions were useful and relevant. Our tutor was really friendly and engaging, the pastoral care and guidance was the best I've had during medical school"*

Year 5 student

## Dates of Primary Care attachments

The dates of the GP Attachments are:

1. **Block A** - Thursday 2nd November 2023 – Friday 19th January 2024  
*(Not in practice 16<sup>th</sup> Dec 2023 - 5<sup>th</sup> January 2024 due to Christmas Holiday and Careers Week)*
2. **Block B** - Monday 22<sup>nd</sup> January 2024 – Friday 22nd March 2024
3. **Block C** - Monday 8<sup>th</sup> April 2024 – Friday 7<sup>th</sup> June 2024

## Dates and Location of Cluster Based Teaching

The sessions are run on a Wednesday morning or afternoon for 2.5 hours.

You will be sent a separate document with the specific dates, time and venue you will be teaching. You will also be sent a list of your students.

These sessions will be run face-face. In exceptional circumstances, you may need to convert to remote teaching, this will be run using Microsoft Teams.

## Structure of the GP placement

As a CBT tutor you will hear about what the students are doing in practice. The students often compare with each other and like things to be 'fair'. An overview of GP5 is detailed below;

- 9 week apprentice style placement with no prescribed teaching themes.
- The focus of the placement is on the students consulting independently.
- Students are timetabled for 6 sessions a week in practice which can be divided over 3 or 4 days depending on student and practice preferences.
- **They should have a minimum of 4 student led surgeries per week** (students consult independently with review from GP tutor after each patient. The students can do clinics individually or in pairs but by the end of the attachment students should have done at least 2 clinics individually. **(Students may wish to observe a couple of surgeries in the first week or later on in the attachment to observe differing consulting styles but these sessions should be minimal)**)
- **One session per week should be an Joint surgery/Tutorial** (students consult independently whilst being directly observed by GP tutor).
- **One session per week should be reserved for the Student Initiated Project.**
- On the first day all students should have a tutorial/observed surgery where their GP tutor observes them consulting with a patient and uses this to help assess learning needs and plan the rest of the placement.

A typical timetable is shown below;

**Example timetable for 4 day working week (6 scheduled sessions)**

	Monday	Tuesday	Wednesday (Out of Practice)	Thursday	Friday
<b>AM</b>	Student led Surgery (9-12.30 including admin/patient follow up)	Student led Surgery (8.30-12 including admin/patient follow up)	Cluster Based Teaching (CBT)	Student led Surgery (9-12.30 including admin/patient follow up)	Student led Surgery (9-12.30 including admin/patient follow up)
<b>Lunch</b>	Break (12.30-1) <b>Home visit (1-2)</b>	<b>Practice Meeting (12-1)</b>		Break (12.30 – 1) <b>Home visit (1-2)</b>	<b>Treatment room - skills sign off (12.30-1)</b>
<b>PM</b>	Project (2-5.30)	Private study	CBT preparation/Outside the Box project	Joint Surgery/Tutorial (2-5.30)	Private Study

**Example timetable for 3 day working week (6 scheduled sessions)**

	Monday	Tuesday	Wednesday (Out of Practice)	Thursday	Friday
<b>AM</b>	Student led Surgery (9-12.30 including admin/patient follow up)	Student led Surgery (9-12.30 including admin/patient follow up)	Cluster Based Teaching (CBT)	Student led Surgery (9-12.30 including admin/patient follow up)	Private Study
<b>Lunch</b>	Break (12.30-1) <b>Home visit (1-2)</b>	Break (12.30-1) <b>Practice Meeting (1-2)</b>		Break (12.30-1) <b>Treatment Room for clinical skills sign off (1-2)</b>	
<b>PM</b>	Project (2-5.30)	Student led Surgery (14.00 - 17.30 including admin/patient follow up)	CBT preparation/Outside the Box project	Joint Surgery/Tutorial (2-5.30)	Private Study

## Student Initiated Project

Students are given one session per week during their GP placement to plan and deliver a service that is of use to their patients and the community. They can work individually or in their pairs and can do this within their practice or with a local third sector organisation.

Students have a project handbook which explains the importance of population health and quality improvement and outlines the steps involved. It also includes a list of potential ideas. All projects need to be presented to the practice and there is a formative mark sheet to guide student and tutor expectations.

We are very happy for students to use the cluster-based sessions to discuss ideas and outcomes for their projects.

Ideas from previous years:

- Setting up a patient participations group – CCG will meet with students to advise how to do this.
- Producing a leaflet/poster/electronic screen message for patients
- Updating Self-care section on surgery website
- Running a health and wellbeing session
- Running an education session for local nursing homes/new parents/diabetic patients
- Setting up a memory café or volunteer taxi service
- Mini audits – GP update courses have lots of ideas for these
- Creating a paediatric eczema plan
- Look at significant events meetings/CCG report – are there any outstanding issues the students can address
- Reviewing patients who have just been discharged
- Creating a database of patients who are happy to help with student teaching
- Reviewing new guidelines and creating a template to ensure practice is updated

## Assessment of the GP placement

The students have completed finals.

By the end of Year 5 the students need to complete:

- The year 5 workbook with 16 Entrustable Professional Activities (EPAs)
- Clinical and Procedural Skills (CaPS) logbook

During their GP attachment, students must complete:

- At least 1 satisfactory Mini-CEX
- At least 1 satisfactory Case- Based Discussion (CBD)
- 1 Team Assessment of Behaviour (TAB) – Nov-April blocks ONLY
- A student assistantship log on OneNote – brief learning log of daily activities
- Have at least 90% attendance; please highlight any attendance concerns early
- Have satisfactory engagement and performance in both their placement and cluster-based teaching

## Year 5 ePortfolio: EPAs

There are 16 EPAs in total which form headings in the online Year 5 ePortfolio, see below. EPAs are being introduced to every UK post-graduate training program as the core activities at which doctors should be competent. For PPP, EPAs have been used to guide the development of the core activities that students need to become trusted to perform at the level of an F1 doctor to help Year 5 act as a bridge towards

postgraduate training. The students need to collect a minimum of five signatures from supervisors for each EPA stating that they have performed a task at the level expected of an F1 doctor.

1. Gather a history and perform a mental state and physical examination
2. Communicate clearly, sensitively and effectively with patients and relatives verbally and by other means
3. Prioritise a differential diagnosis following a clinical encounter and initiate appropriate management and self-management in partnership with the patient
4. Recommend and interpret common diagnostic and screening tests
5. Prescribe appropriately and safely
6. Document a clinical encounter in the patient record
7. Provide an oral presentation of a clinical encounter
8. Form clinical questions and retrieve evidence to advance patient care and/or population health
9. Give or receive a patient handover to transition care responsibly
10. Communicate clearly and effectively with colleagues verbally and by other means
11. Collaborate as a member of an inter-professional team, both clinically and educationally
12. Recognise a patient requiring urgent or emergency care and initiate evaluation and management
13. Obtain informed consent for tests and/or procedures
14. Contribute to a culture of safety and improvement and recognise and respond to system failures
15. Undertake appropriate practical procedures
16. Adhere to the GMC's guidance on good medical practice and function as an ethical, self-caring, resilient and responsible doctor.

**Each session of cluster-based teaching has a list of EPAs that could be completed during that session but not all students will complete one each week. We anticipate that students will each be able to get up to 4-5 EPAs completed over the 9 weeks of CBT.**

- Only 1 EPA can be signed off for a single activity e.g. If a student presents a patient case to their group, they could use this to sign off EPA 7. If they then conduct a role play scenario satisfactorily in the same session, they could also be signed off for EPA 1.
- EPA 11 can only be signed off once for the whole of cluster teaching.
- Up to 5 EPAs can be signed off on the same form to help with the administrative burden.
- The student should fill in the scenario information on the EPA form and you would then need to provide your name, position and GMC number. This should only take a couple of minutes.

## **Clinical and Procedural Skills (CaPS) Logbook**

Students have a variety of clinical skills that they will need to get signed off before the end of year 5. This includes spirometry, performing urine dipsticks, taking a BP, taking a BM, ABPI's, IM injections and ECGs. There is no minimum amount that they need to do during their GP attachment, but students often find that it is a very useful place for completing them especially skills like spirometry which are difficult to do in hospital.



## Mini-CEX

A Mini-CEX is an assessment of direct observation of a student/patient clinical encounter and should take no longer than 20 minutes.

**Students may ask you to complete a Mini-CEX for them when they are consulting in the advanced consultation skills scenarios. This must be agreed in advance rather than retrospective.**

The student will provide you with an electronic device for you to complete the online form. If you wish to see the form in advance or if the electronic device fails and this cannot be completed online, the form is on our website along with the University of Bristol CCA guide for assessors with more information on completing a Mini-CEX: Many tutors find it helpful to print out a form and annotate it whilst the student is consulting. If a paper form is completed this must be transferred to the electronic form in your presence.

<https://www.bristol.ac.uk/primaryhealthcare/teaching/teaching-in-practice-by-year/five/>

You need to decide if the student is:

- 1) Performing at the level expected; (the student is procedurally competent and safe, and has demonstrated at least the minimal level of competence required for commencement of FY1)  
or
- 2) Not yet performing at level expected; (you do not feel student has reached a standard that will allow him or her to function as an FY1, in particular if you feel they have demonstrated behaviour that could potentially compromise patient safety)

You will also need to remember to ask the patient/actor for their comments.

## Cased Based Discussion (CBD)

This is a structured discussion of a clinical case that has been seen by the student. This is also an electronic form which is found on our website link as above. You will also find some assessor guidance which contains links to some useful videos on how to conduct a CBD and give feedback.

## Team Assessment of Behaviour (TAB)

During the first attachment, Students need to complete a TAB. They will need to send a ticket request (email) asking for feedback for their TAB to a range of different staff they have worked with in your practice. **You may receive a request to complete this as a CBT tutor.** You will need to follow the link and complete the short form if requested to do this. If students have not managed to complete this successfully in the first rotation, they will need to repeat this in their second rotation.

## Aims of Cluster Based Teaching

- Meet with colleagues to share experiences and learning from GP placement
- Reflect on patient cases and how this relates to current guidelines
- Develop advanced consultation skills
- Understand how General Practices can differ in terms of population demographics, available resources and how care is delivered
- Reflect on General Practice as a specialty and potential career option
- Further expand on non-clinical areas to develop as a well-rounded practitioner.

## Structure of sessions

You will be sent a detailed session plan at least 1 week prior to the date of each session. However, this is only a guideline. I am very happy for these sessions to be student led so if there is a particular topic the students want to cover or if the students have an issue or patient case that needs more time to discuss please adapt the session to meet the groups needs. Please note that you are not expected to prepare an alternative session for the students, the students will need to lead on this.

The students will also be provided with a weekly session plan by midday on the Wednesday a week before the session. **They will be expected to complete some pre-learning each week.** Examples include reading some background information, researching a mini-topic and preparing a short presentation or reviewing some patient notes. The students will find this information on OneNote and Blackboard which are platforms they are familiar with. The students are also encouraged to bring interesting patient cases to discuss with the group.

## Example outline of each week

<b>14.00-14.15</b> (9.00-9.15 morning session) <b>Introductions</b>	Open forum to discuss any issues, concerns or difficult experiences. How is the placement going? How is the student project going?
<b>14.15-15.10</b> (9.15-10.10) <b>Case discussion</b>	Case discussion (students to bring) or mini topics e.g. investigations or managing uncertainty—student presentations, discuss guidelines
<b>15.10 – 15.20</b> (10.10-10.20)	Break
<b>15.20-16.20</b> (10.20-11.20) <b>Consultation Skills</b>	Communication skills scenarios with feedback
<b>16.20-16.30</b> (11.20-11.30) <b>Reflection and Planning</b>	Feedback on session Key learning points Discuss next weeks topics Delegate tasks if appropriate

## Suggested Topics (Note the topic and order is subject to change)

Week	Topic	EPA
Week 1	Introduction/Common GP conditions/Remote Consulting	<b>EPA 1:</b> Gather a history and perform a mental state and physical examination <b>EPA 6:</b> Document a clinical encounter in the patient record <b>EPA 7:</b> Provide an oral presentation of a clinical encounter

Week 2	Urgent care	<b>EPA 12:</b> Recognise a patient requiring urgent or emergency care and initiate evaluation and management
Week 3	Investigations and Results/Breaking Bad News	<b>EPA 4:</b> Recommend and interpret common diagnostic and screening tests
Week 4	Medical Complexity, discharge summaries and referrals	<b>EPA 3:</b> Prioritise a differential diagnosis following a clinical encounter and initiate appropriate management and self-management in partnership with the patient <b>EPA 10:</b> Communicate clearly and effectively with colleagues verbally and by other means
Week 5	Being a GP	<b>EPA 16:</b> Adhere to the GMC's guidance on good medical practice and function as an ethical, self-caring, resilient and responsible doctor.
Week 6	Managing uncertainty and complaints	<b>EPA 7:</b> Provide an oral presentation of a clinical encounter
Week 7	End of Life Care / Ethics	<b>EPA 2:</b> Communicate clearly, sensitively, and effectively with patients and relatives verbally and by other means
Week 8	Using an Interpreter	<b>EPA 2:</b> Communicate clearly, sensitively, and effectively with patients and relatives verbally and by other means
Week 9	Outside the box 5 minute micro-teach & 10MIN Q & A / student	<b>EPA 11:</b> Collaborate as a member of an inter-professional team, both clinically and educationally

## Outside the Box

Throughout the GP attachment, we are asking students to research an area directly relevant to clinical practice but outside of the operational skills of being a doctor. This concept will be presented in the first session, along with topic ideas, the students will then deliver a short teaching session to their group in the last session. The students can choose from three topic areas:

1. A medical review - medical literature/film e.g. This is going to hurt
2. A lifestyle prescription e.g. couch to 5k
3. A creative practitioner e.g. creating art work related to an experience

What they choose should be new to them, require engagement and they should be able to reflect on what they have learnt.

Outside the box was rated very positively by both students and tutors. Students enjoyed the opportunity to extend their learning beyond clinical medicine and many felt they took away skills to help them be a better doctor. Both students and tutors felt it was a really positive way to end the cluster teaching sessions. The students have got one session a week timetabled for cluster based teaching preparation and completing their outside the box project. More details will be provided in your week 1 detailed session plan.

## COGConnect Consultation Model

Consultation skills, at Bristol Medical School, are taught via the Effective Consulting course which spans all 5 years of the curriculum. This course is based on the COGConnect consultation model developed by Bristol Medical School. It is a unique visual teaching and learning tool to help students consult, and help tutors structure and communicate their observations and feedback.

A visual overview, observation guide and more information on COGConnect can be found on our [website](#).

If you would like to learn more about using COGConnect in your teaching, please see this e-learning module which contains lots of teaching tips.



COGConnect a visual resource for teaching Effective Consulting

This 30-minute module introduces COGConnect a unique visual resource for teaching and learning about consultations. It is designed for teachers of Bristol's undergraduate medical students i...

[Go to this Sway](#)

## Your role as a tutor

The ideal scenario is to get the group doing all the work. Give them tasks so you are left to focus on:

- Providing structure: a safe learning environment
- Keeping to time
- Making sure everyone has the chance to contribute – that includes bringing out the shy or reticent student members.
- Ensuring that the feedback is balanced and perhaps summarising one or two key learning points at the end of each section.
- Introducing anecdotes from practice where appropriate and highlight the relevance of learning to the role of a foundation doctor.
- Making the session fun and enjoyable
- Complete a weekly attendance and engagement form
- Complete the students assessment forms where relevant

## How can I prepare?

- Read this handbook
- Read the detailed session plan prior to each session
- Familiarise yourself with any recommended pre-session learning
- Familiarise yourself with the COGConnect consulting model
- Some students have student support plans (SSPs) with suggestions for adjustments to be made on placement. We will email you if this applies to your students. We would recommend contacting the students about these if applicable, so that you can make reasonable adjustments for them. We also recommend contacting all students in advance to encourage them to let you know if there is any particular support they need during the cluster session e.g. a student who is recently bereaved may not want to lead a consultation about this topic.
- When required, contact relevant number of students prior to each session with patient brief for role-play scenarios (Please note an actor will be used for the first week)
- If you did not attend the tutor workshop, a recording of the session can be found [here](#)
- Familiarise yourself with Microsoft Teams if you are teaching online. You will be sent a remote access link and instructions on how to use it. Check your software and IT are working correctly prior to the session

To each session, you may want to bring:

- Copy of tutor handbook/session outline
- Your list of students
- Any equipment you may need for your activities e.g. post-it notes, print outs
- Spare pens
- Laptop
- fruit/snacks for the students for the first week and discuss a snack rota for following weeks.

## Attendance

- Attendance at cluster-based teaching is compulsory. All Students will be out of practice for the whole day on a Wednesday so there should be no issues with timetabling clashes. Students should only be missing cluster teaching due to illness or their SJT exam. All other personal fixtures and appointments should be made in their own time.
- Students can take five **Flexible Annual Leave (FAL) days** during their GP attachment. We have requested student try to avoid FAL days during cluster teaching sessions. However you may get some requests. **You will need to authorise this leave and students need to request this at least 4 weeks in advance. As long as the students' engagement and performance are satisfactory and they have at least 90% attendance we are happy for you to authorise this leave. We would not expect students to request more than 1 FAL day during the cluster teaching block or take the final week of cluster teaching off when they are due to present their projects.** As they have private study either before or after cluster teaching that day they will be required to take a full FAL day for missing the cluster session. Please contact [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk) if you want to discuss any request.

## Assessment

The Cluster Based Teaching sessions are assessed by satisfactory attendance and engagement. **At the end of each session, you will be sent a link to complete an attendance and engagement survey for each student.** We will also ask for some short feedback on the session. We anticipate this will take no longer than 5 minutes to complete.

## Student Prizes

Each year we formally recognize **exceptional** students that have particularly impressed you during the cluster-based teaching sessions. At the end of the attachment, we will ask you if you would like to nominate one of your students for a prize. This is a monetary prize and can count for additional points on their future job applications. We will review the nominations at the end of the year 5 and up to 3 students will be selected.

Criteria for nomination would include:

- Achieved 90% attendance
- Made thoughtful contributions to the CBT sessions throughout the attachment.
- Presented outstanding outside of the box work

## End of attachment

Please complete the Course Evaluation feedback survey. As this is a new course, we are still very keen to hear how your teaching went. The link to this survey will be emailed in the last week of the placement.

## I'm unexpectedly unable to teach at short notice, what should I do?

If you are unable to teach one of your sessions please email [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk) as soon as possible so we can try and arrange cover for your group.

If you need to alter the timings of your session to later or earlier in the day and your students are all able to accommodate this change that we are happy for you to arrange this directly with your students if the room booking allows.

If you are unable to teach within 24hrs of the tutorial please let us know via text to Veronica (07916149409) **and** email [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk) and mark URGENT f/a Sam.

## Useful Documents

As well as this handbook, there are further useful documents available on the [Primary Care Year 5 Teaching Website](#):

- [Guidance to assessors](#)
- The students' Year 5 Primary Care Handbook
- Small group facilitation
  - o <https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/small-group-teaching>
  - o <https://www.bradfordvts.co.uk/wp-content/onlineresources/teaching-learning/facilitating-groups/small%20group%20teaching.pdf>


## Student Concerns

There are occasions that you may be concerned about a student's performance or wellbeing.

- Always try to discuss your concerns with the student concerned.
- If you are not easily able to resolve your concerns with the student, try to inform the student that you will be seeking further advice

- There is a useful presentation and flow chart below which should guide you to the most appropriate course of action depending on the particular issue.

[Student support training for GP tutors 22-23 \(office.com\)](#)

 [Flow Chart for GP Teachers who have concerns about a student.pptx](#)

- There is a student wellbeing service available 24hrs a day and this should be the first point of contact for any welfare issues. You do not need to have the students consent to contact them. This can be via a Wellbeing Access form, by emailing [wellbeing-access@bristol.ac.uk](mailto:wellbeing-access@bristol.ac.uk), or calling 0117 456 9860 (open 24 hours). Information on the range of support can be found at [www.bristol.ac.uk/wellbeing](http://www.bristol.ac.uk/wellbeing).
- Please note that the medical school encourages teachers to have a low threshold for filling in student referral forms.
- Please do not hesitate to contact us if you want to discuss your concerns; [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)