



Standards for Clinical Teachers at UCL Medical School

Purpose: To define the standards expected of clinical teaching at NHS Trusts.

UCL Medical School seeks to provide the highest standard of clinical education. The Medical School realises that it will do that by forming effective partnerships with Trusts, Clinical Education Provider Networks, their clinical directors and clinical teachers and this document aims to communicate our aspirations in delivering excellent medical teaching. This document aims to set out the roles and responsibilities of those involved in teaching UCL medical students. It aims to provide up-to-date guidance about the standards required for good practice in medical education, which is in alignment with the standards set by higher education institutions, the professional bodies and funders on which decisions about UCL's quality of medical education will be judged.

UCL Medical School wishes to ensure a consistent, high quality learning experience for students. This will involve clinical teachers contributing to teaching, curricular development, feedback and assessment. We are grateful to our clinical teachers who already participate in this worthwhile and enjoyable activity and hope this document provides a framework for their recognition, reward and professional development as an educator. This document also aims to provide support to clinical directors and Trust Chief Executive Officers with whom UCL Medical School wishes to foster and develop academic relationships, adding to their reputation and providing clear guidance on what constitutes evidence for their accountability.

Contents

The document covers the standards required of clinical teachers, their involvement with quality assurance and enhancement as well as the standards for involving patients in undergraduate education. We have tried to identify key aspects or topics relevant to teaching undergraduates. The standards are generic and each course that you teach will have its own requirements in terms of contact time and content delivery; these guidelines are meant to be read in conjunction with specific course guidance.

Your views

If you have any suggestions or queries about standards or educational quality in general we would be delighted to hear from you - please get in touch: medsch.qaeu@ucl.ac.uk.

The clinical teacher

New clinical teachers will be encouraged to undergo initial teacher training (e.g. TtT- Training to Teach or similar) and should work towards formal educational qualifications (e.g. a Certificate of Medical Education or Fellowship of the Higher Education Academy). This is something that the GMC is requiring as part of its 'Recognition of Trainers' criteria. A proportion of teachers' CPD time should reflect their involvement in teaching and their desire to develop as a teacher. They should be appraised and take part in the appraisal of other clinical teachers, and be able to demonstrate evidence of taking part in activities which support their development as a teacher and a widening portfolio of educational achievements. They must have undertaken equality and diversity training.

Clinical teachers also need to keep up-to-date regarding the policies and frameworks involved in teaching and training. These will include medical school policies, which will cover a host of issues relating to teaching in clinical settings, including working with patients and the changing emphasis of quality assurance of medical education. Teachers who are excellent in their role should expect support from the Medical School and their Clinical Divisional Directors on applying for recognition such as **Clinical Excellence Awards** and **Excellence in Medical Education Awards**¹.

Below is a list of attributes and duties against which the quality of clinical teachers can be measured.

Essential teaching skills

- Knowledgeable and enthusiastic teacher
- Be student-centred, assess and respond to the needs of students
- Facilitate the active involvement of students in their learning
- Plan and organise teaching sessions/placements
- Provide appropriate clinical and education supervision
- Provide timely and constructive feedback

Assessment skills

- Provide clear guidance on completing assessments
- Provide formative assessment to students as an intrinsic part of the course
- Provide summative assessment as required by the medical school or department
- Feed back on assessment performance to students (where required)
- Participate as an examiner in students' examinations

Working with students

- Brief students about relevant details of their placements
- Provide induction and site ground rules
- Set the learning objectives of the placement at induction
- Provide accurate timetables and communicate any changes
- Expose students to patients with the core conditions indicated by the module management group and the medical school curriculum
- Emphasise exposure to patients and clinical case study
- Adhere to minimum patient contact as defined in course materials
- Integrate:
 - Imaging and radiology
 - Use of drugs and safe prescribing
 - Practical clinical and communication skills (with simulation where appropriate)
 - Medical professionalism and ethics
 - Patient safety and quality improvement
 - Diagnostic reasoning, synthesis and presentation skills
 - Multi-professional respect and understanding
- Ensure adequate opportunities for students to learn with and from other healthcare professionals
- Ensure students attend and inform medical school of ALL absences
- Inform the medical school (as soon as possible) of unplanned student absences

Curriculum input

- Be familiar with the MBBS [Curriculum Map](#)

¹ <https://www.ucl.ac.uk/medical-school/current-mbbs-students/qa-enhancement-unit/teaching-awards/excellence-medical-education-awards>

- Feedback strengths and weaknesses to the course organiser
- Read course material and tutor guides
- Tailor the curriculum to students' needs
- Arrange appropriate resources
- Adhere broadly to the written curriculum
- Demonstrate awareness of the curriculum aims and objectives

Developing as an educator

- Reflect on student evaluations and develop practice-based teaching programmes
- Take part in peer observation/dialogue and self-assessment exercises
- Demonstrate commitment to developing teaching skills either formally or informally
- Attend educational events at least once every three years
- Have the appropriate PAs attributed to education in your job plan (see Appendix A)
- Take part in annual appraisal, which involves your role as an educator
- Participate in UCL's schemes to reward excellent teachers²

Good Medical Practice

- Provide good clinical care as defined by the GMC documents e.g. Good Medical Practice
- Possess a GMC licence to practise
- Be a member of a defence organisation
- Keep up-to-date regarding GMC/medical school/trust related teaching policies. Medical School policies can be found on the A-Z on the UCLMS website³

Student support

- Be trained in equality and diversity and act in accordance with BMA charter for medical schools to prevent and address racial harassment⁴ (see Appendix B)
- Demonstrate a positive approach to students' needs arising from cultural diversity
- Assess and respond to students with exceptional needs (including students with disabilities and religious requirements) and facilitate reasonable adjustments through close liaising with the medical school
- Discuss or refer pastoral and/or academic concerns to the medical school at an early stage
- Report students causing concern promptly to a member of the medical school
- Report significant events concerning students to the medical school
- Advise students on the appropriate method of raising concerns (see Appendix C)
- Respond to students' concerns about placements and provide written documentation as required

Quality Assurance and Enhancement

- Commit to quality enhancement
- Sign up to the ethos of standards
- Respond appropriately to student feedback
- Provide the medical school with constructive feedback
- Involvement in annual monitoring, quality self-assessment returns and other reasonable requests for information and site visits as requested
- Have a management plan and internal quality review process for education at your site

² <https://www.ucl.ac.uk/medical-school/current-mbbs-students/qa-enhancement-unit/awards-and-recognition-best-practice>

³ <https://www.ucl.ac.uk/medical-school/current-mbbs-students/z-policies-and-faqs>

⁴ <https://www.bma.org.uk/media/2030/bma-med-school-charter-implementation.pdf>

- Have UCL Medical School's statement on dealing with students raising concerns (AKA whistle-blowing) in your trust policy (see Appendix D)
- Develop quality assurance processes for medical education in line with GMC and medical school guidance
- Keep a record of funding provided and resources purchased
- Provide evidence that Tariff income is spent on the development of the student experience
- Make provision for resources to support self-directed learning
- Ensure adequate resources e.g. library, accommodation etc
- Provide adequate access to IT as set out in the Placements Agreement between UCL Medical School and clinical providers.
- Provide information on other resources and sources of funding
- Have a management plan to ensure resources are fit for purpose

Patients

- Patients should be aware that your site is a teaching hospital and that medical students are present
- Inform patients what to expect in regard to their involvement in medical education. Ideally this should be in writing
- Encourage patients to participate in student learning
- Ensure all staff and students are aware of the need for sensitivity, consent and confidentiality
- Adequately brief and debrief patients before and after meeting students
- Be aware of your role in consenting patients taking part in clinical education
- Ensure written consent (where necessary) is kept in the appropriate records
- Discuss and analyse specific complaints in the form of Significant Event Analysis with other members of the clinical team
- Provide support and advice to both the student and the patient following a patient complaint
- Keep a written record of patient complaints related to teaching and what action has been taken
- Be aware of the relevant sections of 'Promoting Excellence'⁵ and 'Outcomes for Graduates'⁶ in relation to patient and public involvement in undergraduate education
- Gather feedback from patients in regard to their involvement in undergraduate education
- Encourage mechanisms for getting feedback from patients on student performance
- Consider the recruitment of patients with good histories or clinical signs for formative and summative assessments
- Encourage patient involvement in medical school developments through recruitment into the Patient and Public Involvement database
- Ensure students are appropriately screened for blood borne viruses and, if necessary, carry an Exposure Prone Procedure (EPP) exemption card
- Be aware that some students may hold EPP exemption cards and alter teaching accordingly
- Follow UCL policy in the event of a needle-stick injury

⁵ <https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence>

⁶ https://www.gmc-uk.org/-/media/documents/outcomes-for-graduates-a4-6_pdf-78952372.pdf

Appendices

Appendix A

Suggested PAs for clinical teachers

Specialty Site firm leads/Clinical Teaching Leads	1PA
Firm lead/firm tutors/lead teachers	1PA
DGH Undergraduate Tutors	as agreed locally

Appendix B – BMA Charter for medical schools to prevent and address racial harassment⁷

The BMA Charter is a set of actions for medical schools to commit to undertake in order to prevent and effectively deal with racial harassment on campus and in work placements. As a signatory, UCLMS needs to demonstrate its compliance to the 4 sections of the Charter: supporting individuals to speak out; ensuring robust processes for reporting and handling complaints; mainstreaming equality, diversity and inclusion across the learning environment; and addressing racial harassment on work placements. The raising concerns process is a key element of this compliance.

Appendix C

Medical students during the course of their training may witness behaviours or attitudes from teachers, clinical staff or fellow students which cause them concern. UCL Medical School is anxious to hear about these concerns in order to take appropriate action whilst protecting students. If a student brings a concern to a teacher, the teacher should discuss the student's concern with them and encourage the student to report the concern through the dedicated medical school reporting procedures.

More information and the reporting form can be found at: <https://www.ucl.ac.uk/medical-school/current-mbbs-students/qa-enhancement-unit/raising-concerns>

Appendix D

Please include the following paragraph in your Trust Raising Concerns policy.

“Medical students are not covered by the Public Interest Disclosure Act (1998), which applies to employees who raise concerns about practices in their workplace (“whistle blowing”). UCL Medical School therefore has procedures in place for students to report their concerns about a range of matters, from incidents where patient safety has been compromised to minor unprofessional acts by staff. If a student reports a concern regarding patient safety or professional behaviour to a member of NHS staff, the student should be encouraged to use the reporting form available online. A team including senior clinical and academic staff review the reports regularly and decide what action should be taken. Where appropriate, these concerns will be passed on to Trusts to be addressed and the Medical School will seek feedback about the outcome. Some reports may be kept on a secure database at the Medical School.

Please see: <https://www.ucl.ac.uk/medical-school/current-mbbs-students/qa-enhancement-unit/raising-concerns>

For more information, contact the QAE Unit: medsch.qaeu@ucl.ac.uk

⁷ <https://www.bma.org.uk/media/2030/bma-med-school-charter-implementation.pdf>