### Role profile

<table>
<thead>
<tr>
<th>Job title</th>
<th>Problem Based Learning Facilitator</th>
<th>Job family and level</th>
<th>Research and Teaching Level 4 (T&amp;L)</th>
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</thead>
<tbody>
<tr>
<td>School/Department</td>
<td>School of Medicine [MEC]</td>
<td>Location</td>
<td>University of Nottingham Medical School at Derby (UNMSD)</td>
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### Purpose of role

The Graduate Entry Medicine course at UN MSD is an 18 month accelerated early years (preclinical) course as part of the 4-year Medicine (BMBS) Degree. At the heart of the course are weekly, small group problem-based learning (PBL) cases, around which all other learning is centred. PBL provides the basis of integrating clinically focused medical sciences, psychosocial and ethical principles, professional development, and clinical skills.

Facilitation of PBL is a core and important activity within the GEM to ensure students set appropriate learning goals and work effectively as a team to achieve their potential as future doctors. The primary purpose of the role will be to identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of an established course. In this role you will be directly involved in the facilitation of PBL (3 sessions per week for each cohort of students, on a Tuesday and Friday), student support as personal tutors and further activities in support of the medical course and the student experience.

You will be expected to use initiative and creativity in your facilitation to develop your expertise. This will involve developing new teaching and assessment practices, using appropriate learning technologies and/or developing systematic methods for evaluating and disseminating these within the academic unit.

### Main responsibilities

(Primary accountabilities and responsibilities expected to fulfil the role)

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<th>% time per year</th>
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<tr>
<td>60%</td>
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1. **Teach**
   - Facilitation of small group Problem Based Learning (PBL) tutorials for all modules of the Graduate Entry Medicine (GEM) early years curriculum consisting of 9 systems-based modules. This involves providing guidance and educational support to students to achieve the learning outcomes for a series of clinically based PBL cases. This also includes attendance at the weekly case briefing and developing and implementing best practice.
   - When required, examine and act as the personal tutor to undergraduate and postgraduate taught/research students within area of expertise.

2. **Reflect**
   - Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation.

10%
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<tr>
<th>3</th>
<th><strong>Research</strong></th>
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<td></td>
<td>• You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities.</td>
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<th><strong>Supervision</strong></th>
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<td>• Act as a personal tutor to students, under the supervision of a Senior Tutor. Support individual students with additional welfare or academic needs, referring them as appropriate to services providing further help.</td>
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<th><strong>Administration</strong></th>
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<td>• General administrative duties in support of the PBL course delivery (examples include providing support for PBL sessions at open days, assisting with GEM interview, attending graduation, assisting in PBL administration including attendance and resource monitoring)</td>
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<td>• Any other duties appropriate to the grade and level of the role</td>
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<td>• The School of Medicine 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.</td>
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### Person specification

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<th>Essential</th>
<th>Desirable</th>
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| **Skills**           | ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn.  
▪ Ability to communicate complex information clearly.  
▪ Excellent organisational skills for student learning  
Skills reflecting those of an established healthcare professional/healthcare educator | ▪ Ability creatively to apply relevant approaches, models, techniques and methods, and to develop new ones under some supervision.  
▪ Ability to contribute to broader management and administrative processes e.g. with regard to health and safety, expenses.  
▪ Understanding of relevant University and academic unit procedures and the ability to manage own area accordingly |
| **Knowledge and experience** | ▪ Well established healthcare professional, professional healthcare or related educator | ▪ Experience of teaching healthcare students  
▪ Experience of working with small groups in education or training  
Inter-professional education experience |
| **Qualifications, certification and training (relevant to role)** | ▪ A Degree or Equivalent in a Healthcare profession or in one of the health, life science or related disciplines | ▪ Relevant vocational qualification |
| **Other**            | ▪ A commitment to medical education and developing future doctors. | |
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 friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.

Taking ownership
Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.

Forward thinking
Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.

Professional pride
Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.

Always inclusive
Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others

```
Line manager
  +-----------------+
  | GEM course lead |
  +-----------------+
  | PBL Facilitator |
  +-----------------+
  | Colleagues      |
  | Students        |
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Role holder

Key stakeholder relationships