Teaching Methods Modular Course
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INTRODUCTION
Junior doctors start their foundation years with variable backgrounds in both teaching and training experience. The GMC’s Good Medical Practice guidelines state that all doctors must develop the skills, attitudes and practices of a competent teacher, and many short courses (one or two days) exist to develop these.

However, to attain maximal points in specialty training applications, candidates are required to participate in more than a one to two day course, but less than a formal postgraduate diploma which often lasts over a month- a long period that junior doctors would struggle to attend due to clinical commitments.

E.g
Criteria for achieving maximum points for Teaching Experience on CMT application form:
“I have had substantial Training in Teaching methods lasting Between five and twenty days”

Definitions
Substantial training: “more than the usual short (one or two day) course which is mandatory for most trainee doctors, and more than the usual online modules completed in a few hours; but less than a formal postgraduate diploma/certificate lasting over a month”.

Five - twenty days: Refers to full-time equivalent

METHODS
Currently, short courses of between five and twenty days are few and far between.
We decided to construct our own intermediate length course on Teaching Methods for foundation doctors that would close the gap between the short courses already available and a formal diploma.
Our aim is not only to provide a platform to attain teaching skills and credibility, but to inspire candidates to apply for further teaching diplomas and certificates.

Basics
• Modular course equivalent to five days (approximately 40 hours)
• Time divided between contact sessions, assessment and portfolio
• Delivered at Milton Keynes Hospital
• Mixture of local and external lecturers with experience in Medical Education
• £30 (subsidized by educational fund)

Contact Sessions
Five 3.5 hour contact sessions outside normal working hours:
1. How We Learn
2. Small Group Teaching
3. Simulation
4. Feedback and Lecture-based teaching
5. Assessment

Assessment
• Both inbuilt within the sessions and formal
• Three teaching assessments (one observed by a tutor)
• Each assessment requiring necessary objectives, plan, reflection and feedback
• One peer observation of a colleague’s session

Portfolio
• Experience of being a learner
• Reflections on each session
• Final reflection on how the course will change the candidate’s teaching methods following completion

CONTACTS
14 participants registered for the course, with 10 completing the necessary sessions. They are currently compiling their portfolios for assessment.

Individual session feedback was positive, with an average of 4/5 rating for both inspiration and increased confidence.

OUTCOMES

CONCLUSION
There is demand for local, accessible teaching courses for trainees as demonstrated by our course. This has both motivated and improved confidence to teach at a junior level. Many teaching sessions for the new F1’s induction were generated secondary to this course.

Given the success, the course will run again this year for the benefit of current F1s and F2s, with attendance and completed portfolio likely to attract 15 credits from the University of Bedford.

Future developments currently being considered are interprofessional and consultant versions of the course.