



<b>Job title</b>	Medical Education Fellow – Clinical Phase Curriculum Delivery	<b>Job family and level</b>	Clinical Academic, Clinical Lecturer/Medical Research Fellow
<b>School/ Department</b>	School of Medicine, Education Centre	<b>Location</b>	Medical School, Queen's Medical Centre, Nottingham

## Purpose of role

The University of Nottingham School of Medicine is seeking a Medical Education Fellow – Clinical Phase Curriculum Delivery, to work across the three clinical hubs to help deliver the Clinical Phase Curriculum and to support the development of a new curriculum to be launched in 2026.

You will work directly alongside other Medical Educations Fellows and together you will help develop and support the successful delivery of centralised teaching resources to the medical students on clinical placements. This will involve developing and delivering online lectures to large groups of students as well as some smaller seminar-based teaching. You will also co-ordinate and guide students through the teaching resources available to them on the virtual learning environment Moodle. You will also provide teaching and training for the clinical supervisors within the NHS Trusts, in collaboration with other faculty members. You will additionally provide support to the administration of the BMBS Clinical Medicine Course.

Nottingham medical students are be placed in rotations across three county Hubs (Derbyshire, Nottinghamshire and the Lincoln Medical School) during their clinical placements. Each hub has around 200-400 students at any one time, across the clinical phases.

For each county Hub the main NHS local education providers are:  
Lincoln Medical School - United Lincolnshire Hospital NHS Trust (ULHT); Lincolnshire Partnership NHS Foundation Trust (LPFT); primary care practices across the county.

Nottinghamshire – Nottingham University Hospitals NHS Trust; Nottinghamshire Healthcare NHS Foundation Trust; Sherwood Forest NHS Trust; primary care practices across the county.

Derbyshire - Derby and Burton Teaching Hospitals NHS Trust; Chesterfield Hospital NHS Trust; Derbyshire Partnership NHS Trust; primary care practices across the county.

You will be primarily based at the University of Nottingham Medical School, QMC campus, but travel to other sites where the University of Nottingham Medicine course is delivered will also be required.

This is a one-year fixed term contract with no formal provision in the job plan for postgraduate studies in medical education. However CPD time may be negotiated if the successful candidate has already enrolled in a course.

**Whilst no specific clinical component is offered with this role, it is a requirement that you have a regular clinical commitment to enable revalidation with the GMC. Within the job plan,**

**you will be expected to participate in clinical practice and CPD for revalidation purposes in a clinical area of your choice.**

Reporting to the Vice Dean Clinical Affairs you will also work closely with the Lead for UG Curriculum Development and Implementation, and the speciality academic attachment leads.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Organisation and Management:</b></p> <ul style="list-style-type: none"> <li>▪ Liaison with staff in Student Services and the Education Centre office, Course Management Teams, and Trust-based Clinical Teaching Coordinators in relation to delivery of centralised teaching online (both synchronous and asynchronous).</li> <li>▪ Coordinate a schedule/calendar for centralised teaching sessions in the clinical phases.</li> <li>▪ Identify current methods of delivery of the learning outcomes set for Foundations for Practice and Advance Clinical Practice.</li> <li>▪ Assist special study module (SSM) leads in co-ordinating and scheduling new SSMs.</li> <li>▪ Assist junior and senior assistantship leads in co-ordinating and scheduling the new assistantships.</li> <li>▪ Review current educational resources against quality indicators</li> <li>▪ Assist in the development and maintenance of learning resources on the virtual learning environment (VLE) for the new clinical curriculum.</li> <li>▪ Support the development of the new curriculum</li> </ul>	40%
2	<p><b>Committee Attendance:</b></p> <ul style="list-style-type: none"> <li>▪ Clinical Years Committees</li> <li>▪ Other groups as required, including the Attachment Management Groups</li> </ul>	10%
3	<p><b>Teaching and Training Delivery:</b></p> <ul style="list-style-type: none"> <li>▪ Contribute to delivery of the clinical medicine course as appropriate to clinical background.</li> <li>▪ Contribute to the delivery of training for clinical teachers and supervisors across the local educational providers (LEPs).</li> <li>▪ Host an annual medical education day for educators in each clinical phase.</li> <li>▪ Maintain clinical practice and CPD activities for revalidation purposes (with emphasis on undergraduate teaching during this time)</li> </ul>	50%
4	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>▪ Any duties as required in accordance with the nature and grade of the post.</li> <li>▪ 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.</li> </ul>	N/A

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ All round computer literacy in a range of packages/areas including MS office, excel and access</li> <li>▪ 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.</li> <li>▪ Good interpersonal skills.</li> <li>▪ High level analytical capability to facilitate conceptual thinking, innovation, and creativity.</li> <li>▪ Ability to build relationships and collaborate with others, internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of technology in medical education</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Understanding of key concepts in undergraduate and postgraduate education</li> <li>▪ Experience in an undergraduate and postgraduate educational setting</li> <li>▪ Completion of UK Foundation training or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of appropriate GMC guidance including Outcomes for Graduates (2018) and Promoting Excellence (2016)</li> <li>▪ Working to tight deadlines</li> </ul>
<b>Qualifications, certification and training (relevant to role)</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>	

Other	<ul style="list-style-type: none"> <li>Willingness to adopt the <a href="#">vision and values</a> of the School of Medicine.</li> </ul>	
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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. 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

