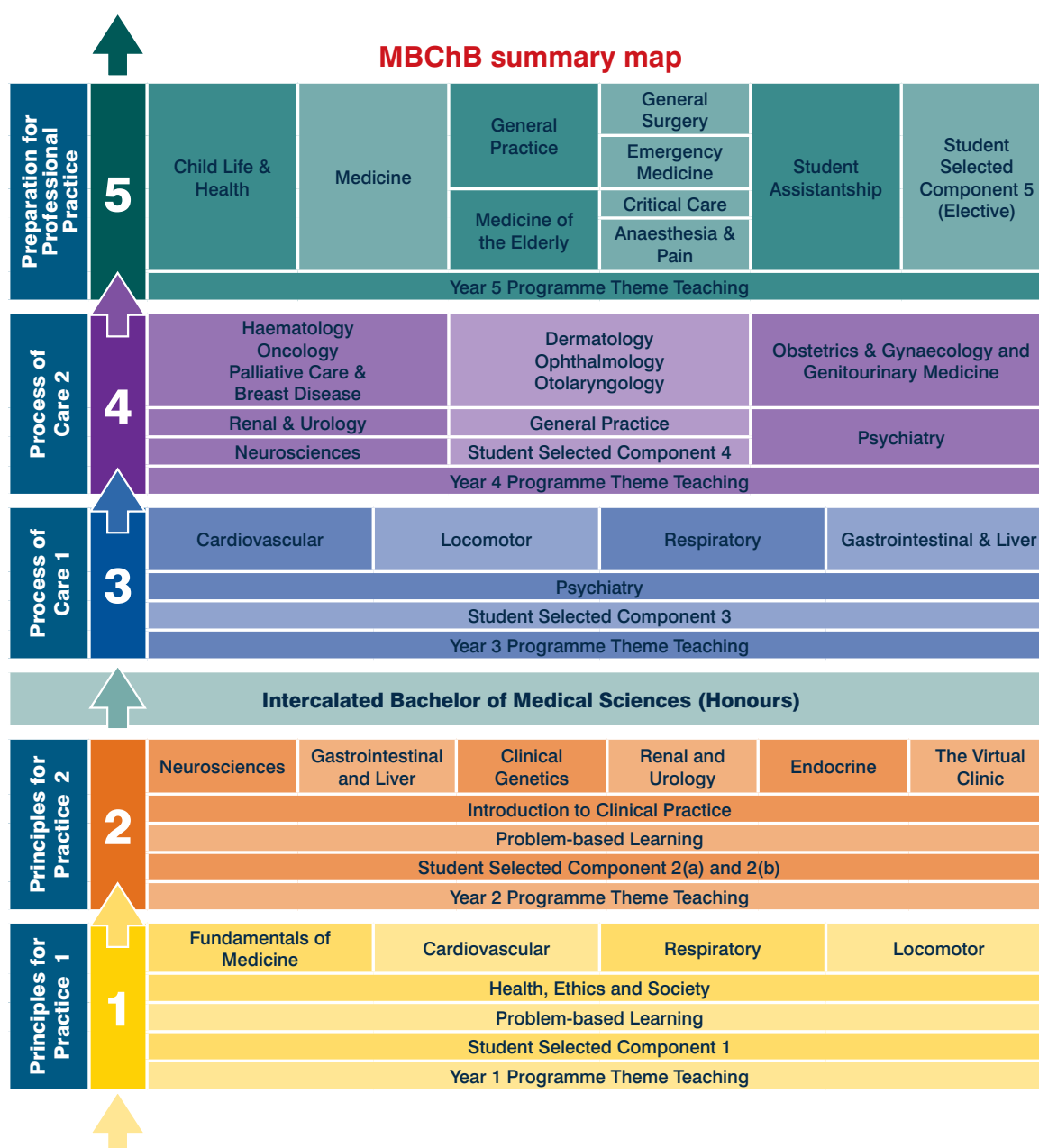


## Teaching Opportunities in the Edinburgh MBChB

We are fortunate in Edinburgh to have teachers who enjoy teaching and students who enjoy learning. If you are looking for opportunities to teach, the main routes are through module and programme theme teaching, but there are also a few opportunities to undertake quite different activities such as staff training and developing resources. This document is produced by the Centre for Medical Education and outlines a number of excellent opportunities to get involved, along with contact details.



## **MODULE TEACHING (*contact: Module Organisers*)**

The easiest way for new teachers to get involved is to help with the teaching and assessment in your own specialty, department or module. This might include lectures, tutorials, laboratory demonstrating, bedside teaching in the clinical modules or even helping to organise and run the module. If you do not know who to contact for a specific module please feel free to e-mail the CME (contact e-mail below) for details.

## **STUDENT SELECTED COMPONENTS**

'SSCs' are group or individual projects and placements chosen by students, and take place in each year of the MBChB curriculum. They deliver many learning opportunities for students to develop their research and professional skills, in a field of medicine they are interested in. They offer varied opportunities for teachers to gain skills in facilitation and project supervision. **SSC administrator contact: *med-ssc.support@ed.ac.uk***

### **SSC1 (*contact: [jeremy.morton@ed.ac.uk](mailto:jeremy.morton@ed.ac.uk) / [med-ssc.support@ed.ac.uk](mailto:med-ssc.support@ed.ac.uk)*)**

Supervisors are sought to guide small groups of Year 1 students through a 10 week investigation into a clinically-related topic. These projects particularly lend themselves to supporting audit, promoting patient or staff surveys and occasionally they can be linked in to an ongoing research project for which ethical approval has already been granted. A key outcome from these projects is the production of a high quality, scientific poster.

### **SSC2 (*contact: [simon.c.riley@ed.ac.uk](mailto:simon.c.riley@ed.ac.uk) / [rory.mayes@luht.scot.nhs.uk](mailto:rory.mayes@luht.scot.nhs.uk)*)**

These usually involve a library-based project and critical appraisal. Groups report their findings using a wiki.

### **SSC3 (*contact [trisha.lamb@ed.ac.uk](mailto:trisha.lamb@ed.ac.uk) / [med-ssc.support@ed.ac.uk](mailto:med-ssc.support@ed.ac.uk)*)**

These projects focus on the multidisciplinary team and typically placements are with individuals who are not doctors. However various individuals, including doctors, are required to help mark essays and give feedback on student presentations of their experiences.

### **SSC4 (*contact: [simon.c.riley@ed.ac.uk](mailto:simon.c.riley@ed.ac.uk) / [med-ssc.support@ed.ac.uk](mailto:med-ssc.support@ed.ac.uk)*)**

Each student undertakes an individual project which might be wet-lab, clinically-based or (more often) clinical audit. There may already be a senior member of staff in your group who oversees the management of these projects and takes students each year. Members of staff, new to this activity, may be able to co-supervise a student initially and later create stand-alone projects with students. A list of current and new projects and supervisors is available online (EEMeC access required – see below):

[https://www.eemec.med.ed.ac.uk/year4/ssm\\_senses/updates.asp](https://www.eemec.med.ed.ac.uk/year4/ssm_senses/updates.asp)

### **SSC4b (*contact: [michael.ross@ed.ac.uk](mailto:michael.ross@ed.ac.uk) / [med-ssc.support@ed.ac.uk](mailto:med-ssc.support@ed.ac.uk)*)**

This is a new SSC which has developed out of the PAL (Peer Assisted Learning) initiative. All Y4 students are now expected to gain some teaching experience, and staff are needed to help support, train, advise and mentor students, as they plan and deliver a wide range of different teaching initiatives to their junior colleagues.

### **SSC5 (*contact: [fanney.kristmundsdottir@ed.ac.uk](mailto:fanney.kristmundsdottir@ed.ac.uk)*)**

This is the 'Elective' in which students typically leave Edinburgh to gain experiences of different healthcare contexts, systems and cultures. Although not usually requiring Edinburgh-based tutors for the placements themselves, some students need help preparing for their electives (contacts, cultural competencies, language and preparing for travel), and all write a report on their return which needs to be marked by local teachers.

**PROBLEM BASED LEARNING (contact: [fred.pender@ed.ac.uk](mailto:fred.pender@ed.ac.uk))**

Problem based learning (PBL) involves small groups of 8-10 first and second year students in twice weekly facilitated sessions to consider case scenarios related to their module teaching. The facilitator (tutor) assists the students to explore the case scenarios. Given the specific role of the facilitator, they must participate in short mandatory induction training followed by regular training updates. Such facilitation training and experience can considerably enhance a developing academic and professional portfolio. Facilitators are typically clinicians, scientists or researchers.

**PERSONAL TUTORING (contact: [margaret.cullen@ed.ac.uk](mailto:margaret.cullen@ed.ac.uk))**

This is a relatively new initiative, introduced in autumn 2012. Personal Tutors provide the key link between students and medical school. The system has 4 purposes - academic support (helping students improve their academic performance); personal and professional development (helping students develop as a future doctor, reflect and plan their career); community of learning (helping students feel they are known and valued as individuals); and pastoral support (helping students in difficulty).

**TEACHING BY DOCTORS IN TRAINING (contact: [elly.fuller@nhs.net](mailto:elly.fuller@nhs.net))**

A number of different teaching opportunities are available for Foundation and Core / Specialist Training doctors including prescribing tutorials for years 3 and 5, bedside teaching tutorials, acute care tutorials, and clinical procedural skills. Many local Foundation doctors will also be invited to participate in the Student Assistantship scheme. Training and guidance are provided by MBChB staff, but otherwise the foundation doctors generally manage these projects themselves via the SEFCE website ([www.sefce.net](http://www.sefce.net)).

**MBChB PORTFOLIO (contact: [helen.cameron@ed.ac.uk](mailto:helen.cameron@ed.ac.uk))**

Dr Paula Midgley ([paula.midgley@ed.ac.uk](mailto:paula.midgley@ed.ac.uk)) chairs the Portfolio Group that is currently reviewing the purpose and design of the portfolio. Students write up approximately 22 patient studies and other in-course clinically relevant assignments and through them are encouraged to develop understanding of the programme themes such ethics, communication and public health. We want to emphasise learning from patients and real clinical situations, and the longer term issues for patients beyond acute care. Assessment currently is through case reports, overview essays in years 4 and 5 and a viva as part of finals. We also want to refine the assessment, preferably while reducing the burden for students and staff. If you're interested and challenged by any of this please consider joining the portfolio group, or help take forward a specific project to develop the student's experience. We also need to replenish our bank of portfolio markers each year. Consultants and general practitioners are required to mark the overview essays in years 4 and 5 and examine in the finals viva. These examiner roles are a great way to keep in touch with the breadth of the curriculum and how experiential learning can contribute to developing clinical decision making and practice in our students. You do not need to have marked case reports to be involved in the vivas, and full training is offered.

## The twelve 'Programme Themes'

01 Biomedical Sciences

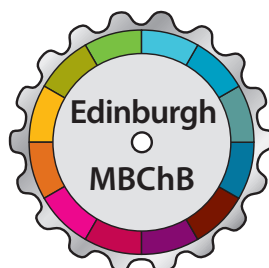
02 Psychological Aspects of Medicine

03 Social Sciences and Public Health

04 Evidence-based Medicine and Research

05 The Consultation

06 Presentation, Diagnosis and Management



07 Clinical Communication

08 Emergency Care, Clinical and Resuscitation Skills

09 Clinical Pharmacology and Therapeutics

10 Medical Informatics

11 Medical Ethics, Legal and Professional Responsibilities

12 Personal Professional Development

### **THEME 07 – CC (contact: [kirsty.boyd@ed.ac.uk](mailto:kirsty.boyd@ed.ac.uk))**

The 'Clinical Communication' theme regularly seeks interested clinicians who would like to become tutors, to work with their excellent 'simulated patients' and help integrate clinical teaching with doctor-patient communication. Clinical teachers are needed to deliver small group interactive workshops on module based history taking and giving explanation and advice on Thursday afternoons to Year 3 students. They also deliver teaching on 'breaking bad news' to Year 4 students on Tuesday afternoons. Tutor packs and full training are provided.

### **THEME 08 – ECCARS (contact: [janet.skinner@ed.ac.uk](mailto:janet.skinner@ed.ac.uk))**

The 'Emergency Care, Clinical and Resuscitation Skills' theme is always looking for enthusiastic doctors to support the clinical skills facilitators deliver the structured training sessions across the MBChB programme. Procedural skills are taught in small groups throughout the academic year to students at all stages of the curriculum. Medically trained tutors are specifically required for arterial blood gas (ABGs) teaching to Year 4, resuscitation training to Year 3 and 4 students, and can usefully add to other sessions such as venepuncture and cannulation. ALS providers are required to help deliver Immediate Life Support (ILS) courses every fourth Tuesday to Year 5 students, with training dates and tutors fixed well in advance. Those interested in simulation teaching in the high fidelity simulator or simulated ward would be welcome to get involved with Year 4 or 5 acute care and ward round simulations. Also there are opportunities to get involved as markers for the significant event analysis (SEA) that students submit following their visit to the National Clinical Simulation Centre in Larbert in Year 5.

### **THEME 11 – MELPR (contact: [lydie.fialova@ed.ac.uk](mailto:lydie.fialova@ed.ac.uk))**

The Medical Ethics, Legal and Professional Responsibilities' theme delivers ethics tutorials for Year 1 students on Tuesday mornings in October and November: we are always keen to hear from clinicians who could run these tutorials. Full training is provided.

### **EEMeC (website: [www.eemec.med.ed.ac.uk](http://www.eemec.med.ed.ac.uk))**

The Edinburgh Electronic Medical Curriculum website is the Virtual Learning Environment for the MBChB and provides an overview of the MBChB, programme calendars, timetables for students, instructions and information about every module and theme, learning resources, discussion pages, notices and more. Anyone involved in

undergraduate medical teaching at The University of Edinburgh can get their own login by sending an e-mail explaining your involvement to: [eemec@ed.ac.uk](mailto:eemec@ed.ac.uk)



### **SEFCE (website: [www.sefce.net](http://www.sefce.net))**

The 'South East Faculty of Clinical Educators' (SEFCE) is a partnership between the three regional Health Boards in SE Scotland (Lothian, Fife and Borders), NHS Education for Scotland SE Deanery and The University of Edinburgh. It seeks to unite and inform the local community of clinical educators in South East Scotland, and all those involved in undergraduate, postgraduate and continuing medical education. It includes a calendar of events, video lectures and talks, governance and procedural information, and details of further training available. Any member of the above organisations can get a login by clicking on 'Login' on the above webpage and completing the 'Register' form.

### **TUTOR TRAINING OPPORTUNITIES**

Many training opportunities are available for those seeking to develop their skills as teachers. Most of the teaching outlined above involves specially tailored training, but there are also opportunities to undertake more general training. Most of the specially tailored training can count towards the Clinical Educator Programme (see below for more information). These include:

#### **CEP (website: [www.sefce.com/cep](http://www.sefce.com/cep); contact: [cep@ed.ac.uk](mailto:cep@ed.ac.uk))**

The Clinical Educator Programme (CEP) is a CPD programme of practical, interactive workshops and online modules in clinical education for clinicians who teach University of Edinburgh medical students. It also includes observation of teaching with personalised feedback, support to self-reflect on feedback given to the participant by students or trainees, and (for Level 3) a reflective portfolio assignment. Priority is given to doctors, but CEP also welcomes other healthcare professionals who teach Edinburgh medical students. All workshops are accredited by Royal Colleges. CEP has four levels which build upon one-another - an Introductory Level, and Levels 1-3. Each level has been created to best suit the needs of clinicians in a variety of different roles. Level 3 is accredited by the Higher Education Academy (HEA) and the Academy of Medical Educators (AoME). Participants who complete Level 3 are also eligible to carry 20 SCQF credits towards either the University of Edinburgh Postgraduate Certificate in Academic Practice (PGCAP) or the MSc in Clinical Education.

#### **ESSCE (website: [www.ed.ac.uk/schools-departments/medicine-vet-medicine/summer-school](http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/summer-school))**

The 'Edinburgh Summer School in Clinical Education' (ESSCE) is a week-long course packed with interactive workshops to develop skills and understanding of teaching and assessment which runs every year in August. It is delivered by enthusiastic experts in each subject area, and offers a certificate of completion. Together with two further training sessions, an individual teaching observation and a reflective teaching portfolio,

this meets the requirements for Level 3 of CEP, and also therefore accreditation with the HEA and AoME, and 20 SCQF credits towards the PGCAP or MSc in Clinical Education.

#### **MSc CLINICAL EDUCATION (*website: [www.clinicaleducation.mvm.ed.ac.uk](http://www.clinicaleducation.mvm.ed.ac.uk)*)**

The Masters in Clinical Education is a three-year online distance learning programme, which is designed to help participants learn enough theory, principles and skills to take on a leadership role in medical education. They will also learn to undertake research in medical education and to review and contribute to the literature. It is modular, so students can do one (Certificate), two (Diploma) or three (Masters) years. The programme is entirely online and almost all current students continue to practise as full-time clinicians at the same time. The first two years consist of three 8-week assessed courses with one or more online lectures and one weekly interactive recorded tutorial; altogether requiring around 8 hours per week. The third year consists of a 12-month research project and dissertation.

#### **EAAFHE (*contact: [david.hope@ed.ac.uk](mailto:david.hope@ed.ac.uk)*)**

The week-long 'Edinburgh Assessing Assessment for Higher Education' is an intensive course in assessment principles and practice, with the emphasis on analysing assessment for the purposes of quality assurance and enhancement.

### **FUNDING**

£20M of ACT (Additional Cost of Teaching) funding is in the budgets of health boards in south east Scotland to support the extra cost of allocating facilities and time to educating Edinburgh medical students. This resource is not the Medical School's, it is passed directly from the Scottish Government to Health Boards via NHS Education Scotland (NES). However variations in its allocation are agreed between Health Boards, Medical Schools, and NES. Much of the funding is allocated according to historical patterns but there is a welcome move towards greater transparency.

Day to day teaching of medical students allocated to units and clinics are part of normal clinical work. Each unit has resource in its budget to support this, although it is not always explicitly identified. Where you have specific responsibilities for organisation of teaching, or are responsible for specific teaching events (e.g. lectures, tutorials, running an SSC), this time should, however, appear in job plans. Discuss this with your Clinical Director, Module Leader / Course Organiser, and, if necessary, your Director of Medical Education (DME or ADME, who have responsibility to oversee and report on teaching delivered through the NHS at postgraduate and undergraduate levels).

### **WHAT IF YOU WANT TO SET UP SOME NEW TEACHING?**

Sometimes teaching staff, or those not yet involved in the MBChB curriculum, identify apparent gaps in the existing curriculum and wish to address these with some new teaching sessions, learning resources or even courses. Sometimes these are successful and usefully add to the curriculum. Unfortunately, if they are initiated without reference to the MBChB learning outcomes or input from those responsible for that aspect of the curriculum, more often they fall far short of what the innovator wishes to achieve. The curriculum is built on the principles of Integration (between disciplines and years); Outcome-based education (defining the learning outcomes and teaching and assessing to these); Fairness (so all students have comparable learning opportunities, even those who may for example be on elective at the time); Sustainability (to ensure it doesn't just last for one 6-month trainee post for example); Constructivism (building upon, and explicitly making links with, material students have learned previously); and Quality Assurance (reporting all learning and teaching opportunities to the GMC and other bodies). So if you have an idea for some new teaching – fantastic! But please have a look through the list above and see if you can find the relevant academic lead in that area to discuss it with, or get in touch with the CME at the address below.

### **WHAT IF YOU ARE LOOKING FOR A NEW JOB?**

Most of the teaching opportunities listed above are for those who are already in employment by the NHS or The University of Edinburgh. All salaried posts which are currently available for these two organisations will be advertised on their websites. Anyone interested in looking for a full-time or part-time job are therefore advised to regularly look at <http://www.ed.ac.uk/schools-departments/human-resources/jobs> for the University, or the relevant NHS website (for example in NHS Lothian it is <http://www.nhsllothian.scot.nhs.uk/WorkingWithUs/Employment/Pages/Vacancies.aspx>).

### **WANT TO DISCUSS THINGS FURTHER?**

If you find something which interests you in this document, feel free to contact the leads listed directly. If you are unable to find a suitable teaching opportunity or person to contact, need further advice, or wish to discuss other possibilities, please contact Dr Michael Ross in the Centre for Medical Education via this e-mail: [michael.ross@ed.ac.uk](mailto:michael.ross@ed.ac.uk).

If you have any updates, comments or additions for this document, please also send these to [michael.ross@ed.ac.uk](mailto:michael.ross@ed.ac.uk).