

YEAR 2 GP
END OF YEAR REPORT
2025-26



GP2

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Introduction

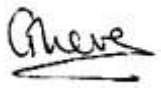
Throughout the 2025–26 academic year, 275 second-year students undertook community-based learning in GP practices across Bristol and the surrounding areas. Students attended in groups of 4–6 for five or six 3-hour teaching sessions.

Each session begins with time for the GP teacher and students to check in and review the university-based learning the students have had that fortnight, in particular CBL and EC labs. The group discusses these learning opportunities, brainstorms clinical presentations around the theme and agrees a plan for the session. Students then meet with two patients to take a history and examine with their GP and peers observing and providing feedback. At the end of the session, the cases are discussed, drawing learning points together and a plan is made for the following session.

There were no major changes to the content or format of the sessions this year, and the intended learning outcomes did not change. The materials sent out to both GP teachers and students were condensed to make these more manageable, based on previous feedback. The focus for GP2 remains developing students' confidence and competence in history and examination skills.

All GP teachers are invited to attend the workshop at the start of the academic year. This provides an update on any curricular or assessment changes and contextualises the GP placement within the students' wider learning, aiming to enhance integration of central and placement teaching. GPs are sent a Teacher Guide each academic year which includes session plans and an overview of the students' learning. The Primary Care Teaching team provide fortnightly emails with materials for the teaching session as well as relevant updates.

The following feedback was obtained centrally, and this document summarises the responses from both students and GP teachers, with reflections and actions at the end.



Dr Georgina Neve
Year 2 GP Lead
July 2026

Student feedback summary

This academic year, 275 Year 2 students were placed with 45 GP teachers in 30 GP surgeries for 5 or 6 sessions each, between October 2025 and May 2026.

For the fourth year running, the student feedback forms were consistent across all years for primary care to standardise our processes, allow easy comparisons, and to help with quality assurance processes. Additional GP2 specific questions were added.

Students were invited to complete the feedback surveys during their final session, and time was allocated for this to be done. There were 133 responses (48% of the year).

Student enjoyment of GP2

The mean student enjoyment rating for GP2 was 4.72/5, where 5 = excellent and 1 = poor. There was a top mean score of 4.84 for 'I was made to feel welcome in the practice and I felt like I belonged.' 'I received high quality teaching from my GP teachers' scored 4.83.

Please see the table below for other mean scores out of 5.

I was made to feel welcome in the practice and I felt like I belonged	This GP placement advanced my core medical knowledge	My learning time in practice was efficiently structured	The level of responsibility that I was given was about right	It felt inclusive for me and made reasonable adaptation for any additional needs	The distance and travel time to the practice was acceptable
4.84	4.73	4.62	4.72	4.80	4.04
Time spent with allied health professionals was a good use of my time	I enjoyed my GP placement	I received high quality teaching from my GP teachers	My GP teachers were enthusiastic	During the placement, I was provided with high quality, individualised feedback	My GP teacher shared an authentic picture of GP life
4.80	4.72	4.82	4.80	4.47	4.69

Of the 133 responses, 128 students took the opportunity to provide specific feedback for their GP placement. Individual comments for GP teachers are fed back directly to them.

Free text comments focused on how the learning environment supported the students to learn and gain in confidence. Free text comments were overwhelmingly positive and highlighted several recurring themes, outlined below.

Creating a supportive learning environment

"[My GP teacher] created a very supportive environment where we felt comfortable asking questions and participating in history taking and examining the patients."

"The environment around each teaching session have been informative and supportive. It allowed me to feel more comfortable when consulting a patient."

"[My GP teacher] has created a great learning environment for all of us, having open discussions and tailoring our sessions to our individual levels of understanding. I enjoyed coming every month and looked forward towards it due to the very comforting and reassuring environment that was made."

"Really enjoyed the supportive atmosphere."

High quality teaching

"Excellent teaching, very useful feedback and engaging sessions. Thank you"

"I have no complaints, the teaching was excellent and I thoroughly enjoyed my time there"

"Really good quality teaching"

"Excellent teaching quality, really good clinical cases, brilliant opportunity to practise exams/histories"

Consolidating learning

"I always enjoy GP placement and learn so much. It is a great opportunity to consolidate any learning from lectures and EC sessions"

"It was very useful having patients with symptoms related to our case blocks, it helped consolidate the learning"

"Really constructive teaching, super engaging and has been really helpful in consolidating my knowledge"

Receiving individualised constructive feedback

"Helpful feedback on history taking, and teaching examination technique"

"All GP tutors give great feedback every session and are really patient, kind and supportive"

"Very constructive and informed feedback on not only diseases but also on consultations, exams and medical school overall"

"It's been a lovely experience and I had great learning opportunities by meeting many patients, getting feedback on where I could improve"

Opportunities to practise clinical skills

"I felt I got to practice taking histories really well this year"

"It was a good opportunity to practise history taking and examination with the right balance between guidance from the GP tutor and independence"

"Lots of good practice at consulting ... Have definitely improved this year as a result of primary care placement"

Gaining in confidence

“[My GP teacher] has really helped me become more confident with consulting and doing examinations!”

“I have felt super supported in my GP this year, having invaluable time to break down what it means to take a history and think through patients complaints . I feel so much more confident coming out of these sessions!”

“It has increased my confidence as I was given a comfortable environment to consult in and was given good feedback”

Travel

Once again travel was the lowest scoring category (4.04/5) and featured prominently in the free text comments in the student feedback. This is a recurring theme and also a theme across the five years of GP teaching.

Suggestions for improvement

A small number of students expressed a preference for seeing patients with acute or current presentations, rather than patients reflecting on symptoms from a previous diagnostic journey. We recognise that this can seem less authentic for the students, but we encourage our GP teachers to find patients relevant to the ‘theme’ of the fortnight, e.g. ‘chest pain’ or ‘collapse’ to consolidate their learning and contextualise the theme.

By contrast, last year’s students commented that they wanted to see more patients relevant to the fortnightly theme. We appreciate that students will have different perspectives on this, and we recognise the challenges that GPs may face in finding patients to fit ‘themes’ whilst remaining authentic. Given that students are expected to see 2 patients per session, we would suggest GPs perhaps take a flexible approach to patient choice, liaising with the students and considering their patient population and logistics.

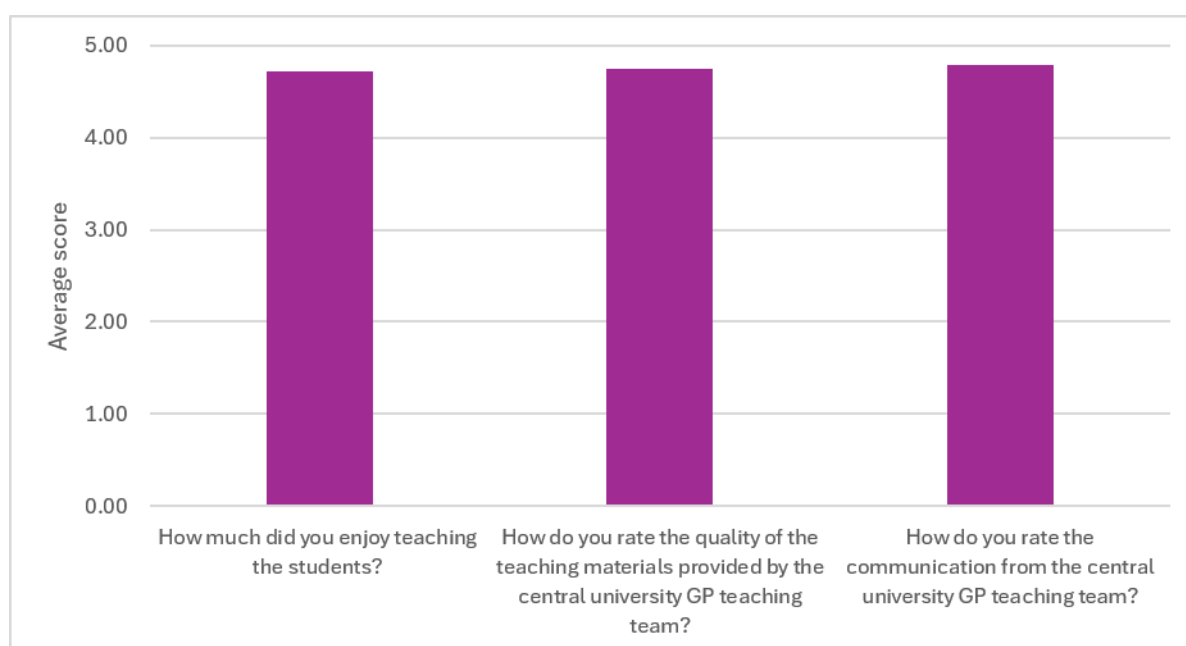
Although there were lots of positive comments on a supportive learning environment, a few students did mention that they felt GP teachers didn’t get to know them personally. We will be highlighting this in our introductory workshop for GP2 teachers, reflecting on the importance of the student-teacher relationship and offering ideas on how to develop and strengthen this.

GP teacher feedback summary

There were 25 responses from GP teachers (55% of all GP teachers and 66% of practices represented).

We asked 3 questions and the following shows the mean rating where 5 is excellent and 1 is poor:

- How much did you enjoy teaching the students? 4.71
- How do you rate the quality of the teaching materials provided by the central university GP teaching team? 4.75
- How do you rate the communication from the central university GP teaching team? 4.79



There were lots of positive comments and some suggestions on areas to develop. These are drawn into the below themes.

Guidance, teaching plans and support from the university

“Well set up and easy to follow guidance”

“The support from the university was really good and I felt well-equipped and empowered to lead the sessions”

GP teachers enjoy teaching the students

“Really enjoyed year 2 GP teaching and the students all said they enjoyed it too”

“I loved teaching the students and found it really energising on a personal level”

Diversifying patient selection

“It was great trying to diversify the type of patients I brought into these sessions, prompted by talking about that at the start of the year teaching session”

Patients & teacher tips – more will be shared at the teacher workshop

- Try and find patients with relevant clinical signs on examination
- Students appreciate brainstorming topic/ history/ examination prior to speaking to/ examining patient - I try and do this first before speaking to the patients
- Keep a list of expert patients to contact
- Some of the patients in primary care were coming with problems that may have been diagnosed a little while before. It was helpful to brief both student and the patient in advance to ask if they can answer as if they would at the time of the initial presentation
- Found things worked best when a pair of students took turns to lead the patient consultation then swapped for the second. This allowed each student to present the case when debriefing.

Linking to university teaching

We asked GP teachers specifically about their ability to link GP teaching to the students' university learning. The responses were positive, with most GP teachers finding this straightforward, as long as the students were forthcoming. The session plan was also deemed helpful in particular the case information and the outline of their university-based learning that fortnight.

Suggestions for improvement

GP teachers commented that it can be tricky to find the right patients to fit with the topic or fortnightly theme.

“Sometimes getting the correct patient to fit the CBL is not always possible but talking around it and getting them hands on experience always make the session valid”

As with the student comments above, there needs to be a balance between finding a patient that fits in with the theme to consolidate knowledge, and the need to consider practical constraints.

There was a comment from a GP teacher about students seeming disconnected or disinterested. In line with the feedback from students around the GP teachers getting to know their students, we will be providing more guidance on developing student-teacher connection at the introductory workshop.

Reflections and actions

1. Really positive feedback overall.
Action: share findings with stakeholders.
2. Year 2 specific questions have been helpful so we will continue with these next year. There is scope to improve the quantity of feedback received although this was similar to previous years. Time for student feedback is already factored into the session plan for the final session and reminder emails are also sent.
Action: ensure importance of and time allocation for feedback is clear, in bulletin and lesson plan. Ensure culture of mutual feedback is the norm for students and GP teachers and ensure this is mentioned at the September workshop and highlighted in all lesson plans.
3. GP teachers prefer the smaller groups, and this would allow all students to participate more, especially in observed consultations
Action: to continue with regular QA of this
4. Lots of useful tips from GP teachers regarding integration of learning and practical aspects of delivering the teaching. Also, lots of tips from students about how to make the most of GP2.
Action: collate and share at GP teacher workshop and circulate widely. Incorporate students' tips into the GP2 intro session at the start of the academic year.
5. Differing perspectives from students about themed patients vs 'acute' patients and, practical considerations from GP teacher perspective.
Action: continue to encourage GP teachers to find at least one patient who fits the theme, with scope to choose another patient, e.g. from the duty list if at the right level / appropriate for a Year 2 student to take a history. For example, students might not have had much experience with paediatrics or obstetrics at this stage so this cohort might be more challenging for them.
6. Travel to practices can be difficult for students. PHC admin already supports students with claims and signpost to travel options, share out drivers etc.
Action:
 - continue to use nearer practices when we can and factor in any specific student needs
 - manage expectations and ensure that all students are aware of the possibility that they may need to travel up to 1hr 15 min on public transport/by car to their practice
 - continue to ensure students have adequate information and support to plan travel and claim expenses.
 - encourage students to notify us early of any changes or specific travel needs
7. Opportunity to further strengthen GP teacher-student relationships and student sense of belonging
Action: aim to incorporate this topic into the introductory workshop and integrate it within the lesson plan to foster stronger relationships and connection.