

Reviewed February 2025

GKT SCHOOL OF MEDICAL EDUCATION, KING'S COLLEGE LONDON

Appendix 1 Expectations and Responsibilities of Community Teaching Network Teachers and the the King's Undergraduate Medical Education in the Community Team (KUMEC)

A. Content and Teaching Process: as teachers, we expect to:

1. Know the curriculum content of GKT School of Medical Education teaching programmes and be familiar with the teaching and learning tasks as set out in the Teachers' Year (Programme) specific Handbooks and teaching material relevant to individual and Practice.
2. Encourage active medical student participation in learning and make our teaching an enjoyable experience for our medical students, our Practices and ourselves.
3. Be professional in our relationships with medical students and model professional behaviour, including that around consent and confidentiality, adhering to the [KCL Equality Diversity and Inclusion Policy](#).
4. Abide by the KCL commitment to providing its staff and students with a working and learning environment that is free from all forms of harassment, bullying and discrimination, as detailed in the [King's College London Bullying and Harassment Policy](#)
5. Ensure medical student assessments are fair and credible according to programme criteria.
6. Make feedback and evaluation of the programme an integral part of the teaching and ensure that it is undertaken according to the agreed evaluation guidelines
7. Notify KUMEC promptly if we become aware that a student is having difficulties in their placements, or if there is any cause for concern.
8. Notify KUMEC promptly if there is a change to our Registration status with the GMC / NMC / our Professional Body, or if we are under investigation.
9. Notify KUMEC promptly if the CQC puts my Practice into special measures.

B. Organisation: As practice-based teachers, we expect to:

10. Adhere to the teaching programme of the GKT curriculum and ensure that the teaching sessions are undertaken as detailed in the programme.
11. Start teaching sessions promptly and if unable to take a session, arrange for a person approved by KUMEC to be substituted.

12. Organise appropriate settings for teaching and ensure adequate protected time for each session within a welcoming environment for medical students.

13. Ensure that all relevant colleagues and line managers are aware of the teaching commitment and support the principles behind it even if not directly involved.

14. Undertake our administrative responsibilities related to the teaching programmes, e.g. complete and return necessary paperwork promptly, respond to phone and e-mail enquiries, and keep adequate/appropriate records.

15. Notify KUMEC promptly if we wish to involve a new teacher in the teaching programme.

C. Teacher self-development: as teachers, we expect to:

16. Attend and participate in training events, briefing sessions and meetings with other teachers and facilitators in accordance with programme requirements.

17. Attend at least one KUMEC briefing, training or conference workshop, or teacher networking session per year.

18. Review and use feedback from students and colleagues, working with KUMEC staff to make adaptations to our teaching when helpful.

19. Identify our own learning needs as teachers and engage with both KUMEC and our peers in addressing these.

D. KUMEC support of Practice Teachers: KUMEC expects to:

20. Be in regular contact throughout the teaching year to enable teachers and facilitators to be fully briefed and relay concerns and ideas.

21. Support teachers and facilitators in identifying their needs in relation to their teaching role and help to address them.

22. Provide appropriate and structured training and support of good quality on an individual and group basis for all our teachers and facilitators in the KUMEC community-based teaching network.

23. Organise and administer the teaching programmes, taking into account the needs of all teachers and Practices in our teaching network.