Summary of General Practice Placements 2026-27

This document details sets out the activities, timings and e-Portfolio requirements for student doctors on General Practice placement per year group. It also provides information on remuneration, induction and the resources available to support you in your role.

Year 3 - Assessing Patients in General Practice	
Overview	Developing the skills of history-taking and examination to assess patients. The focus of the 3rd year placement is on patient contact and supervised clinical experience.
No. of Students	Students placed in pairs.
Timing	7 sessions a week for 4 weeks. (2 sessions in the block will be remote consulting sessions delivered at the medical school.)
	Released from Practice same day each week (Thurs) for university-based Community Clinical Teaching. Half day off for personal learning
Student Activities	Lead on 9-12 consultations per week in pairs, presenting cases to GP
	Observing surgeries with GPs and other Healthcare Professionals (singly or in pairs)
	4 Mandatory Experiences (in pairs or singly as required) • Baby Check • Home Visit (with GP or other member of team if visiting service in place) • Chronic Disease Reviews • Lead Consultation with a patient who has a Physical Disability
Educational Supervision/ e-Portfolio Requirements	Individual weekly Educational Supervision meetings with completion of e-Portfolio requirements, checking students' progress in the following: • CBDs (Case Based Discussions) • Mini CEX (Observed Histories and/or Examinations) • DOPS (Direct Observation of Procedural Skill) • Placement Reflections

Year 4 - Diagnosing & Managing Patients in Primary Care	
Overview	The focus of the 4th year placement is on patient contact and supervised clinical experience to further develop their clinical reasoning, integrating differential diagnosis into their assessment process, with a view to producing management plans for patients.
No. of Students	Students placed in pairs.
Timing	7 sessions a week for 4 weeks.
	Released from Practice same day each week (Tues*) for university-based Community Clinical Teaching. Half day off for personal learning. *Students placed in North Wales will have their Community Clinical Teaching on Thursdays
Student Activities	Lead 9-12 consultations per week in pairs, presenting cases to GP
	Observing surgeries with GPs and other Healthcare Professionals (singly or in pairs)
	4 Mandatory Experiences (in pairs or singly as required) • Review of a Palliative Care Patient • Review of a patient in a Care Home • Review and discussion of Investigation Results • Attendance at a practice or locality meeting e.g Palliative Care/Prescribing
Educational Supervision/ e-Portfolio Requirements	Individual weekly Educational Supervision meetings with completion of e-Portfolio requirements, checking students' progress in the following: • CBDs (Case Based Discussions) • Mini CEX (Observed Histories and/or Examinations) • DOPS (Direct Observation of Procedural Skill) • Placement Reflections

Year 5 - The GP Student Assistant	
Overview	Complex decision-making in primary care. This placement is part of the Year 5 Acute Block and builds on previously acquired skills to develop an appreciation of the complexity of managing patients in primary care. This should include a focus on medical uncertainty, medically unexplained symptoms, management of acute illness and admission, the patient's journey through healthcare. Student doctors should be involved in aspects of acute care of patients, assisting clinicians during their consultations. Student doctors also have more self-directed time, with indirect supervision, to complete their Mandatory Experiences.
No. of Students	Students placed in pairs
Timing	7 sessions a week for 4 weeks.
	Released from Practice same day each week (Fri) for university-based Community Clinical Teaching. Half day off for personal learning.
Student Activities	Assisting clinicians during surgeries with GPs and other Healthcare Professionals • Lead on consultations with 9-12 patients per week, in pairs, presenting cases to GP • Shadow and assist on-call GP • Initial triage of patients before GP review
	4 Mandatory Experiences (in pairs or singly as required, all with indirect supervision) • Involvement in initial triage of patients • Write a referral/admission letter • Manage a small caseload of hospital clinic and discharge letters, reviewing patients as required, including medication reviews • Manage a small caseload of investigation results, reviewing patients as required
Educational Supervision/ e-Portfolio Requirements	Three Educational Supervision meetings with completion of e-Portfolio requirements, checking students' progress in the following: • CBDs (Case Based Discussions) • Mini CEX (Observed Histories and/or Examinations) • DOPS (Direct Observation of Procedural Skill) • Placement Reflections

If your practice has a spare consultation room available for students to use when they are leading on consultation, please consider hosting senior medical students (year 4 and 5) as they benefit more from this activity.

Access to a spare consultation room is not a mandatory requirement to place students and many practices use alternative methods, such as hot-seat consulting, to meet this requirement.

Remuneration

Remuneration is the same across all years:

- **£4,900 per student pair per 4-week placement** (£2,450 per single student).

Additional Information

- **All students require a Practice Induction on the first day of their placement.** For more information, please visit the Primary Care section (link) of our Liverpool Educators Online (LEO) web area.

- **All students have been DRB checked and seen by the University Occupational Health Department** prior to attending clinical placements.

- **All tutors are required to attend an online GP Tutor Update annually**. This is held remotely on Teams and lasts 90 minutes. The event is run on three dates to provide flexibility for attendance.

- More detail about Education Supervision and the e-Portfolio can be found on LEO (link), a web area offering curriculum and placement information for educators working with Liverpool School of Medicine.

Contact this documents author, or the School of Medicine Engagement team [mednews@liverpool.ac.uk] if you find any digital content difficult or impossible to use, either directly or with an assistive technology such as a screen reader.

Contact details for all teams and individual staff can be found on the School website. [www.liverpool.ac.uk/medicine/contact-us/email/].

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