# Education Research SIG Annual Report July 2019

# Chair: Dr Sophie Park

# Deputy chair: Dr hugh alberti

This year, we have met twice as a SIG. Once in Warwick in December for a half day meeting, and again for a brief 90 minute meeting at the ASM in Exeter.

The purpose of the Education Research SIG is to:

* facilitate networking of individuals across SAPC who are interested in primary care medical education research.
* support stakeholder / user engagement of work-in-progress across the group (through e.g. presentation of on-going work to the group for discussion and feedback)
* maximise opportunities for collaboration through increasing colleagues awareness of research plans, progress and development; alongside strengthening friendships between members to again facilitate likelihood of collaborations
* collectively reflect upon contemporary issues and challenges facing this community, and critically consider these in relation research agendas.
* encourage novice or new researchers in this field, through capacity building support; making explicit the existing community in this field; hosting focal events about this topic; contributing to scholarly panels (e.g. SAPC ASM education prize)

The Wednesday July group was attended by approximately 40 individuals from across the UK and Europe (including colleagues from Germany and Ireland). The group included HOTs, trainees, policy makers (e.g. Val Wass) and researchers. The session was chaired by Dr. Sophie Park. Preparatory discussions were held between Hugh Alberti, Alex Harding, Val Wass and Sophie Park.

The session aimed to:

* Highlight some work-in-progress research in primary care
* Facilitate discussion about the relationship between research with learning, recruitment and policy developments, including ‘next steps’ for research.

We were asked for the July SIG meeting, to host a symposium submission. We therefore included presentation of 4 work-in-progress projects ranging from the operational to the curricular and policy level, then had a group discussion about the symposium topics.

Presentations (work-in-progress) were:

**1 Teaching methods:**

**Active participation in parallel surgeries in undergraduate general practice placements: how are students and patients contributions facilitated during workplace-based learning debrief interactions. (Dr David Tan - Newcastle.)**

The parallel surgery teaching model is well established in undergraduate and postgraduate GP training, and the debrief interaction appears to create an ideal opportunity for 'active participation' by the student. We are undertaking video analysis in order to explore how student and patient contributions are facilitated and build on our understanding of the GP teacher's role in fostering 'active participation'.

**2 Attitudes to a career in GP:**

**Value of general practice: student national and international perspectives’** **(Dr Neelam Parmar and Sophie Park - UCL)**

We are conducting a collaborative research project with Hull and York Medical School, Newcastle University and Calgary University. The aim is to identify what students value and do not value in general practice and explore the learning in general practice that is transferable to future practice.

The Wass report reminds us of the responsibility that medical schools have in improving the “quality, content, timing and variety” of General Practice placements (*Wass Report, 2016*). The student voice needs to be heard in order to achieve this. By understanding how students perceive placements & targeting our teaching better to the needs of students, we hope to promote and encourage careers in general practice.

**3 Curriculum development:**

**Implementation of national guidelines for undergraduate teaching (Stuart Cole – Exeter)**

Before systematic teaching and learning can take place, the subject matter must be delineated. For undergraduate general practice this area has recently been addressed and a set of national guidelines produced. Research evaluating how these guidelines might be implemented will be presented. Initial results indicate that there is a wide disparity nationally among senior teaching planners regarding what general practice is - and therefore what should be taught. The identity of general practice therefore emerges as a key finding from this research.

**4 Quantity of undergraduate teaching:**

**Sharing and evaluating curricular innovations in the UK following the Wass report (Hugh Alberti – Newcastle)**

SAPC have just finished data a survey of all medical schools regarding teaching in family practice. One of the lead authors (Hugh Alberti) will present initial findings. The symposium therefore represents one of the first chances to assess progress being made concerning how the amount of undergraduate GP teaching at UK medical schools is progressing.

SIG Group Discussion:

We asked the group to consider three questions:

* **What knowledge do we want to be able to feed into policy (why and how)?**
* **What knowledge do policy-makers want?**
* **How might the SIG collaboration support these developments?**

We considered the multiple ways in which the literature has conceptualised the relationship between policy and research:

Image

These range from a linear, individual-level model which places onus upon the individual to create and monitor ‘impact’ (1), to more co-constructed models of the relationship (2 to 4), which conceptualise the relationship as more distributed and longer-term. (2) highlights the ways in which policy (e.g. commissioning of research) de-limits ways of thinking about and doing ‘good research’. (3) demonstrates the collaborative and co-constructed ways in which policy and researchers can work to produce knowledge. (4) highlights a particular stance which accepts that research and policy are different languages and logic models, which have some interaction, but are not necessarily inter-related (at least at one point in time). [https://www.nature.com/articles/s41599-017-0042-z Boswell and Smith 2017](https://www.nature.com/articles/s41599-017-0042-z%20%20%20Boswell%20and%20Smith%202017).

## Discussion summary:

Q1.

* What are the effects of increased numbers of learning experience?
* How do other community-based HCPs learn in this setting?
* Comparisons with other countries (e.g. Germany and increased explicit curriculum)
* What do students learn from generalists?
* How does teaching alter / contribute to GP development (+/- patient care)?
* What will future GP look like?
* Identity – what will GP and HCP roles be v. work / contracts?
* Is there a generation gap (or is this an imagined discourse)?
* Workforce predictions

Q2.

* Power differentials within the professions
* Highlighting drawbacks / challenges of secondary care learning environments
* Identifying / highlighting relevant generalist learning (regardless of career)
* Importance of stakeholder policy-maker engagement
* How to maximise efficacy of placements?

Q3.

* Identity – stories / examples of what established and new GPs look like: range of ways of doing and being a GP
* Collecting evidence about teaching initiatives in the UK
* Involving students, Trainees etc. (stakeholder involvement)

Symposium Outline:

# How can educational research contribute to increasing GP recruitment? Wass: where are we?

## initial symposium idea (adapted with hugh and sophie for the sig) submitted by: Val Wass and Alex Harding

The provision of general practice has well documented advantages and is an international healthcare priority. However, recruitment is problematic. Evidence suggests that the overall quantity of undergraduate experience in family medicine can positively affect recruitment (Alberti et al., 2017). However, very little is known about the quality of this experience and how it may affect recruitment.

This symposium brings together leading policy makers and researchers in the field and **aims to provide an opportunity to review and develop initiatives to improve undergraduate teaching quality in general practice that may result in enhanced recruitment.**

The symposium will feature an initial overview from Professor Val Wass and Sophie Park followed by 4 short presentations of the results from contemporary research in undergraduate medical education.

Discussion will then focus on how current research can contribute to informing future policy and research on taking forward the Wass report by improving the undergraduate teaching experience.