

Teaching Opportunities and Guidance for Foundation Doctors teaching in the UCL MBBS Programme

Introduction

UCL Medical School welcomes Foundation doctor involvement in undergraduate education. The GMC document *Good Medical Practice*, and the Foundation Programme Curriculum recognise the need for Foundation Doctors to develop their teaching skills. New doctors are well placed to take on the role of clinical teachers and are vital in the support of senior students undertaking assistantships. They are able to identify important teaching areas; they remember skills and competencies which may have caused them anxiety; they can provide relevance to learning by drawing on their own recent experiences, and they provide a relaxed learning environment.

We also recognise that providing proof of teaching experience is important for application forms for many specialties and want to help Foundation doctors gain the experience they need.

This document has two purposes:

1. To provide a list of recognised direct and online teaching opportunities for Foundation doctors to support the UCL MBBS curriculum
2. To give guidance to help Foundation doctors deliver good quality, workplace based teaching and learning activities.

This guide will be used by medical school faculty, educational supervisors and Trusts to ensure that supervision, guidance and due recognition is provided to Foundation doctors involved in teaching and support of learning.

Making a commitment to teaching in the MBBS course

The attached table includes

- A range of ward-based, on-line and mentoring opportunities
- Summaries of the responsibilities
- Details of who to contact to express an interest

Teaching opportunities in Trusts are open to all North Central Thames Foundation doctors, regardless of the school they graduated from. On line opportunities are open to all UCL graduates, including those further afield.

Recognition of teaching in the form of certificates, or letters of thanks is available for all these activities from your local Undergraduate Tutor or Site Sub Dean or the curriculum lead for on-line learning. Those who have shown exceptional commitment to teaching and development as a teacher can apply for a Certificate of Merit endorsed by the Medical School. More details are available at www.ucl.ac.uk/medicalschoo/postgraduate/tpdu/certificate-recognition-mbbs-prog

Please do note the time commitment involved, which can be significant at some times of year (eg for Case of the Month tutors). It is unprofessional to make a commitment to teaching, and then withdraw at the last minute or to fail to complete your responsibilities. We may inform the Educational Supervisors or local tutors of Foundation doctors who do this.

Teaching undergraduates is a team endeavour. Foundation doctors should ensure that the firm lead and their educational supervisor are aware of their teaching activities, so that appropriate

support and workload planning can be arranged. Peer observation and feedback from more senior clinicians and teachers is helpful in developing your teaching skills. The Developing the Clinical Teacher form on the ePortfolio can be a useful way of gathering this feedback.

Final Year Assistantships & Junior Supervisors

During his or her DGH attachment, each student will have a period of assistantship lasting at least 4 weeks. The assistantship aims to prepare the student for their role as an FY1 doctor and focuses on helping them to develop their clinical decision-making skills, prescribing skills, communication in real-life situations, appreciation of the multi-disciplinary team and their understanding of the hospital outside the normal working day. It also gives them the opportunity to gain experience in certain clinical procedures.

During the assistantship period, the student will have a consultant 'Clinical Supervisor' who will have overall responsibility for their time as an assistant. As a Foundation doctor, you will have the role of 'Junior Supervisor' for the student. This has both supervisory and teaching elements. You will be expected to share your clinical work with them, beginning with basic tasks, but with the aim of gradually increasing their responsibilities so that by the end of the attachment they are acting, as near as possible, like a fully qualified doctor. Details of the types of activity that students should be encouraged to undertake and those that should be avoided are contained in 'Factsheet 6 – Junior doctors' and you should ensure that you read this.

Supervising an assistant will be an excellent opportunity for you to develop your skills in teaching and working with a more junior member of your team. You are perfectly placed to pass on your clinical experience to students who will be performing your role in a few months time. The relationship should be rewarding to both of you, reducing your workload while helping a future colleague. Learning to delegate effectively and appropriately will be valuable to you throughout your career.

Provision of additional teaching not listed above

We know that currently the application forms for some specialities give points for organising teaching programs (although this may change in the near future). This is leading to a proliferation of teaching programs or courses organised by Foundation doctors, which compete with one another, take students away from the wards unnecessarily and are sometimes not well thought through or are unsustainable. Foundation doctors who think they have identified a gap in the teaching provided, and wish to organise teaching to fill the gap should talk to the Site Sub Dean or Undergraduate Tutor (see below for contact details) to get their approval and support before proceeding. This will mean that your teaching is supported and resourced appropriately by the Medical School or Trust, and is balanced with other teaching that students receive. It is important that teaching is made available to all students attached to that firm or Trust, 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. Please remember that there may also be costs associated with rooms and AV equipment use, especially after hours.

UCL will not provide endorsement or certification of new teaching programs which are not discussed and approved in advance with the local site Sub Dean or Undergraduate Tutor. We would therefore strongly encourage you to participate in teaching in one of the ways outlined in the table.

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External and commercial courses (revision courses)

The Medical School does not endorse any external or commercial courses and has very clear guidance in this area: www.ucl.ac.uk/medicalschoo/staff-students/general-information/a-z/#ext_courses It is important that you have read this guidance before you consider involvement in such activities

UCL will not provide endorsement or certification of external or commercial courses, or revision courses organised by Foundation doctors.

Focus of teaching

Supervising history taking & clinical examination, and encouraging clinical reasoning should form the main focus of teaching, especially for Final Year students. Remember that these students are training to be practitioners so teaching should be based on patients, cases or symptoms: it is much more useful to teach about breathlessness and then apply this to a breathless patient than to teach about pulmonary fibrosis.

Please remember to pitch your teaching at the right level for the group of students. For example, final year students do appreciate teaching on clinical examination skills before the OSCEs, but your teaching should focus on difficult points of technique, or on polishing their presentation skills, rather than teaching them the basics of a system examination, which they already know. Keep your teaching sessions active and engaging; an hour of teaching is far more valuable if spent honing skills by the bedside than in a didactic lecture. Students can find information online and in books, but only a person can assess their skills. Remember to teach data interpretation, communication, and ethical and legal aspects of clinical care *in the clinical setting*. You will be a role model to the students, whether you wish to or not, so remember to model good behaviour at all times.

What is good medical teaching and how can FY doctors get more training in teaching?

There is no one ideal formula for good teaching. Effective learning happens when

- Teachers are enthusiastic and supportive,
- Students are engaged in doing rather than listening,
- Teaching is based around patients and cases, not diseases
- Students can interact with the teacher and the learning materials.

All Foundation doctors will get some training in teaching skills through their Foundation Programme teaching. In addition, the TIPS for FYs course provides a basic introduction to teaching skills, and is aimed particularly at FY doctors. See www.ucl.ac.uk/dome/tpdu/tips for more details. Foundation doctors employed at UCLH, the Royal Free Hospital or the Whittington Hospital can attend TIPS for free. Those who are working at more peripheral trusts are welcome to attend, but will be charged £200.

The London Deanery has excellent free online modules with certificates, which give an overview of clinical teaching. See <http://www.faculty.londondeanery.ac.uk/e-learning>.

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Contacts

Site	Undergraduate tutor/Site Sub Dean	Education centre manager or administrator	Email
Barnet	TBC	Mohammed Hafeez	m.hafeez@nhs.net
Chase Farm	TBC	Christina Manderson	Christina.manderson@nhs.net
Basildon	Dr Aroon Lal	Barbara Contopoulos	Aroon.lal@btuh.nhs.uk
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