

Quality Team Update for GP Tutors

Autumn 2025

Dr David Smith

Deputy Director of Quality – Community



Introduction

- Student doctor evaluation 2024-25 summary
- Evaluation survey changes for 2025-26
- Quality assurance process changes for 2025-26
- New GP placement sharing concerns process (for students)
- Things that practices need to tell us about
- GP tutors as career role models – an update





Average Red-Amber-Green (RAG) scores (-2 = strongly disagree, -1 = disagree, 1 = agree, 2 = strongly agree)	Y3 2024-25	Y3 2023-24	Y3 Change	Y4 2024-25	Y4 2023-24	Y4 Change	Y5 2024-25	Y5 2023-24	Y5 Change
My induction provided me with the necessary information to undertake this placement	1.78	1.62	0.16	1.77	1.72	0.05	1.82	1.65	0.17
The placement was well organised	1.65	1.53	0.12	1.73	1.64	0.09	1.74	1.62	0.12
I received my timetable on or before the first day of clinical placement	1.66	1.49	0.17	1.79	1.62	0.17	1.72	1.60	0.12
Timetabled activities generally took place as planned	1.68			1.78			1.78		
This placement has been valuable to my learning	1.74	1.66	0.08	1.76	1.65	0.11	1.74	1.62	0.12
The learning opportunities provided enabled me to meet my portfolio requirements	1.79	1.57	0.22	1.80	1.64	0.16	1.78	1.71	0.07
I had the opportunity to discuss and receive teaching on cases that I led on or observed in clinics	1.71	1.68	0.03	1.77	1.74	0.03	1.77	1.71	0.06
I received high-quality Community Clinical Teaching during this placement	1.65	1.58	0.07	1.72	1.62	0.10	1.72	1.57	0.15
I had regular meetings with my Educational Supervisor during this placement	1.74			1.75			1.84		
My Educational Supervisor had a good understanding of my learning requirements	1.75			1.77			1.80		
My Educational Supervisor has enhanced my learning and development	1.73	1.75	-0.02	1.75	1.71	0.04	1.73	1.74	-0.01
Feedback from Clinical Supervisors (e.g. those reviewing my workplace-based assessments) helped my learning	1.73			1.78			1.78		
During the placement, staff were accessible and supportive	1.81	1.76	0.05	1.80	1.77	0.03	1.84	1.75	0.09
I was aware who to contact if I had concerns during this placement (e.g. patient safety, student support, staff engagement)	1.80			1.82			1.84		
% of Students who Agreed or Strongly Agreed with each statement	Y3 2024-25	Y3 2023-24	Y3 Change	Y4 2024-25	Y4 2023-24	Y4 Change	Y5 2024-25	Y5 2023-24	Y5 Change
My induction provided me with the necessary information to undertake this placement	99.10%	96.10%	3.00%	98.88%	97.01%	1.87%	99.41%	97.35%	2.06%
The placement was well organised	95.48%	94.33%	1.15%	98.49%	95.82%	2.67%	97.94%	96.97%	0.97%
I received my timetable on or before the first day of clinical placement	93.67%	91.13%	2.54%	97.75%	94.86%	2.89%	95.87%	94.66%	1.21%
Timetabled activities generally took place as planned	96.39%			98.88%			98.82%		
This placement has been valuable to my learning	96.98%	97.52%	-0.54%	98.13%	96.42%	1.71%	98.22%	97.35%	0.87%
The learning opportunities provided enabled me to meet my portfolio requirements	98.80%	95.02%	3.78%	99.25%	94.91%	4.34%	99.41%	97.30%	2.11%
I had the opportunity to discuss and receive teaching on cases that I led on or observed in clinics	97.30%	97.50%	-0.20%	98.50%	97.50%	1.00%	98.22%	97.74%	0.48%
I received high-quality Community Clinical Teaching during this placement	97.58%	96.09%	1.49%	98.12%	96.41%	1.71%	97.34%	95.42%	1.92%
I had regular meetings with my Educational Supervisor during this placement	97.00%			97.00%			98.82%		
My Educational Supervisor had a good understanding of my learning requirements	96.40%			98.13%			98.82%		
My Educational Supervisor has enhanced my learning and development	96.10%	97.49%	-1.39%	97.37%	96.05%	1.32%	96.76%	97.28%	-0.52%
Feedback from Clinical Supervisors (e.g. those reviewing my workplace-based assessments) helped my learning	97.89%			98.50%			98.52%		
During the placement, staff were accessible and supportive	97.90%	97.49%	0.41%	98.50%	97.58%	0.92%	99.70%	97.29%	2.41%
I was aware who to contact if I had concerns during this placement (e.g. patient safety, student support, staff engagement)	98.48%			99.62%			99.71%		

Key: increase in score for 2024-25
 reduction in score for 2024-25
 RAG Colour: GREEN = >1.55 (excellent)
 WHITE = 0.56-1.55 (satisfactory)
 AMBER = 0-0.55 (improvements needed within 3 months)
 RED = <0 (significant improvement needed)



Student doctor evaluation summary

- From excellent to even more excellent!
- Very few practices had flags in their collated evaluation:
 - Year 3: 3 out of 40 practices
 - Year 4: 4 out of 51 practices
 - Year 5: 1 out of 55 practices
- Themes: timetabling, organisation, educational supervision
- 26 quality assurance visits, plus welcome visits
- 8 commendation certificates & 11 letters of recognition



Quality assurance process changes

- We wanted to reduce the time burden for practices
- When things are going well, we just need to 'check in'
- The Annual Data Review (ADR) survey, alongside GP tutor update attendance, is now our main formal method of QA
- Therefore, if the ADR deadline is not met or a practice does not attend the update, it may affect placement allocations
- We are starting informal, face-to-face visits to practices to meet with students & key staff, & check on the site/ facilities

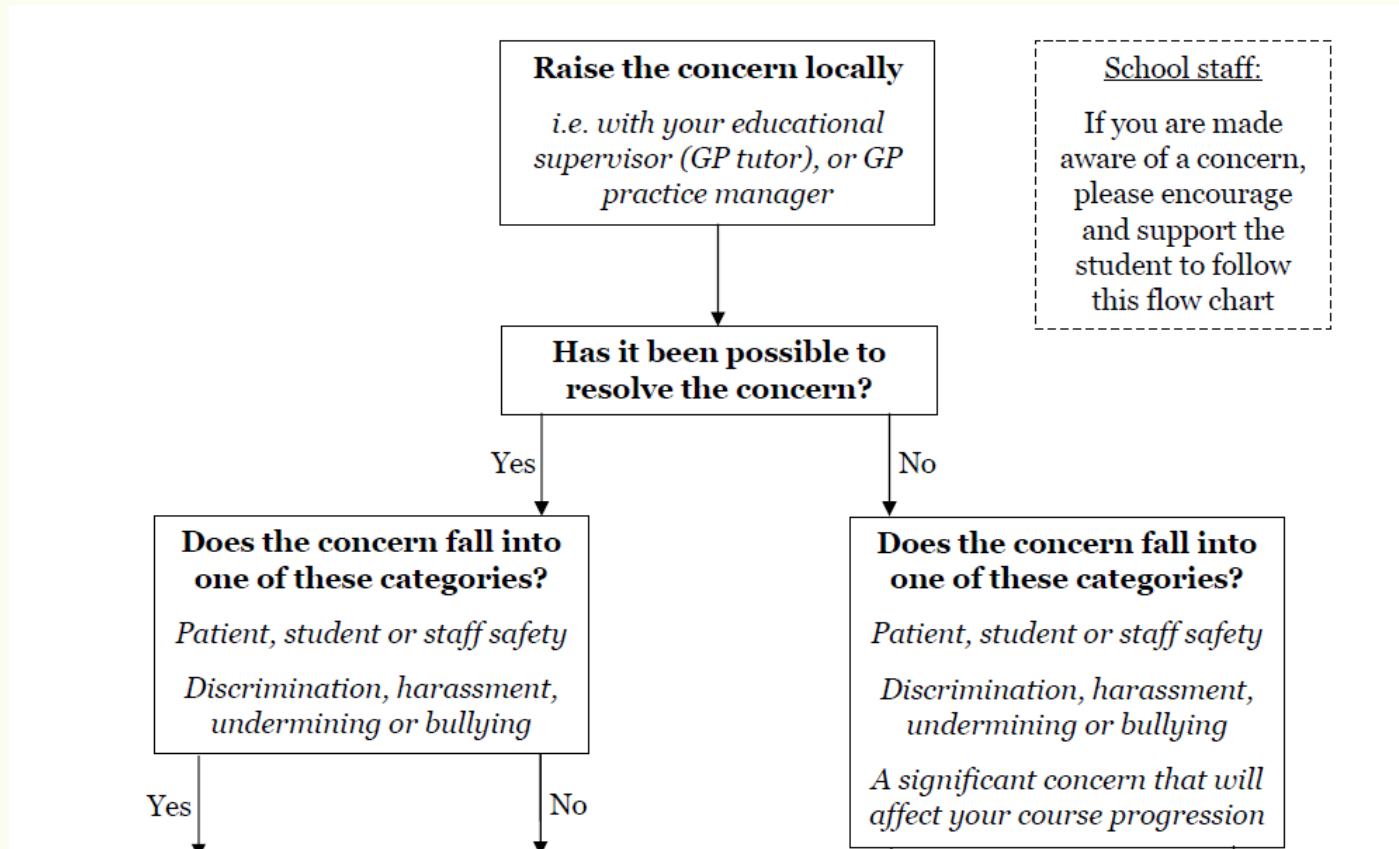


Evaluation survey changes

- The questions are evolving again this year (slightly)
- Standardised across all clinical placements
- Now standardised for Liverpool & Edge Hill Medical Schools
- This supports placements who take students from both
- It is now requirement to send a written timetable in advance
- Removal of the 'ES has enhanced my learning' question
- We will only contact practices mid-year if we identify an issue



Sharing concerns process for students

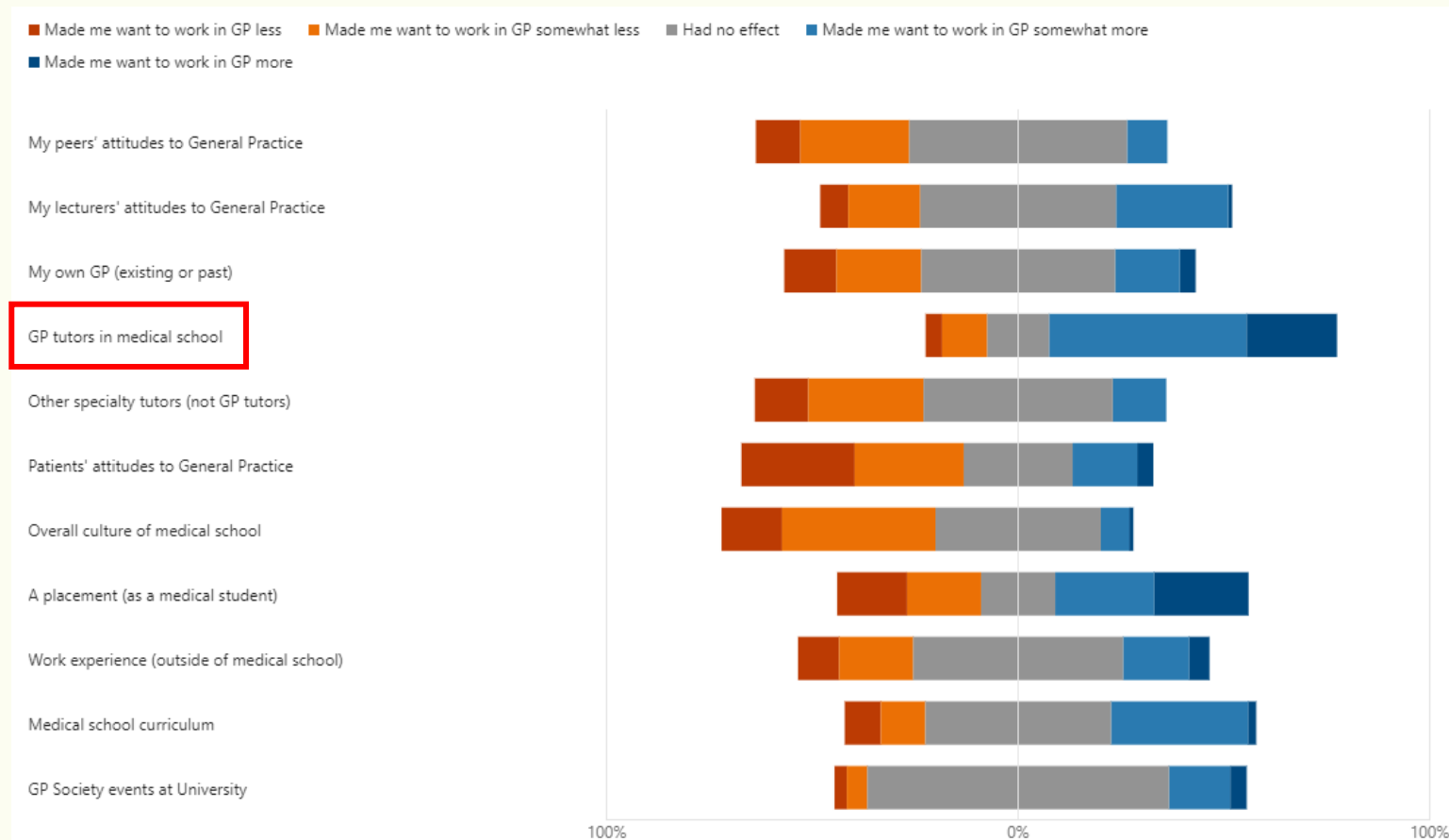


Things practices need to tell us about

- An excerpt from the service level agreement:
 - *The Practice must immediately inform the University if it fails an inspection by the Care Quality Commission (CQC) or a member of the Practice is under investigation by the General Medical Council, and provide the name of that member to the University.*
- Email the relevant yr?gp.mbchb@liverpool.ac.uk address
- Each situation is considered on a case-by-case basis & we may need to share our response with other education teams
- The 2026-27 sign-up form will contain a confirmation tick-box



GP tutors as career role models



RCGPAC poster presentation

By their 5th year:

75%

have encountered negativity towards GP from academics, clinicians or educators

76% in the 2017 Destination GP Report

74%

said GPs on placement have most influenced their perceptions of GP

81% in the 2017 Destination GP Report

70%

said that GP tutors in medical school made them want to work in GP more

71% in the 2017 Destination GP Report

The words/ phrases participating students most associated with GP:

- **Flexible** (47%), **continuity of care** (39%) and **varied** (37%).

These POSITIVE words were also the most selected when students were asked what words/ phrases they felt lecturers and other teaching staff within the medical school most associated with GP.

The words/ phrases students felt their peers most associated with GP:

- **Boring** (58%), **lower status than other medical professionals** (32%) and **less intellectually challenging** (31%).

These NEGATIVE words were also the most selected when students were asked what words/ phrases they felt doctors and other staff on placements most associated with GP.



Thank you.

If you have any questions or comments relating to
this update, please email:

quality.mbchb@liverpool.ac.uk

