



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

Introduction

The GMC documents *Outcomes for Graduates* 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 begun 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, educational 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, in theatres, in outpatients and in 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 as well as 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 Deanery¹.

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.

Foundation Doctors' Teaching Opportunities

- 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

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 an FY1 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.

<http://www.ucl.ac.uk/medicalschoo/staff-students/course-information/year-6/>

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

Junior doctors involved in providing supplementary teaching outside that provided by their firm should ensure that they have discussed their plans with the undergraduate tutor (or site sub dean at the three central sites) to ensure that it is appropriate; that there is a senior clinician with overall responsibility for supervision of the teaching; that the planned teaching does not take students away from the wards unnecessarily and that it does not conflict with established teaching (students missing scheduled teaching or clinical commitments is unacceptable). Such teaching sessions should be open to all interested students at the site on a voluntary basis. Wherever possible, such teaching should not require room bookings or additional support, but where this is needed, it should be discussed in advance with the UG Tutor or site sub-dean. Please remember that there may be costs associated with these requirements.

Focus of Teaching

Supervising history taking and clinical examination and encouraging clinical reasoning should be the main focus of teaching, particularly for Final Year undergraduates. Remember that students are training to be practitioners and so teaching should be based around patients, cases or symptoms. It is more useful to teach about breathlessness and then to apply this to a breathless patient, than to teach about pulmonary fibrosis. Students should also be encouraged to make diagnoses and management plans. Please remember to pitch your teaching at the right level for your students. Final year students do appreciate teaching or clinical examination skills before the OSCEs, but your teaching should focus on difficult points of technique, or honing their presentation skills, rather than teaching the basics of a systems examination. Keep your teaching session active and engaging – an hour of teaching is more valuable if spent honing skills at the bedside, than in a didactic lecture session. 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.

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” - Good Medical Practice GMC

<http://www.gmc-uk.org/guidance/goodmedicalpractice.asp>

The Foundation Programme curriculum ensures all foundation doctors have some training in teaching skills. The Medical School run a range of clinical teacher support activities including the Training to Teach course <https://www.ucl.ac.uk/medicalschooll/postgraduate/learn/training-to-teach>. Those junior doctors who are employed by one of the central Trusts associated with the medical school can attend the Training to Teach 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.
<http://www.ucl.ac.uk/medicalschooll/postgraduate/taught-degrees>
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 - <https://www.ucl.ac.uk/medicalschooll/quality/teaching-awards>

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/medicalschooll/current-students/faqs/#commercial>
It is important that you have read this guidance before you consider involvement in such activities.

1 http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/teaching_and_learning_at_the_bedside.pdf
2. [http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/e-learning/feedback/files/Using the clinical consultation as a learning opportunity.pdf](http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/e-learning/feedback/files/Using_the_clinical_consultation_as_a_learning_opportunity.pdf)

UCL MBBS -Teaching opportunities for junior doctors

Type of teaching	Year of course	Locations	Workload	Expressing your interest
Junior Supervisor to Student Assistantship	Final Year	DGHs*	Day-to-day sharing of patient based clinical tasks supervision, sign-off DOP & WPBAs. In return you get	Allocated via your Clinical Supervisor
UG clinical tutor scheme	Y4	UCH (and may extend to Whittington and Royal Free in 2011-12)	Flexible small group teaching at a time which suits teachers and learners and does not interfere with other work or teaching. Allocated group for 6 months. Parallels programme led by CMTs	Site sub Dean and local CMT lead tutor.
Bedside teaching	Years 4 & 5	Royal Free, Whittington, UCLH DGHs (Paeds & O&G)	Selection of patients, observation & feedback of Support, advice,	Apply to your local: DGH Undergraduate Tutor* or Central Site Sub Dean via Year administrator
Case of the Month Tutor (CoTM)	Final Year	On-line (Open to any F-doctors in UK)	Provide on-line feedback to 10-12 student 1 training session in October plus 2-3 hours per month commitment (usually 6 months) Six cases spread between October & May (2-3 hours per month)	Sarah Bennett s.bennett@ucl.ac.uk
Reflective writing	Year 4	On-line	2 submission dates in January and March Ensure students' standard of work is satisfactory to progress Be a tutor for 9 to 12 students Mark essays of 500 – 1000 words provide feedback	Ayana Sakey a.sakey@ucl.ac.uk
Twilight or Breakfast case-based clinical teaching tutor	Final Year	DGHs*	Weekly sessions from September to April led, organised and delivered by FY tutors, supported by local administrator and UC Tutors.	Apply to your local DGH Undergraduate Tutor*
Final year bedside teaching	Final Year	Basildon	Personal tutor to 2 final year students Select and coach on physical examination technique	Shilpa Selvan/Julie Smith
Shadowing tutor	Year 1	Royal Free, UCLH, Whittington	1 week in June Year 1 students post exam week Allow students to follow you during your normal working day. Shadowing only	Ayana Sakey a.sakey@ucl.ac.uk

*Undergraduate Leads & Administrators				
F-school	Site	Undergraduate tutor/Site Sub Dean	Administrator	Email
NC	Barnet	Dr Puja Ayrton	Mohammad Hafeez	Mohammad.Hafeez@bcf.nhs.uk
NC	Chase Farm	Dr Bulend Yuksel	Christina Manderson	Christina.Manderson@bcf.nhs.uk
NC	Basildon	Dr Shilpa Selvan	Julie Smith	Julie.smith@btuh.nhs.uk
Eastern	Lister	Dr Mary Lynch	April Hall	April.Hall@nhs.net
Eastern	Luton & Dunstable	Dr Muniswamy.Hemavathi	Su Gill	susan.gill@ldh.nhs.uk
NC	North Middlesex	Dr Paul Maxwell	Charles Spadey	Charles.Spady@nhs.net
Eastern	Watford	Dr Ashley Reece	Bilal Khwaja	Bilal.Khwaja@whht.nhs.uk
NC	UCLH	Dr Gavin Johnson	Chloe Marshall	c.marshall@ucl.ac.uk
NC	Royal Free	Dr Paul Dilworth	Chloe Marshall	c.marshall@ucl.ac.uk
NC	Whittington	Dr Caroline Fertleman	Chloe Marshall	c.marshall@ucl.ac.uk
N/A	CoTM	Dr Sarah Bennett		s.bennett@ucl.ac.uk