

Educational Training Requirements for Probationary Academic Staff in the Faculty of Medicine

Probationary academic employees of the Faculty of Medicine Imperial College London

Academic probationary staff will most frequently be appointed at lecturer or senior lecturer level or will be staff in the Teaching and Learning job family. The majority are required by the College to attend the following three workshops provided by the Education Development Unit as a mandated element of their probationary activity. The Director of Education of the relevant SID, or line manager should advise the probationer on the specific requirements of the post to which they are appointed as part of the management of probation process as described by HR at

<http://www.imperial.ac.uk/human-resources/procedures/recruiting-staff/academic-appointments-and-honorary-associations/>

- Introduction to Teaching for Learning or Teaching and Learning in the Faculty of Medicine¹
- Introduction to Supervising PhD students at Imperial
- Introduction to Personal Tutoring at Imperial

In addition to the three workshops listed above, probationary staff in the Faculty of Medicine are also expected to complete the following two workshops offered by the Education Development Unit and carry out a number of other activities to develop their teaching skills as listed below. Where the appointed staff have extensive teaching experience in the UK HE context or have a formal teaching qualification, the Director of Education within the appointing SID may, at his or her discretion, exempt probationary staff from all or some of the following elements. A record should be kept of any exemptions made and the rationale for this.

Additional workshops

- Giving feedback and formative assessment
- Teaching Small Groups in the Faculty of Medicine or Problem Based Learning

Additional activities

- Observe an expert teacher in action at least once per year during their probationary period
- Deliver at least one observed teaching event per year during their probationary period²
- Attend one Medical Education Research Unit meeting annually. Further details MERU meetings can be found at <http://www.imperial.ac.uk/medicine/study/undergraduate/people/meru/meru-meetings/>
- Produce a reflection (500 -1000 words maximum) on how they have related their teaching and learning training and experience to their own teaching practice and demonstrating that they have met the core learning outcomes for teachers listed below.
- Staff will be strongly encouraged to engage with the Imperial STAR framework in order to achieve recognition of their teaching achievements by the Higher Education Academy. Activities undertaken as part of the FoM probationary requirements can be used to support STAR activities
- In addition, staff employed as Teaching Fellows will be normally be required to complete study to a minimum level of a PGCert.³ Other staff wishing to pursue further study for a teaching qualification within the EDU and Teaching Fellows who wish to study beyond a PGCert will be encouraged to do so, but it will not be mandatory

¹ Teaching and Learning in the Faculty of Medicine is intended for staff teaching in the clinical context

² Teaching observations may be made by members of staff or suitably trained “expert students”. The term “teaching event” is deliberately broad and may encompass small group teaching in the classroom, laboratory or clinical context, postgraduate student supervisions or any other type of teaching delivery. The teaching activity should be part of the probationer’s normal workload and not something artificially added to meet the requirements of the programme

³ Staff studying for a PGCert with the EDU will cover some of the required activities as part of their study – there is no need to complete activities twice or carry out extra activities. “Double benefit” from attending workshops or teaching observations is strongly encouraged.

Learning outcomes expected of teachers in the Faculty of Medicine:

- To be able to access information and advice on the procedures, regulations and management structures relating to teaching, assessment and welfare in the Faculty of Medicine and in the College and to apply it appropriately
- To demonstrate theoretical understanding of the ways in which students learn, including the central role of feedback in learning and to apply it to their own teaching
- To be able to use effectively a range of teaching methods appropriate to their areas of expertise and the students they are teaching
- To understand the responsibilities of supervision of students undertaking research and supervise their students effectively
- To understand the requirements of a personal tutor and support their personal tutees effectively
- To be able to contribute effectively to course development and student assessment

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