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### WHAT ARE THE BARRIERS TO INVOLVING GP SPECIALITY TRAINEES TEACHING MEDICAL STUDENTS IN PRIMARY CARE?

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#### Introduction

Developing the skills required to teach is part of the curriculum for all General Practice Speciality Trainees (GPSTs). Teaching is also recognised as an effective method of consolidating learning, and the benefits of near teaching are well documented. However, studies suggest that GPSTs have limited opportunities to teach in Primary Care despite a desire to do so. A recent study also suggests there may be significant differences between the views of GP trainers and GPSTs regarding the appropriateness of GPST involvement in teaching in Primary Care. The aim of this study was to explore the perceptions of GP trainers of the barriers to involving GPSTs teaching medical students in Primary Care.

#### Methods

The study uses a qualitative, explorative approach: Three focus groups of trainers from the three training programmes in the Health Education England (northeast and North Cumbria) region were conducted. Focus groups followed a semi-structured topic guide and were subsequently audio-recorded and transcribed verbatim. Thematic analysis content was conducted using an iterative approach to guide further focus group discussion. Formal ethical approval was granted by Newcastle University.

#### Results

Initial thematic analysis suggests that trainers perceive that the educational needs of trainees, especially passing exams and e-portfolio, ought to be prioritised over teaching. Trainers also perceive that many trainees do not want to teach. Other emerging themes include; concerns over the quality of teaching; and concerns regarding the appropriateness of trainees delivering certain types of teaching, such as teaching that involves providing clinical supervision. Practical barriers to medical student teaching were also reported, including GPST central teaching coinciding with medical student teaching.

#### Conclusions

This study suggests that the dominance of exams and work-based placed assessments may be a significant barrier to involving GPSTs in teaching. Many trainers perceived that their trainees have limited motivation to teach, which contradicts recent quantitative and qualitative research. Trainers also worry about the ability of trainees to teach. Interventions to address these barriers, such as individual assessment of trainee motivation to teach and GP training programmes providing training and opportunities for trainees, may help increase involvement of GP trainees in medical student teaching in Primary Care.