



## Medical School Guidance for Foundation Years Doctors' contribution to the MBBS Programme

### Introduction

The GMC documents *Tomorrow's Doctors* and *Good Medical Practice* and the Foundation Programme Curriculum all outline the need for junior doctors to develop their teaching skills. Foundation year doctors, having recently completed their finals examinations and taken on their professional role as doctors, are extremely well placed to take on the role of clinical teachers. They are able to identify important teaching areas; they remember skills and competencies which may have caused them and their peers anxiety during their own revision; they can provide clinical and professional relevance to learning by drawing on their own experiences as new doctors, their recent mastery of knowledge and skills can be helpful with regard to clarity of instruction and their recognition of the learners perspective and relatively junior status enabled them to provide a relaxed learning environment.

For these reasons the Medical School recognises and welcomes the role of junior doctors in undergraduate education and encourages junior doctors to be involved in planning and running patient based informal bedside teaching that encourages situated learning

This guidance is provided to help foundation doctors deliver good quality workplace based teaching and learning activities within the undergraduate programme. This guidance is also useful for medical school faculty, education supervisors and the employing Trusts to ensure supervision, guidance and due recognition is provided to junior doctors involved in teaching and support of learning.

### What is good quality medical teaching?

There is good quality teaching going on every day on medical wards, theatres, outpatients and community settings. There is no one ideal formula for good teaching but effective learning happens when teachers are enthusiastic and supportive, where students are engaged in doing rather than listening, where teaching is based around patients and cases and not diseases and where students can interact with the teacher and the learning materials. A good place for novice teachers to start is to read the excellent on line resource provided by the London Deanery<sup>1</sup>.

### Firm involvement and supervision

Teaching undergraduates is a team endeavour. Junior doctors should ensure that the firm lead and their education supervisor are aware of their teaching activities so that appropriate support and workload planning can be set up. Peer observation and feedback between members of the teaching firm can be helpful in developing your teaching skills and ensuring good quality education provision.

### Provision of additional teaching

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<sup>1</sup> [http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/teaching\\_and\\_learning\\_at\\_the\\_bedside.pdf](http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/teaching_and_learning_at_the_bedside.pdf)

Junior doctors involved in providing supplementary teaching outside that provided by your firm should ensure that they have discussed their plans with the undergraduate tutor (of site sub dean at the three central sites) to ensure: the teaching is appropriate; that there is a senior clinician with overall supervision responsibility for the teaching; that the planned teaching does not take students unnecessarily away from the wards and that it does not conflict with established teaching. It is also important that teaching is made available to all students attached to that firm. But that they understand that attendance at these teaching sessions is voluntary. It must be made clear to students that missing scheduled teaching or clinical commitments to attend additional teaching is completely unacceptable. It is anticipated that the vast majority of teaching provided will not require any additional room bookings or admin support however if you do anticipate the need for a room or some additional paperwork this should be discussed with the UG tutor or site sub dean when you are first planning this teaching. Please remember that there may be costs associated with rooms and AV equipment use especially after hours.

## Focus of Teaching

Supervising history taking & clinical examination and encouraging clinical reasoning should form the majority of teaching activity. Remember that these students are training to be practitioners therefore teaching should be based on patients, cases or symptoms: it is much more useful for the learner to discuss the breathless patient and then apply this to a patient with breathlessness than to teach about pulmonary fibrosis. Students also need to learn about diagnosis and management. Teaching in the clinical setting is also useful for a range of other skills such as data interpretation, communication skills and considering ethical and legal dilemmas. It is an excellent place for junior doctors to role model good interprofessional working and patient centred care. If you take on additional teaching you need to be aware of the limitations of your knowledge or skills.

## Teacher Training

*“Teaching skills are not necessarily innate, but can be learned. Those who accept special responsibilities for teaching should take steps to ensure that they develop and maintain the skills of a competent teacher.”<sup>2</sup>*

The Foundation Programme curriculum ensures all foundation doctors have some training in teaching skills. The Teaching and Professional Development Unit within the DOME run a range of clinical teacher support activities including the TIPS course. <http://www.ucl.ac.uk/dome/tpdu>. Those junior doctors who are employed by one of the central Trusts associated with the medical school can attend the TIPS Course for free. Those who are working at more peripheral trusts should approach the undergraduate tutor at the Trust to discuss attendance on a teaching skills course.

## Recognition of commitment

It is important to acknowledge and reward all teachers' contribution to teaching medical students. Even if you only manage to run a few teaching sessions you should discuss these with your education supervisor to ensure these are acknowledged and documented. The Trusts and medical school has a series of ways that sustained commitment to teaching can be recognised:

1. Junior doctors who have made a significant contribution to teaching can apply to their UG tutor for a certificate endorsed by the Trust locally to recognise a good level of input to work place based teaching.
2. Those who have shown a greater commitment to teaching and development as a teacher can complete an application form and submit a portfolio for work in the field of teaching and support of learning activities to the medical school. They would receive a certificate of merit endorsed by the Medical School Teaching and Professional Development Unit.
3. Those who make a sustained and significant impact in all areas of teaching and support of learning throughout the foundation years can apply for the Annual Excellence in Medical Education Awards.  
<http://www.ucl.ac.uk/medicalschoo/quality/Medical%20Education%20Awards/index.htm>

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<sup>2</sup> Good Medical Practice GMC 2006

## **External and commercial courses**

The medical school does not endorse any external or commercial courses and has very clear guidance in this area: <https://www.ucl.ac.uk/medicalschoo/urrent-students/faqs/#commercial>

It is important that you have read this guidance before you consider involvement in such activities.

### **EXTERNAL AND COMMERCIAL COURSES**

The Medical School does not endorse courses offered free or commercially by Foundation trainees or by UCL graduates or by other non-UCL staff as these courses are outside the School's academic processes and may undermine the proper training and preparation within the MBBS curriculum for Medical School examinations. The use of UCL or Medical School premises for any such courses is discouraged and UCL staff are advised not to endorse these courses. Foundation doctors wishing to contribute to medical education beyond that described in the *Medical School Guidance for Foundation Years Doctors' contribution to the MBBS Programme* are advised to contact Dr Deborah Gill within the Division of Medical Education for guidance on how to achieve this within the clinical setting. Foundation trainees and UCL students and graduates are advised that all examination materials are UCL copyright and any unauthorised use or disclosure of examination materials to a third party, including the transcription of verbal reports from examination candidates, whether for commercial gain or otherwise, are regarded as a breach of copyright and intellectual property rights.

If bookings for external or commercial courses are accepted on UCL premises, the following conditions apply:

- users must be made aware of UCL's policy on external bookings and courses which clearly prohibits such courses from claiming any connection or affiliation with the College
- the costs of using UCL resources including UCL support staff must be met
- advertising is not permitted through the Medical School
- courses must be available to all students

Dr Deborah Gill, Division of Medical Education  
On behalf of the Quality Assurance Unit, UCL Medical School  
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