

## Job Title - School/Service - Grade

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### Job Description

#### **Purpose**

The postholder will work with the Theme Lead for Medical Skills and Quality Care on the planning, delivery, and assessment of the clinical skills curriculum in Years 3, 4 and 5 of the MBBS course. There may also be occasional input into Years 1 and 2 of the MBBS programme and other courses within the School of Medicine, and into the delivery of simulation and Interprofessional Education sessions for the MBBS.

#### **Duties**

1. Plan, deliver, teach, and assess clinical skills and simulation training in Phase 2 of the MBBS course in line with the Module Descriptors.
2. Create the relevant student resource materials and handbooks, or co-ordinate the activities of others to do so; ensure these are comprehensive and up to date and uploaded to Blackboard and disseminated to students as appropriate.
3. Undertake administrative duties relevant to the role including assessment, quality assurance, curriculum development, course review and specified research/knowledge transfer and teaching responsibilities.
4. Liaise with the Phase 1 and Whitehaven MSQC teams to ensure the skills programme is coordinated and comprehensive across the MBBS programme at all sites of delivery.
5. Ensure relevant resources are available for the delivery of the clinical skills programme such as teaching space, equipment, consumables, patient volunteers, and teaching staff.
6. Engage, in conjunction with the Theme Lead for MSQC and Head of Phase 2, in ongoing and annual review and evaluation of the programme in response to feedback; adapt and improve the programme to respond to feedback or changing circumstances, balancing educational provision with service needs within the clinical area
7. Assist with the design and delivery of formative and summative assessments for the module, including item writing and selection, blueprinting and standard setting; assist with activities such as invigilation for other modules.
8. Assist the skills team with the planning and delivery of OSCEs across all years of the MBBS course, checking final marks for OSCEs, DOPS and mini-CEX prior to submission to Assessment Boards.
9. Ensure robust quality management, in line with University and regulatory body requirements and attend relevant governance meetings within the School including the Assessment Sub-Committee.
10. Contribute to OSCE examiner training and assist with examiner recruitment.
11. Facilitate the completion of workplace-based assessments (DOPS and mini-CEX), both in terms of completion of assessments and in the identification, training, and quality monitoring of others to do so.

12. Interpret students' feedback from OSCE exams and workplace-based assessments to identify appropriate remedial strategies.
13. Negotiate with consultant supervisors to identify access to learning opportunities for students in the clinical area to allow completion of their clinical skills learning objectives.
14. Contribute to the evidence base that supports the teaching of clinical skills and simulation.
15. Work collaboratively within the school to develop research themes and apply knowledge acquired from scholarship and external activities into the curriculum, demonstrating innovation in curriculum development.
16. Contribute to marketing, student recruitment and selection activities within the School.
17. Work to appropriate targets and standards as set by the University and Head of School to secure a high-quality teaching and learning environment for students and high-quality research outputs.
18. To promote the organisation and its courses through attendance at appropriate events, including attending and presenting at conferences within area of expertise.
19. With regards to the nature of your role and its impact upon our students, make an active contribution to and support the improvement of the student experience.
20. Undertake other relevant duties and responsibilities appropriate to the grade of the post.

## Person Specification

### **Knowledge, Skills, and Behaviours (Essential)**

- Substantial post registration experience, working within regulatory body requirements (Application/Interview).
- Evidence of clinical competence in speciality (Application/Interview).
- Registered with a relevant UK Healthcare Professional Body (Application/Interview).
- Post Registration qualification in professional field of expertise (Application/Interview).
- Higher Degree in health-related subject or willing to work towards (Application/Interview).
- Teaching qualification (or willingness to undertake on appointment) (Application/Interview).
- Understanding and experience of clinical skills teaching and assessment and evidence-based practice (Application/Interview).
- Knowledge of clinical governance and its implementation in NHS environment (Application/Interview).
- Excellent communication, interpersonal, time management and organisational skills (Application/Interview).

- Ability to monitor and control resources (Application/Interview).
- Ability to travel independently between sites (Application/Interview).
- An understanding of and demonstrable commitment to the University's Values of Achieving Together, Being Proud, Creating Opportunity and Supporting All, as a framework for decisions, actions and behaviours (Application/Interview).

### **Knowledge, Skills, and Behaviours (Desirable)**

- Course or Module Leadership and have undertaken course organisation and curriculum development (Application/Interview).
- Experience in the organisation, planning and delivery of educational programmes in a clinical educational environment (Application/Interview).
- Teaching qualification such as certificate in HE, or Fellow of the Higher Education Academy (Application/Interview).
- Appropriate post basic qualification (Application/Interview).
- Understanding of Human Factors in health and its application to practice (Application/Interview).
- Well-developed IT skills, including use of MS software (Application/Interview).
- Presented / organised workshops or seminars (Application/Interview).
- Experience in mentorship and performance management (Application/Interview).