

New and Prospective Teachers

Frequently Asked Questions

Welcome to KUMEC – the community campus www.kcl.ac.uk/kumec

We hope you will find this FAQ document useful.

BEFORE YOUR STUDENT ARRIVES:

WHO DO I CONTACT IF I AM INTERESTED IN TEACHING FOR KUMEC?

Please fill in this [form](#) to register your interest and direct any specific enquiries to the Teacher Development Leads kumectechners@kcl.ac.uk We can then send you relevant information and arrange a meeting with you – either by MS Teams, or in person. If you are contacting us on behalf of a new practice who wants to teach, we will arrange a practice visit to meet with you and the practice team.

WHAT IS AN ELECTRONIC TAF AND AN ONLINE TEACHING AGREEMENT?

The TAF is the Teaching Availability Form – this is sent out to tutors each year, so you can let us know what teaching you would like to do.

The teaching agreement is made between the practice and KUMEC regarding responsibilities and expectations. Practices must return this at the start of each academic year. It can be accessed on our website and submitted electronically.

WHY ARE STUDENT ALLOCATIONS NOT MADE EARLIER?

We rely on central information regarding students to be sent to our administrative team. It is forwarded on to you as soon as we receive it and make the allocations. Unfortunately, there are often last-minute changes, so we are unable to provide information any earlier. Rest assured, that if you have requested teaching then you are likely to be allocated students. If you are concerned, then do contact the administrator for the year(s) you have signed up to teach and they will be happy to help you.

WHY DO YOU ASK FOR MY GMC/NMC REGISTRATION NUMBER?

We check the registration status of all tutors. You must let us know if you have any ongoing investigations or conditions from your regulatory body and decisions are made on a case-by-case basis regarding a tutor's suitability to continue teaching.

ARE THERE ANY MANDATORY TEACHING COURSES I MUST DO BEFORE I CAN TEACH?

HEE offer courses which can be useful for tutors new to teaching in practice such as: [GP educational supervisor](#) and [ISLA](#) courses. This is particularly useful for stage 2, as tutors are also the educational supervisor to their students, however

it is not mandatory. For up-to-date information, on what is on offer through HEE, please look [here](#). The TD KUMEC team also offer a King's Introduction to Teacher Training course which we recommend all our new tutors attend. In this course we cover some medical education theory and practical tips relevant for teaching in primary care and you will have the opportunity to deliver microteaches and develop facilitation skills through teaching medical students with simulated patients. Details can be found [here](#), along with our other TD events.

HOW CAN I BE SURE ABOUT THE SYLLABUS I SHOULD TEACH?

Each year group has a tutor handbook, Quick Reference Guides (QRG) and/or infographics which cover key themes for the teaching year, key dates, session outlines and contact details for the KUMEC team. If you have any questions and can't find the answer from the QRG or handbook then please do contact the KUMEC team.

There is a link to each year handbook from the KUMEC website, on the page for the relevant year group.

STUDENT(S) AT YOUR PRACTICE:

WHAT ARE THE GUIDELINES ABOUT HAVING PATIENTS CONSENTED FOR TEACHING?

Patients must be asked by the supervising doctor if they are happy to be involved with medical student teaching, with it made clear that it will not adversely affect their clinical care if they decline. This should be done WITHOUT the students present, as their presence might put additional pressure on patients to say yes. We also ask that students re-consent the patient when they meet them.

HOW MUCH TIME SHOULD BE SET ASIDE FOR STRUCTURED TUTORIALS?

The requirement for structured tutorials varies for each year. Please refer to the

handbook/QRGs for the year(s) you are teaching.

WHAT IS 'THE FIRST CONVERSATION'?

You will hear us refer to this a lot in KUMEC as we feel it is so important. The first conversation (or even before that, the first email contact) is when you find out about your learners – what they have done previously, where they are in the curriculum, what they have learned about the topics you plan to cover, what they need to still learn. It is vital to help you pitch your teaching at an appropriate level for the learners. You will also hear it being referred to as a "Learning Needs Assessment".

The first conversation may be quite brief if you are only meeting the students on a couple of occasions for relatively short tutorials and may be a lot longer for a Stage 3 student who will be with you for an 8 week attachment, but it is equally important.

WHY MUST WE SIGNPOST IMPORTANT FEEDBACK TO STUDENTS?

One of the main themes to come out of student feedback to us, both internally and with the National Student Survey is that they do not feel that they receive sufficient feedback. General Practice is one of the best placed areas for this, as you will be working with small groups or single students and will have the chance to observe them consulting, which does not always happen in hospital settings.

HOW CAN I GIVE HELPFUL FEEDBACK TO UNPREPARED OR QUIET STUDENTS?

It is important to signpost the feedback so that students are prepared to receive it. It is also useful to establish with students what feedback they would find most useful, and try to link your comments to that. Unsolicited, critical feedback can be destructive rather than constructive. Signposting feedback and

ensuring students are ready to receive it make it a much more positive experience.

WHEN DO I RECEIVE FEEDBACK FROM STUDENTS ABOUT THE PLACEMENT?

Students complete online evaluation about their placements when the placement ends. This can be at the end of each rotation for stage 3 students, but is more commonly at the end of the year or after the final teaching session for other years.

You can access your feedback through your portal login to our database. This is the same place you register for teacher development events. If you do not know what your portal access details are, then please contact the administrator for the relevant year group.

WHEN DO I CONTACT KUMEC ABOUT ANY CONCERNS I MIGHT HAVE ABOUT A STUDENT?

The earlier the better! Even if it is simply an uncomfortable feeling or nagging doubt – listen to your “GP Sixth sense” just as you would clinically. Often students who run into academic, health or fitness-to-practice difficulties have been flying just under the radar, with many teachers having slight niggles about them but not feeling that there is anything substantial enough to bring to anyone’s attention. If we know about these niggles or concerns, we may be placed to see a pattern emerging and help the student before it becomes a big issue. If you are in any doubt, please do contact us.

TEACHER TRAINING AND DEVELOPMENT:

WHAT ARE THE KUMEC CORE TEACHER DEVELOPMENT WORKSHOPS AND THE MASTERING TEACHING SKILLS WORKSHOPS?

We have a programme of teacher development activities – face-to-face and online. Core modules are the ones that we

think are most useful for tutors just starting out and cover general teaching principles, such as teaching in pairs and small groups, giving feedback, planning practice-based tutorials and assessing learning needs.

The Mastering Teaching Skills (MTS) workshops are aimed at all tutors, but cover more specific teaching topics, such as exploring clinical reasoning with learners, facilitating and assessing reflective practice, teaching clinical skills, teaching clinical communication and teaching behaviour change techniques. We are delighted that the Academy of Medical Educators (AoME) have approved our MTS programme as a valid entry pathway to AoME membership. Tutors can attend three workshops and complete reflective writing exercises for each in order to fulfil membership requirements.

IS OUR TEACHING EVER OBSERVED OR PEERREVIEWED?

Yes. If you would like to have a Peer Observation of Teaching, then please contact kumecteachers@kcl.ac.uk We can provide you with a Peer Observer (a GP tutor who has attended training on Peer Observation and Feedback). Alternatively, a group of three tutors can arrange to observe and give feedback to one another in a triad. If this is arranged through KUMEC in advance then we can provide remuneration for the observing tutors in each session.

We can also provide you with a choice of faculty member or affiliated experienced educators if you would like us to help you arrange a peer support session.

In addition to this, KUMEC faculty will attend some teaching sessions as a Quality Improvement exercise. This allows us to monitor teaching quality and also to get feedback from tutors, practice staff and students about how well the KUMEC

programme is working and where we can further improve.

WHAT ABOUT DOCUMENTING TEACHING AS PART OF YOUR APPRAISAL PORTFOLIO?

We would encourage you to reflect critically on your teaching after each session and include this in your appraisal portfolio. We can provide certificates for campus-based teaching sessions and for attendance at teacher development events if requested, but no longer do this routinely, in line with changes to the GP appraisal process where supporting evidence is no longer required.

HOW DOES REMUNERATION FOR TEACHING WORK?

Remuneration for practice-based teaching is via the practice and it is then up to the practice and tutor to determine what happens to that money – some practices will allow tutors to teach instead of clinical duties and the practice therefore keeps the money to help cover clinical time with locum cover or internal cover. Other tutors teach in their own non-clinical time and therefore receive payment from the practice for their teaching in addition to their usual earnings.

Campus-based tutors are paid directly via King's payroll, so we ask for bank details and proof of eligibility to work in the UK when you sign up to teach for us.

We hope that this answers most of your questions, but if you have any additional queries, then please do contact the KUMEC team! Our contact details are readily available on our website, email signatures and in the handbooks and QRGs.

