



Job title	Clinical Associate Professor of Medical Education – Foundations for Practice Phase Lead - Lincoln Medical School	Job family and level	Clinical Academic – Clinical Associate Professor level 6 (Teaching and Learning)
School/ Department	School of Medicine / Education Centre	Location	Lincoln Medical School

Purpose of role

As Foundations for Practice Phase Lead, at the Lincoln Medical School (LMS), you will make a significant leadership contribution to the running of the BMBS programme providing academic oversight of the Foundations for Practice component of the curriculum. This is a 0.2 FTE role which can be undertaken flexibly.

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.

The School introduced a new clinical curriculum in February 2022. The Foundations for Practice (FFP) clinical phase runs annually from February to November. It comprises five rotations of six-week placements in Junior Medicine, Junior Surgery, Mental Health, Speciality Skills (ENT, dermatology and ophthalmology) and Junior Primary Care. Built into the FFP block there is also an induction week and time for student holidays. There are formative examinations held within placement time and a revision week prior to the summative phase examinations.

FFP is followed by a twelve-week Professional Development block, which includes three rotations; two student selected components and a junior assistantship. The resist summative assessments are within this block (in January).

The Foundations for Practice Lead role includes providing guidance and academic support to students in this initial phase of their clinical undergraduate training, helping students have robust processes for completion of the summative components of their electronic portfolio (ePAD), prepare for their end of phase summative exams and transition to the Advanced Phase of the course, in addition to supporting students who need remediation to progress to

the advanced phase. Working closely with the Director of the Clinical Phase for LMS, you will be responsible for development and delivery of the FFP curriculum in the Lincoln hub and supporting progression to independence of the Lincoln Medical School.

It is anticipated that you will also provide a clinical service at consultant level in one of our local NHS Trusts or as a General Practitioner in the local area.

As this is a University clinical academic appointment, it is a requirement that you maintain regular NHS clinical practice, GMC registration with 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"> ▪ To take responsibility for the quality of course delivery in the Foundations for Practice phase ensuring compliance with the quality standards and regulations of the University, Lincoln Medical School and relevant professional bodies e.g. General Medical Council and NHSE Education. ▪ Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate. ▪ To apply and develop innovative and appropriate teaching techniques within the BMBS course at Lincoln Medical School which create interest, understanding and enthusiasm amongst students. ▪ Oversee student progress and performance throughout the Foundations for Practice Phase of the clinical curriculum, by engaging with the local LEPs and monitoring student progress via their electronic portfolio and engaging with the Nottingham University process to monitor student performance. ▪ Monitor student progress and retention e.g. as a personal tutor. ▪ To contribute to the curriculum leadership e.g. through delivery of training to staff. • Contribute to the development and delivery of assessments in your subspecialty by eg contributing to the bank of knowledge questions, developing scenarios for clinical OSCEs and work place based assessments and examining. ▪ Meet and guide students struggling to complete the formative and summative assessments within the phase 	80%
2	Engagement, communication, administration:	10%

	<ul style="list-style-type: none"> ▪ To lead and develop internal (e.g. by chairing/participating in University Committees) and external relationships (e.g. with United Lincolnshire Hospitals NHS Trust) to foster future collaboration. ▪ You will be an ex-officio member of the following operational and strategic committees: <ul style="list-style-type: none"> ○ Clinical Years Committee ○ Foundations for Practice Core management committee ○ Foundations for Practice Examination Boards ○ Curriculum review committee LMS 	
3	<p>Patient Safety Issues:</p> <ul style="list-style-type: none"> ▪ Oversee arrangements in the specialty to ensure that no medical student is required to assume responsibility for or perform clinical, operative or other techniques in which they have insufficient experience and expertise ▪ Oversee arrangements in the specialty to ensure that medical students only perform tasks without direct supervision when they are competent to do so; both medical student and supervisor should at all times be aware of their direct responsibilities for the safety of patients in their care ▪ Work with the ULH Trust Associate Clinical Sub-Dean\Director of Medical Education to review issues should the level of performance, attitude or behavior of a medical student give rise for concern 	10%
4	<p>Other:</p> <ul style="list-style-type: none"> ▪ Any duties as required in accordance with the nature and grade of the post e.g. investigation of appeals / complaints ▪ 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. 	

Personal 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. ▪ Ability to design and deliver teaching and learning programmes. ▪ Proven ability to provide effective leadership and management of groups and teaching activities. ▪ Record of accomplishment of published research, development and delivery of teaching units, or evidence of clinical excellence. ▪ High analytical ability to facilitate conceptual thinking, innovation and creativity. ▪ Ability and willingness to work within the Trust and NHS performance framework and targets 	<ul style="list-style-type: none"> • Skills in pastoral care and motivating students at all levels
Knowledge and experience	<ul style="list-style-type: none"> • A proven record of excellence in undergraduate and/or graduate teaching; evidence of innovation in curriculum development, course design and course delivery; commitment of delivery of quality services to students. • Experience in developing and devising new teaching programmes, models, techniques and methods. • Proven record of promoting and maintaining collaborative links with key partners e.g. NHS, NHS England Education, GMC. 	<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. • Experience of working in joint partnerships/ventures. • Previous leadership experience. • Experience of quality assurance.

	<ul style="list-style-type: none"> • Understanding of GMC's Good Medical Practice documentation. • Understanding of the GMC Promoting Excellence document and Outcomes for Graduates (2018). • Previous experience in medical student assessment and understanding of assessment practice including standard setting, blueprinting and clinical skills examination. • Proven skills of leadership in teaching and curriculum development underpinned by scholarship. 	<ul style="list-style-type: none"> • Experience of responding to appeals and / or complaints.
Qualifications, certification and training (relevant to role)	<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. • Membership or Fellowship of a Royal College in a specialty that ULHT is a service provider. • Eligible for the GMC Specialist Register or within six months of gaining CCT at time of interview. • Full GMC Registration with a licence to practice 	<ul style="list-style-type: none"> • Higher education teaching qualification or equivalent e.g. MSc/MPhil/PhD in Medical Education • Fellowship of Advance HE • Membership / Fellowship of an appropriate professional body
Statutory, legal or special requirements	<ul style="list-style-type: none"> ▪ Satisfactor closure and Barring Service as assessment work may involve working with vulnerable adults and children. 	
Other	<ul style="list-style-type: none"> • Enquiring, critical approach to work. • Commitment to Continuing Professional Development (CPD) 	

	<p>and the requirements of Clinical Governance and Audit.</p> <ul style="list-style-type: none"> • Ability to demonstrate behaviours consistent with the United Lincolnshire Hospital NHS Trust's behavioural standards. • 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. The following are essential to the role:

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

