

GP Teacher guide to facilitating year 1 students' clinical skills practice on placement

New in the 2024-25 academic year was an expansion of our offering of clinical skills sessions in the early years of the programme, which has been continued and increased in 2025-26. Students are taught clinical skills on campus and can then practice in clinical contact in primary or secondary care. This enables all student to have the same opportunities to practice and will increase integration of their learning by bringing relevant skills to life in the clinical environment.

For each practical skill, the students will have been taught this in a lecture, then attended a skills lab where the examination is demonstrated followed by supervised practice in groups of 4-5. We then ask that you devote 20-30 minutes of the three hour session to facilitating practice on each other. We think this may fit well after the patient contact and break, but please feel free to do it whenever it best suits your session. Please note that you are not required to 'teach' the skill, but to provide clinical context and to facilitate peer practice and feedback in a supportive clinical environment.

Resources will be provided in the session guide appendix to include slides and info given to students and short videos showing how the students are taught these skills.

Before any skills practice, you may wish to

- Ask if any of the students have done this in other roles e.g. HCA, carer etc.
- Discuss the principles of consent – for patients and peers*
- Consider 'preparing' for any examination and the opening/explanation that should accompany the examination
 - Use COG Connect to guide steps for this
 - Try running through 'WIPER'
 - **W** - Wash hands
 - **I** - Introductions
 - **P** - Gain Permission
 - **E** - Expose as appropriate
 - **R** - Reposition
- Consider factors which may make this examination more difficult, such as hearing issues, confusion, pain/distraction, language, relatives/phone, barriers to movement, vision etc

Regarding a specific skill, you may wish to:

- Ask the students to 'feed-forward' i.e. tell and show you what they learned in the lecture
- Ask when/why this examination would be necessary
- Talk through the examination as a group
- Watch the short video with the students as a reminder for them.

Please then organise the students in pairs or threes, where one is the 'patient/examinee' and the other starts practicing the examination. A third student can observe and give feedback. Your role is to observe and support them and give feedback. Please also share your experience of performing these examinations in the primary care setting.

Afterwards, encourage the students being examined to reflect on what worked well in terms of explanations and for all students to consider any learning needs for further practice.

*Students are aware of the **MBChB protocol on "developing clinical skills by examining each other"** which can be accessed [here](#). This reminds us that this excludes invasive examinations; and should only be done if the examinee has consented to being told should any possible, unknown abnormality be identified – in which case, they should seek advice from their own GP.