



Job title	Clinical Associate Professor of Medical Education and Lead for Student Selected Modules and UG Medicine Careers (Nottingham and Derby)	Job family and level	Clinical Associate Professor Clinical Academic - Teaching Focus
School/ Department	School of Medicine/Education Centre	Location	Medical School, Queen's Medical Centre (QMC)

Purpose of role

This role has been created to lead on the student selected modules (SSMs) in the clinical years and on development of the careers curriculum throughout the whole medical course.

Nottingham is a sought-after UK University in which to study medicine and has one of the largest yearly intakes of medical students.

Our BMBS medicine programmes have a total of around 2500 students at any one time with five routes of entry:

- 5-year systems-based integrated course, delivered at both Nottingham and Lincoln Medical Schools
- a 6-year medicine with a foundation year at Nottingham and Lincoln Medical Schools
- a 4-year graduate entry medical course, which starts with 18 months of problem-based pre-clinical learning delivered at the University's Royal Derby Hospital campus. These graduate entry students are then integrated with the undergraduate medical students for the clinical phase of the course, which is coordinated by the Education Centre in Nottingham.

Our 5 & 6 year programmes offer the opportunity for all students to undertake a period of research in year 3 leading to a BMedSci qualification, alongside their eventual BMBS degree.

Student selected modules

Students undertake student selected modules (SSMs) between November and February of year 4 of the 5 year programme (year 3 of the 4 year graduate entry programme, year 5 of the 6 year programme), after the summative exams for Foundations for Practice. They sit alongside a 4 week junior assistantship, with all students doing two, 4 week SSMs and one assistantship. SSMs attract educational tariff from NHS England, so are appropriately funded.

As lead for SSMs in Nottingham and Derby, you will be responsible for overseeing a portfolio of over 200 modules, offered by a wide range of providers, including our NHS local education providers and external stakeholders such as NHS England (formerly Health Education England). You will also be expected to forge new relationships with potential module supervisors, providing advice and quality assurance of all proposed opportunities. You will also be responsible for overseeing a series of online weekly symposia for students that runs throughout the SSM period.

Careers

Career planning for medical students is an important aspect of student support and development. At Nottingham, we want to ensure that career planning is an explicit objective in the medical student curriculum and that systems are in place to promote this.

Chairing a Medical Careers Group, the Careers Lead will deliver academic and clinical leadership for this component of the curriculum, ensuring that it is delivered to meet GMC requirements.

The Careers Lead will work closely with the year leads, staff responsible for transition to the UK Foundation Programme, the lead for Careers in Primary Care and the Faculty Lead for Careers and Employability. There will be a close working relationship with staff in the Education Centre, University Careers Service, Clinical Sub-Deans, Associate Clinical Sub-Deans and Undergraduate Clinical Co-ordinators in partner NHS Trusts to ensure that requirements specified in the University of Nottingham Quality Manual are met.

It is anticipated that you will also provide a clinical service at consultant level in one of our local NHS Trusts (Nottingham University Hospitals NHS Trust, Nottinghamshire Healthcare NHS Foundation Trust, United Hospitals of Derby and Burton NHS Foundation Trust, Derbyshire Healthcare NHS Foundation Trust) or as a General Practitioner with a practice based in Nottinghamshire or Derbyshire.

As this is a University clinical academic appointment, it is a requirement that you maintain regular NHS clinical practice, GMC registration, a licence to practice and be revalidated with the GMC. This post may be worked as a separate contract or, following negotiations between the University and the successful applicant's clinical employer on a single University contract with clinical and University responsibilities. The appropriate model will be discussed around appointment and should not deter General Practitioners from applying.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Organisation and curriculum management:</p> <ul style="list-style-type: none"> ▪ Together with the SSM and careers lead in Lincoln, the BMBS year leads and the BMBS programme Director, review all careers and SSM module learning outcomes and curricular content against the GMC's Outcomes for Graduates 2018 and the Medical Licencing Assessment content map. Ensure Moodle content is kept up to date and e-portfolio material is contemporaneous and relevant. ▪ Liaise with the Lincoln SSM lead to ensure the portfolio of available SSMs is maintained from year to year. ▪ Compile and maintain PowerPoint briefings and training for SSM supervisors ▪ Deliver information sessions to students about the SSM module ▪ Oversee the organisation of a series of weekly online symposia for students that runs throughout the SSM period ▪ Liaise with SSM module leads to ensure student experience of each optional module is reviewed and a process of quality improvement is undertaken year on year, following student feedback. ▪ Liaise with the Education Manager and the Dean of Education to ensure income received for delivering SSMs is used appropriately and strategically ▪ Work with the remediation team to ensure students have the option to swap to a remediation SSM should they need to re-sit the FFP summative assessment in January ▪ Liaise with the academic leads for Advance Practice Phase 2 and transition to the UK Foundation Programme to organise a careers fair for students preparing for practice and application to the UKFPO ▪ Maintain a list of local careers 'champions' prepared to act as points of contact for information and advice on particular career paths within medicine. ▪ Contribute to interviews as advised by the Medicine Admissions team 	70% of academic duties

	<ul style="list-style-type: none"> ▪ Contribute to the leadership and management of the BMBS programme through collaboration with the wider Medical Education leadership team. 	
2	<p>Academic and pastoral support for students</p> <ul style="list-style-type: none"> ▪ Meet students who are exiting the course early for any reason referring them for one to one meetings with the Faculty Careers and Employability Team ▪ Work closely with the Faculty Careers and Employability Team to ensure students have access to self-assessment in transferable skills throughout the course ▪ Undertake pastoral care of students, as a personal tutor 	20% of academic duties
3	<p>Teaching and Research</p> <ul style="list-style-type: none"> ▪ Contribute to the teaching of medical students within your areas of expertise. ▪ Contribute to assessments by examining OSCEs and contributing to question writing as advised by the Assessments Team. ▪ Supervise, and examine, BMedSci students and those undertaking the MMedSci in Medical Education. ▪ You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities 	10% of academic duties
4	<p>Other:</p> <ul style="list-style-type: none"> ▪ Undertake any duties in accordance with the nature and grade of the post, as required. ▪ We recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year. 	

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media. ▪ Proven skills in coaching and developing others. ▪ Proven ability to lead, motivate, develop and manage the performance of a team to meet deadlines. ▪ Skills in planning and organising resources. 	<ul style="list-style-type: none"> ▪ Ability to lead curriculum re-design projects.
Clinical and Academic Knowledge and Experience	<ul style="list-style-type: none"> ▪ A proven record of excellence in undergraduate and/or postgraduate teaching ▪ Understanding of GMC's Good Medical Practice documentation. ▪ Understanding of the GMC Promoting Excellence document and Outcomes for Graduates (2018). ▪ A detailed understanding of NHS structures ▪ Understanding of portfolio assessment and use of logbooks 	<ul style="list-style-type: none"> ▪ An understanding of university management systems and the wider higher education environment. ▪ Experience of counselling, pastoral care, and motivating students. ▪ Previous leadership experience. ▪ Experience of quality assurance.
Qualifications, certification, and training	<ul style="list-style-type: none"> ▪ MBBS, or equivalent ▪ PhD or equivalent in a medical specialty or medical education OR equivalent extensive professional/teaching/research experience. ▪ Full GMC Registration with a licence to practice at the time of appointment ▪ Evidence of entry on the GMC's Specialist Register/ GP Register OR evidence that the GMC is processing the Specialist/GP Registration OR be within 6 months of attaining CCT at time of interview with entry on GMC Specialist Register by date of commencement ▪ Recognised HEA teaching qualification, at least, to Associate Fellowship of Advance HE OR demonstrable equivalent experience. 	<ul style="list-style-type: none"> ▪ Higher education teaching qualification or equivalent e.g., MSc/MPhil/PhD in Medical Education ▪ Fellowship of Advance HE
Statutory, legal or special requirements	<ul style="list-style-type: none"> ▪ Eligible to reside & work in the UK. ▪ Satisfactory enhanced disclosure from the Disclosure and Barring Service. 	

	<ul style="list-style-type: none"> Willingness to adopt the vision and values of the School of Medicine. 	
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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.

Valuing people

Understands that it is essential to provide a structure that people can thrive in. Knows how to communicate with people to create a healthy working environment and get the best out of people.

Taking ownership

Communicates vision clearly, providing direction and focus. Knows how to create a productive environment where people are inspired and can work cross-departmentally in partnership.

Forward thinking

Has the ambition to be a pioneer in own area, anticipating the future change, needs and challenges. Knows how to innovate within their work context and champions others to be inspired to be part of this ambition.

Professional pride

Keeps up to date on latest thinking, trends and work practices. Supports team to be thought leaders; willing to challenge if obstacles get in the way.

Always inclusive

Establishes far reaching partnerships, well beyond own area across a broad range of networks. Understand role to pay due regard to the needs of the whole community.

Key relationships with others

