

Graduate outcomes for Cambridge medical students: future recruitment into General Practice and Psychiatry

Medical Education at the University of Cambridge offers a broad – based curriculum providing experience for medical students in a wide range of specialties and different clinical practice environments.

As part of the overall aims of the School of Clinical Medicine, through inspirational teaching and training we aim to educate individuals who:

- will become exceptional doctors or biomedical scientists
- combine a depth of scientific understanding with outstanding clinical and communication skills
- demonstrate a caring, compassionate and professional approach to patients and the public and
- are equipped to become future international leaders of their profession.

Recently information about graduate outcomes and the career progress of all UK medical students has been made available through two annual sources – the GMC National Training Survey (<http://www.gmc-uk.org/education/25496.asp>) and the UK Foundation Programme's F2 Career Destination Report (<http://www.foundationprogramme.nhs.uk/pages/home/keydocs>). Taken together, these data demonstrate the success of Cambridge graduates in their future careers, showing very high first time pass rates in all postgraduate specialty examinations and that the proportion of graduates with unacceptable scores in their postgraduate Annual Review of Competence Progression (ARCP) assessments is at or below the mean in all specialties.

Two specialties attract fewer Cambridge graduates compared with graduates of other medical schools: General Practice and Psychiatry (Appendix A). Medical student feedback for their placements in both of these specialties is generally positive, but students appear not to convert their interest into career aspiration. Traditionally, Cambridge students have been encouraged to pursue careers in the mainstream hospital specialties with an emphasis on developing future research activities in these subjects.

This document outlines steps being taken to address this issue and improve recruitment of our graduates into these national shortage specialties. By making some specific changes to the curriculum and developing innovative ways of identifying students with an interest at an early stage, we hope to change the perception of these specialties by students and staff alike.

General Practice

- The Clinical School Education Deanery Team, together with the General Practice Education Group (GPEG), are implementing a number of changes including increased core curriculum time, the development of Student Selected Components (SSCs), an MVST Part II Option and more student exposure to the research being undertaken in the Primary Care Unit. The role of the Cambridge

Colleges in developing links with General Practitioners so that students in the first three years of the course have more exposure to primary care is being discussed.

- Curricular time in General Practice was more than doubled with the introduction of the full three-year clinical curriculum in 2005. Teaching involves over 100 General Practices across the East of England region. In the revised clinical teaching programme which started in September 2015, there is a further increase in students' time in General Practice. GPEG is recruiting and training new practices and developing their Quality Assurance processes to meet the needs of the new programme.
- Additional teaching by GPs in the non-clinical placement based curriculum will be expanded in the 2015 programme, particularly within the Pathology Clinico-Pathological Conference core teaching.
- GPEG has developed a greater number of SSC's, offering both practice – based and research-based opportunities. This has led to increased student uptake of SSCs, some leading to publication and international conference presentation. The Primary Care Unit (PCU) has identified funding to support such dissemination and is working to continue this sustainably. GPEG is running an active programme to support GPs in practices to develop the range of SSCs available to students further.
- Research Groups in the PCU now have teaching time in the Clinical Introductory Course, are extending and developing their SSC offers and will become involved more closely with the Inspire programme. The PCU is in contact with the clinical students' General Practice Society to develop and promote its activities.
- Academic GPs in training are increasingly involved in student teaching, whilst Cambridge alumni recently qualified as GPs are being recruited to be involved with students. This is aimed to offer students relevant GP role-models, who are only slightly ahead in their career trajectory.
- A specific theme has been added to the GP placements to be delivered by GPs in practice. This aims to encourage consideration of a career in General Practice, to encourage reflection on what practicing the specialty of general practice entails and to emphasise the specialty's simultaneously holistic and intellectually rigorous nature.
- A preclinical MVST Part II Minor Option in General Practice and Primary Care research has been developed, with a view to it being offered for the 1st time in 2017/2018. This will be the first such Part II course delivered by a clinical specialty.
- Planning has begun to develop an online 'case of the week', linked to specific elements of the preclinical curriculum, as an elective resource to offer students clinical context for their core science learning.
- GPEG has recruited to the team a specialist in Communications and Knowledge Exchange, to help develop an ongoing programme to increase the profile of General Practice as a fulfilling, challenging and academically rigorous career choice for students. Working with a range of GP researchers and educators, current initiatives include: a student focus group to road test communication plans; a student survey on best methods of communication about GP; fostering links between PCU researchers and the student education programme; development of a GP showcase event, linked with the Cambridge Science festival; regular communication about GP and GP research via social media; review of interlinked University websites to enhance the prominence and signposting of General Practice.
- We will work with the Cambridge Colleges to extend GP involvement, with the goal of encouraging Colleges to appoint a general practice education lead who would be involved in the Admissions process and with students throughout the six year programme.

Psychiatry

- In the 2015 clinical teaching programme, the teaching time in Psychiatry has been extended and spread across the three years, emphasising the importance of mental health problems

across all clinical specialties, and the relevance of psychiatric knowledge and skills for all doctors. We are carrying out quantitative and qualitative research evaluations of the new teaching in years 4 - 6, including the effects on interest in psychiatry as a career.

- The Department of Psychiatry runs a psychiatry careers mentoring scheme for medical students interested in psychiatry. This enables students to have one-to-one encouragement and support to further their interest in psychiatry and follow a psychiatric career path.
- The Department of Psychiatry now advertises research opportunities to medical students.
- The Cambridge and Peterborough NHS Foundation Trust (CPFT), supported by the Clinical School with SIFT funding, recently appointed a Liaison Psychiatrist with a particular interest in medical education to help deliver the new programme.
- We have a scheme set up by the Head of the Department of Psychiatry to identify preclinical and clinical students with an interest in academic psychiatry, particularly those who had done a Part II in neurosciences or experimental psychology. These students attend an event where a number of academic Psychiatrists explain their work across the whole discipline. This is followed by time to meet and discuss the subject and a dinner. We continue long-term contact with interested students through the mentorship scheme.
- The Department of Psychiatry organises specific anti-stigma teaching, with the aim being to reduce stigma towards both psychiatric patients and a psychiatric career.
- Psychiatry is now integrated within the Cambridge University Students' Clinical Research Society, and we deliver regular sessions for that society.

Data from the GMC showed that Cambridge graduates remembered feeling less well prepared for clinical practice than their counterparts from other medical schools. Even allowing for the fact that, in reality, they appear to thrive and be successful in in their Foundation programme, we anticipate that changes in the teaching of General Practice and Psychiatry will also address this issue, irrespective of their future career pathway.

Appendix A

Table 1

Data from GMC: The proportions of Foundation Year 2 (F2) doctors who applied for, received or accepted an offer to a national Level 1 specialty training programme in the first round of a given year's recruitment of F2's in the years 2012, 2013 and 2014.

Cambridge graduates – most recent data published 05.05.2015

	% application to GP Round 1 (UK mean)	% made an offer of training place	% accepting offer
General Practice	24.6 (35.1)	58.3	96.8
Psychiatry	1.8 (4.3)	25.0	No data

Table 2

Data from the UK Foundation Programme Career Destination Exit Survey: trainees' intention at the end of F2 year up to August 2015

Cambridge graduates	% into UK Specialty training	% into GP training
2012	86.4	11.2
2013	77.8	No data
2014	68.9	18.5
2015	70.1*	7.3**

* Highest percentage of all medical schools in 2015

** Lowest percentage of all medical schools in 2015