



<b>Job title</b>	Medical Education Fellow (fixed term)	<b>Job family and level</b>	Clinical Academic - Clinical Lecturer
<b>School/ Department</b>	School of Medicine/Education Centre	<b>Location</b>	Queen's Medical Centre

## Purpose of role

The main purpose of this post is to support and deliver administration to the curriculum review of the BMBS clinical medicine course alongside contributing to teaching. The post holder will be expected to participate in clinical practice and CPD for revalidation purposes, but this will take place outside of the University job plan.

This post does not carry its own National Training Number (NTN). Any appointee who has already successfully been deemed appointable at national clinical recruitment and who already holds a National Training Number (NTN) will be expected to apply to their host clinical training programme for out of programme for research (OOPR). Further information on the OOPR process is available from an NTN holder's clinical training programme director in the region in which the NTN is current held.

	<b>Main responsibilities</b>	<b>% time per year</b>
1	<p><b>Organisation and Management:</b></p> <ul style="list-style-type: none"> <li>▪ Liaison with staff In Academic leaderships roles in the Clinical Course (Director of the Clinical Course, Academic leads for different disciplines including; medicine, surgery, mental health, specials, health care of later life, community based medicine, child health, musculoskeletal disorders , cancer and palliative care, obstetrics and gynaecology). Liaison with administrative teams within the Education Centre office, student services, Course Management Teams, and Trust-based administrative teams and Clinical Teachers in relation development of the new curriculum</li> <li>▪ Coordinate case development activities for the new curriculum.</li> <li>▪ Compile cases and work with the digital learning team to create online cases</li> <li>▪ Arrange and host curriculum development workshops.</li> <li>▪ Assist in the development of assessments for the curriculum phase refresh.</li> <li>▪ Curricular and assessment blueprinting to Promoting Excellence: standards for medical education and training, GMC's Outcomes for Graduates 2018 and the MLA Content Map.</li> </ul>	65%

2	<b>Committee Attendance</b> <ul style="list-style-type: none"> <li>▪ Clinical Phase Course Management Committees and attachment group meetings</li> <li>▪ Curriculum Review Committees</li> <li>▪ Undergraduate Medical Assessment Group</li> <li>▪ Clinical Phase Examination Boards</li> </ul>	10%
3	<b>Training Delivery</b> <ul style="list-style-type: none"> <li>▪ Contribute to delivery of training and staff development for Clinical Academic and NHS Staff with emphasis on the clinical course curriculum review</li> <li>▪ Deliver clinical training sessions for medical students in the Skills Centre.</li> </ul>	25%
4	<ul style="list-style-type: none"> <li>▪ Maintain clinical practice and CPD activities for revalidation purposes – to take place outside of University session.</li> </ul>	

### Assessment of Academic Competencies

All Medical Education Fellows within the School of Medicine agree a personal development plan with their academic and clinical supervisors and undergo annual appraisal (through relevant University processes).

Medical Education Fellows who hold NTN and who are undertaking the post as 'OOPR' are required to undertake an OOPR ARCP each year.

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Understanding of key concepts in undergraduate and postgraduate education.</li> <li>▪ All round computer literacy in a range of packages/areas including MS Office, excel, and access.</li> <li>▪ Good communication and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of Outcomes for Graduates 2018</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Undergraduate and postgraduate education.</li> <li>▪ Completed UK Foundation posts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of IT in medical education.</li> </ul>
<b>Qualifications, certification and training</b>	<ul style="list-style-type: none"> <li>▪ MBBS or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Degree/Higher Professional Qualification</li> </ul>
<b>Statutory, legal or special requirements</b>	<ul style="list-style-type: none"> <li>▪ GMC registered with a license to practice.</li> <li>▪ Satisfactory enhanced disclosure from the Disclosure and Barring Service.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Working to tight deadlines</li> <li>▪ Willingness to adopt the <a href="#">Ethos and Principles</a> of the School of Medicine</li> </ul>	



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

The School of Medicine holds a Silver Athena SWAN award in recognition of our achievements in promoting and advancing these principles. Please see <http://www.nottingham.ac.uk/medicine/about/athena-swan.aspx>

## Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

## Key relationships with others



