


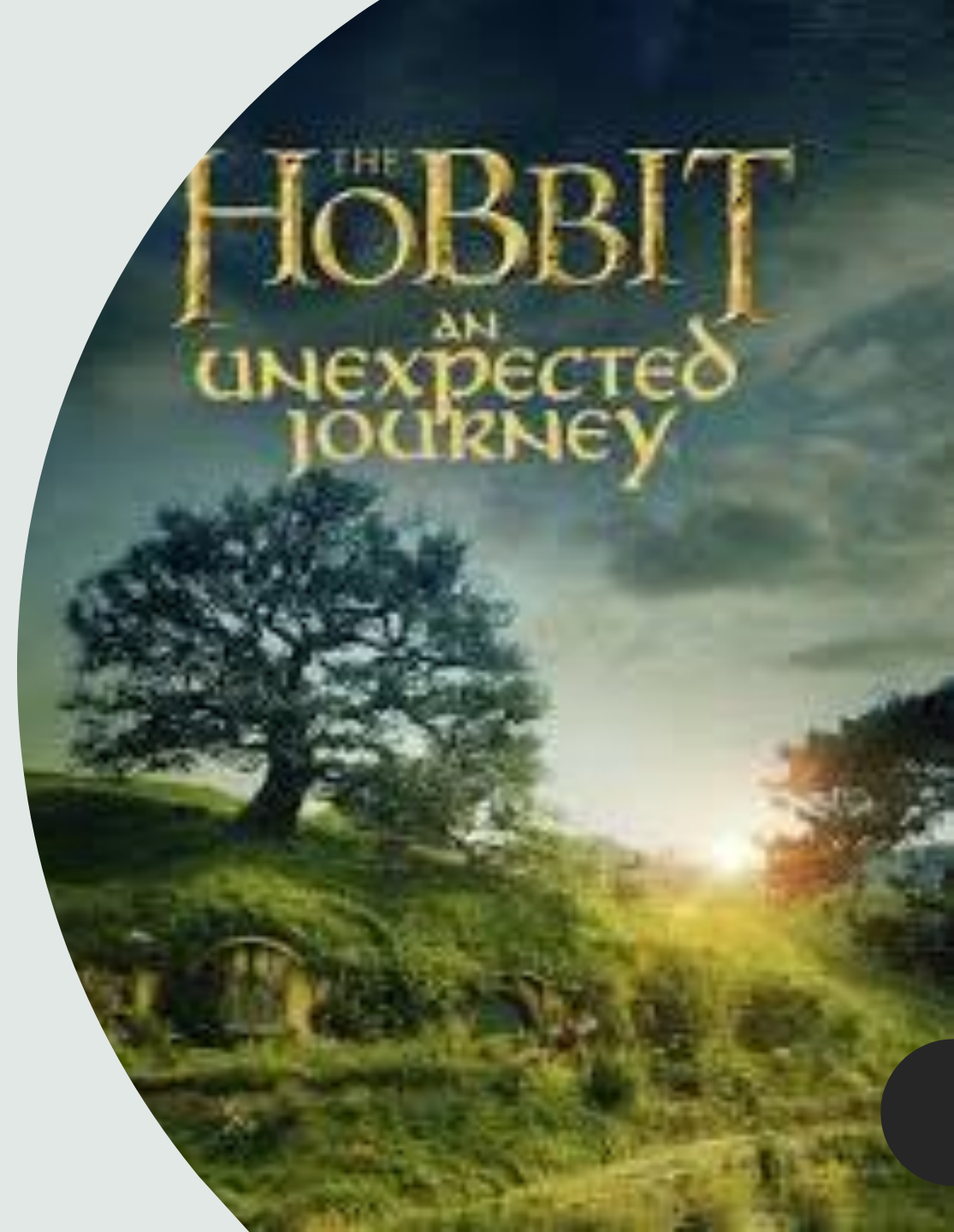
*Engaging your  
M(S)P on the  
challenges facing  
UG GP education*

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Dr Neil Gallacher  
University of Edinburgh  
[neil.gallacher@ed.ac.uk](mailto:neil.gallacher@ed.ac.uk)



*“This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected.”*



# *A timeline*

- 02/03/2024 - a knock on the door

## Members of the Scottish Parliament (MSPs)



### Sarah Boyack

Scottish Labour

MSP for Lothian (Region) 2019 - present day

Former MSP for Lothian (Region) 2011 - 2016

Former MSP for Edinburgh Central (Constituency) 1999 - 2011

# A timeline

- 02/03/2024 - a knock on the door
- 13/03/2024 - an email

## Meeting of the Parliament

Wednesday 13 March 2024 2:00 PM



ing a clip of this meeting. To see the whole meeting, [click here](#)

### Details

on NHS Lanarkshire's recovery plans.

#### **Sarah Boyack S6O-03197**

8. To ask the Scottish Government whether it will provide further details of the progress that it is making towards fulfilling its 2017 commitment to increase the number of GPs by 800 within a decade.

*followed by*

**Scottish Labour Party Business: Bringing Down NHS Waiting Lists**

# *A timeline*

- 02/03/2024 - a knock on the door
- 13/03/2024 - an email
- 13/03/2024 - an invite

Dear Dr Gallacher

Sarah's meeting with the Cabinet Secretary has been arranged for Thursday 2<sup>nd</sup> May, 16:15-16:45. Please let me know if you are available and would like to attend the meeting with her.

Kind Regards

Carole

# *A timeline*

- 02/03/2024 - a knock on the door
- 13/03/2024 - an email
- 13/03/2024 - an invite
- 02/05/2024 - a meeting

Emails...!

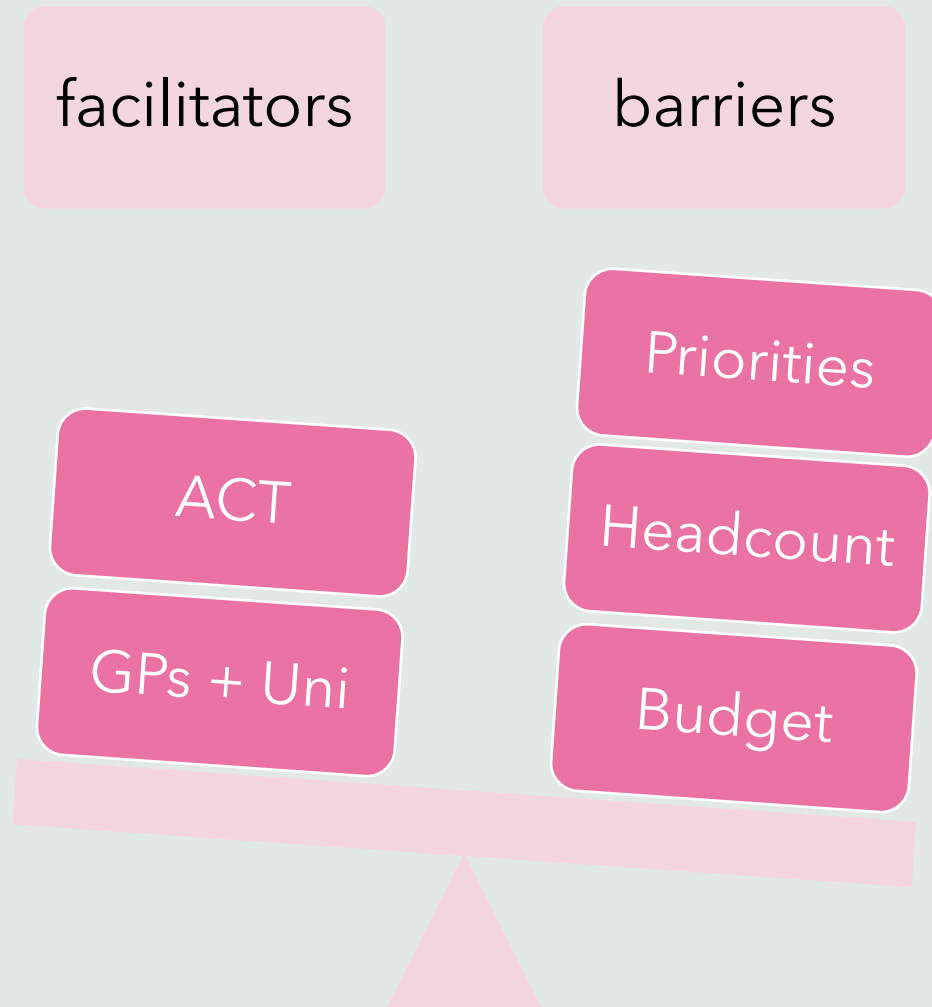
Pre-meeting meeting

Data sharing



# *How can government support UG GP education?*

Devolved Governments play a crucial role in supporting undergraduate GP education through funding, policies, and partnerships.



# *Government engagement*

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## Strategies

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Direct communication with government officials is key to aligning educational policies for future doctors.

## Advocacy

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Effective advocacy requires understanding government structures and processes related to undergraduate medical education.

## Stakeholder engagement

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Engaging stakeholders ensures support and buy-in for initiatives aimed at enhancing GP education in universities.

## Approach

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Creating alignment with government goals and priorities is essential for successful implementation of educational reforms.

## Policy alignment

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Collaborating with policymakers and influencers can amplify the impact of academic efforts to improve GP education.



*How to put  
together a  
coherent  
argument  
and use time  
efficiently*

Take help where it is available

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WHY it matters, WHY you are there (2-3 mins)

Highlight current consensus and WHAT IS GOOD

Give CONTEXT - 3 bullet points max (2 mins each)

Offer SOLUTION(S) (2-3 mins)

Encourage QUESTIONS

DO NOT assume knowledge

DO NOT focus on negatives

FOLLOW UP with data and references

# What happens next?

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The unknown unknowns



Let the dust settle - time as a diagnostic factor



*Any  
questions?*

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# *Other ways to engage*



- Answer your door!
- Speak to people who want to speak to you
- Submit evidence to an enquiry (email to inbox)
- Offer to give written evidence at an enquiry, usually after providing written submission
- Suggest inquiry topics
- Provide short summaries of evidence on topical issues
- Offer to host a visit (surgery vs institution)
- Inviting members and committee staff to events
- Identify and engage with lobbying and policy groups
- Provide expert advice to Parliamentary Office for Science & Technology
- Sign up to alerts from Parliamentary Knowledge Exchange Unit

# *My approach*

*(verbal and post-meeting written info)*

What is the problem?

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- 1) Role and expectation of GP
- 2) Funding and workforce
- 3) Complexity of work demands
- 4) Fragility of primary care provision

What is ScotGov role?

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- 1) Gillies (post-Wass)
- 2) GMS contract holder
- 3) Manifesto commitments
- 4) Public accountability

Why UG GP education?

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- 1) Positive student experience influences career choice
- 2) Community focus
- 3) Increase pool of future GPs
- 4) Life expectancy linked to GP FTE

Why a challenge?

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- 1) Increasing student numbers
- 2) Pressure on service for competing attention
- 3) Loss of educator pool (inc. private)
- 4) Payment by activity
- 5) Static ACT remuneration
- 6) Absence of contractual lever

Risks of doing nothing?

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- 1) Loss of pleuri-potential medical graduates
- 2) Progressive destabilisation of professions
- 3) Worsening population health and life expectancy

Options?

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- 1) Reduce student numbers
- 2) Compromise on clinical experience
- 3) Review ACT
- 4) GMS Phase 2
- 5) BE OPEN TO AND CONSIDER RADICAL IDEAS