



# DIRECTOR OF **PROBLEM BASED LEARNING**

THE HULL YORK **MEDICAL SCHOOL**

# CONTENTS

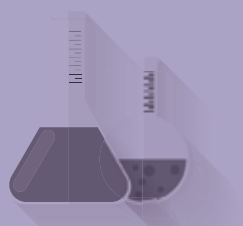
WELCOME TO HYMS	3
EXECUTIVE SUMMARY	4
THE ORGANISATION	5
THE POSITION	7
THE PERSON	10
THE LOCATION	12
HOW TO APPLY	14



# WELCOME

## A MESSAGE FROM THE DEAN

Thank you for showing interest in the post of Director of Problem Based Learning in the Hull York Medical School.



**HYMS IS A YOUNG, EXCITING AND VIBRANT MEDICAL SCHOOL BASED IN TWO WELL-ESTABLISHED UNIVERSITIES IN THE ATTRACTIVE AND HISTORIC CITIES OF HULL AND YORK, SURROUNDED BY SOME OF ENGLAND'S MOST BEAUTIFUL COUNTRYSIDE. SINCE OPENING IN 2003 WE HAVE AIMED TO PROVIDE A NATIONALLY LEADING AND INTERNATIONALLY KNOWN MEDICAL EDUCATION PROGRAMME THAT PRODUCES VERY HIGH QUALITY DOCTORS WHO ARE ALSO EQUIPPED TO BE PROFESSIONAL AND ACADEMIC LEADERS AND MANAGERS.**

We regularly reflect on our curriculum content and delivery as we want to make it possible for our students to have an outstanding learning experience relevant to a modern health service and we want to maintain our strong performance in the national student survey.

By employing a problem-based learning approach we support our students to integrate their learning, becoming independent learners who are evidence-based, safe, flexible and highly competent to work in teams. We also want to support our students to become innovators who will create, adopt and spread change to enhance health services and improve the health of the population. The new Director of PBL will play a vital role in bringing together academic staff to maximise the real potential of PBL and to keep the curriculum fresh, alive and relevant to today's medical practice.

HYMS has a strong base in biomedical, clinical, applied health and medical education research areas across both universities. Through engaging and promoting students' interest and involvement in research we also seek to inspire the next generation of clinical academics.

In addition to training doctors for the nation, HYMS was established in order to make a difference to health services in our region, where there are large areas of significant disadvantage and a shortage of doctors. We have a strong focus on teaching our students in primary and community care placements and our students graduate with a mature understanding of the role general practice plays in health care. Our students are amongst the most likely in the UK to choose to specialise in general practice after their second foundation year.

We take seriously our mission to promote access to the HYMS MBBS among people from disadvantaged backgrounds who have high academic ability and other relevant attributes. We value diversity and we are committed to recruiting and supporting staff and students from all sectors of society. We achieved a bronze Athena SWAN award and shortly we will be submitting for a Silver Award.

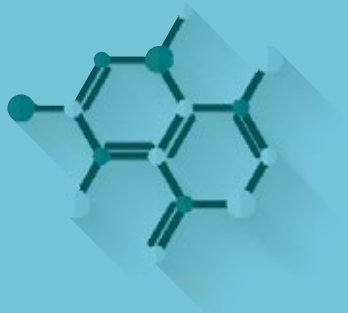
If you are interested in this exciting opportunity to join us and contribute to the next phase of our development as a medical school please do apply. If you wish to discuss this role informally please contact Mary Comer on **+44 7408 850 797** or email **maryc@wittkiewerccentric.com** Further details on how to apply can be found on page 14 of this document.



**PROFESSOR TREVOR SHELDON DSc FMedSci**  
**DEAN OF HYMS**

# EXECUTIVE SUMMARY

The Hull York Medical School invites applications for a Director of Problem Based Learning. The successful applicant will have a strong established profile in medical education and will aspire to continue to develop as a leader in this field with the School's support.



**THIS IS A CLINICAL ACADEMIC APPOINTMENT AND THE SUCCESSFUL APPLICANT WILL MAINTAIN CLINICAL PRACTICE ALONGSIDE THIS ROLE OF 0.2 TO 0.4 FTE.**

The HYMS MB BS programme is distinctive, and problem based learning (PBL) is a pivotal part of curriculum delivery. Central to this post will be provision of leadership and management for HYMS' established team of PBL tutors who deliver both problem based learning sessions and clinical skills teaching in Phase I of the curriculum (Years 1 and 2). This role is crucial in ensuring HYMS' philosophy of learning is embedded across the early years of the curriculum. The post holder will be expected to develop the learning and teaching approach in Phase I within the wider context of the curriculum development in the MB BS programme.

The HYMS model of problem based learning utilises a guided discovery model to drive learning of the core outcomes in Phase I of the course. We have an established cadre of PBL tutors who are practising clinicians with professional qualifications in clinical education. These tutors are drawn from locally practising general practitioners, and secondary care consultants including psychiatrists, anaesthetists and surgeons.

Our PBL tutors work with their group of students for a full academic year, providing close consistent support to their group of students and supervising their academic development during that time. This consistency of input allows the tutors to offer personal mentorship to their student group. In addition, each tutor supervises a separate group of students in their clinical skills development during the year, teaching physical examination skills and facilitating communication skills sessions. The PBL tutors have developed a robust 'Community of Practice' with well-established systems for peer observation, buddying and peer mentoring for new tutors and appraisal/performance review.

The same Phase I experience is delivered at each University campus at Hull and York. The Director of Problem Based Learning will therefore lead and manage the community of PBL tutors at both sites and maintain sufficient visibility in Hull and York to fulfil this role.

The post holder may not have their own problem based learning or clinical skills groups but will, on occasion, be expected to provide cover for absent tutors. Although the focus will be leadership and management of PBL on the MB BS, there will be the expectation that the post holder will contribute to the development of other programmes in the School.



# THE HULL YORK MEDICAL SCHOOL



Hull York Medical School (HYMS) is a collaboration between the Universities of Hull and York and the NHS.



HYMS operates from both University campuses and within teaching hospitals and medical practices throughout the Yorkshire and Humber region. Having recently celebrated its 10th anniversary, HYMS is a young medical school which is developing a growing reputation for its teaching and research. The area covered by the HYMS NHS partnership comprises Hull and the East Riding of Yorkshire, York and North Yorkshire, and Northern Lincolnshire, which together have a population of around 1.8 million. 17 NHS organisations make up the HYMS NHS partnership, within which there are over 600 consultants and 900 general practitioners.

HYMS's innovative MB BS curriculum includes an enquiry-based approach to learning, early clinical experience, balanced teaching across all health sectors and a wide range of special interest learning opportunities. Our graduates are recognised as being very capable Foundation Doctors, many of whom stay locally and contribute to health care services in the region. For the last two years, HYMS has been in the top 10 for overall student satisfaction in the National Student Survey (2014 and 2015). HYMS also delivers a growing portfolio of postgraduate taught programmes and is developing a training programme for Physician Associates. In the national Research Excellence Framework (REF 2014), over 85% of research across HYMS was assessed as world leading or internationally excellent.

PBL teaching takes place in dedicated rooms in Hull and York. From 2017 medical students in Hull will be taught in the new five-storey Allam Medical Building. This is part of a major new £26-million investment on the Hull University campus made possible by a generous donation of £8m from the East Yorkshire Businessman Dr Assem Allam. Shared with the Faculty of Health and Social care it will house: lecture theatres, rooms for problem based learning, collaborative spaces, an Institute for Clinical and Applied Health Research, a mock hospital ward operating theatre and intensive care facilities, student facing support services and administrative staff and other facilities.

The undergraduate MB BS programme has several distinctive features, designed to make learning relevant and supportive:

- A balance of teaching delivery across all parts of the health service. A third of all clinical learning is in primary care, fully integrated with learning across a range of hospital sites
- Regular integrated clinical placements from the beginning of the course, delivered in a range of clinical settings and supported by early clinical and communication skills teaching at the university
- Clinician-led problem based learning delivered by educationally qualified practising clinicians and supported by lectures, workshops, virtual learning, and student selected Scholarship and Special Interest Programmes (SSIPs)
- Teaching in small groups, led by clinicians, throughout the course
- Robust student support from peers, educational facilitators and clinical learning tutors

Further details about HYMS can be found at <http://www.hyms.ac.uk/>



# THE POSITION



The successful applicant will have a strong established profile in medical education and will aspire to continue to develop as a leader in this field.



The post requires full GMC registration and an appropriate postgraduate qualification in education. The post holder will be expected to undertake clinical practice within the HYMS teaching area of 0.2 to 0.4 FTE. Depending on the number of sessions of clinical practice, in addition to the core leadership role for PBL (ca. 0.5 FTE), the post holder will be able to undertake a number of other activities within teaching and scholarship, research and management in the School.

#### These may include:

- Contribution to teaching in other areas of the curriculum in the MB BS and other programmes
- Leadership and management roles in other areas of the School's portfolio of programmes
- Research in an area of relevance to the School's research interests

We anticipate making an appointment at Senior Lecturer level on a Teaching & Scholarship contract, but the appointment can be made on a Teaching & Research contract if appropriate. For an exceptional candidate, a Professorial appointment will be considered. The post will be paid on the senior clinical academic scale and the post holder will have an honorary appointment with NHS England. Your substantive contract of employment will be with the University of Hull or the University of York.

We are keen to attract a post holder with appropriate skills and experience and welcome applications from suitably qualified individuals with a wide range of backgrounds and experience.



Both universities are committed to developing the careers of women in science. The University of Hull and University of York and the Hull York Medical School hold Bronze Athena SWAN awards. The Medical School is submitting an application for a Silver Athena Swan award in April.

## SPECIFIC DUTIES AND RESPONSIBILITIES OF THE POSITION

### TEACHING

#### The post holder will:

- Be an innovative, inspiring teacher delivering high quality teaching in a variety of settings including teaching for MB BS students, tutors and colleagues
- Develop innovative approaches to teaching within the MB BS programme consistent with the HYMS ethos and approach to education
- Contribute to further teaching development in the School to ensure a consistent approach to teaching on the MB BS programme and across the wider School with respect to postgraduate programmes
- Develop and deliver the Core Clinical Skills and Professional Expectations block between Years 2 and 3 (with the Phase II Academic Lead and the Director of Clinical Skills and Reasoning)
- Maintain a presence in the virtual learning environment (e-learning) for both students and tutors

### ASSESSMENT AND FEEDBACK

#### The post holder will:

- Advise the assessment team regarding implementation of approaches to assessment consistent with the PBL approach
- Collaborate with the Phase I Academic Lead to ensure smooth delivery of “live” assessments in Phase I
- Contribute to all assessment activities within Phase I including the Board of Examiners, standard setting and production of assessment papers
- Develop and direct involvement of colleagues in developing assessment materials including question writing / creation of OSCE stations / formative assessments

### LEADERSHIP AND MANAGEMENT

#### The post holder will:

- Provide strategic leadership for the continued development of PBL teaching and academic leadership for the PBL tutors, strengthening working links between them and other members of HYMS academic staff
- Liaise with colleagues in Phase II to ensure consistency of pedagogical approach in Phases II and III
- Have responsibility for the continued development of the HYMS approach to PBL including appropriate innovation within PBL
- Direct the development of the content and quality of the HYMS PBL curriculum in conjunction with the Academic Lead for Phase I, Theme Leads and Block Leads
- Recruit, develop, train and appraise the PBL tutor team (at both Hull and York)
- Further develop the Community of Practice amongst PBL tutors identifying and addressing staff development needs
- Provide advice and support for issues relating to student support arising on a day to day basis in the PBL / Clinical skills setting, liaising with the Academic Lead for Student Support
- Manage HYMS' PBL tutors to ensure appropriate delivery of PBL and Clinical Skills sessions in accordance with the requirements of the HYMS MB BS Programme on both sites, resolving issues arising during delivery of these sessions
- Ensure that PBL tutors liaise with, and contribute where appropriate to, other HYMS departments eg Admissions / Assessment
- Undertake scholarship activity and evaluate and disseminate HYMS' approach to learning, including PBL, through presentations at academic conferences and publication in peer reviewed journals
- Represent HYMS at appropriate national meetings relating to medical education



## SPECIFIC DUTIES AND RESPONSIBILITIES OF THE POSITION (CONT.)

### QUALITY ASSURANCE AND ENHANCEMENT

#### The post holder will:

- Establish appropriate performance benchmarks for delivery of teaching consistent with best practice in the sector
- Monitor, evaluate and maintain high quality teaching across PBL and clinical skills in Phase I of the curriculum
- Further develop the programme of peer observation, benchmarked against best practice, the universities' and HYMS' own requirements
- Conduct robust annual appraisal / performance reviews of all PBL tutors, identifying outcomes, providing feedback, confirming that follow up action is taken and ensuring formal documentation of the process
- Ensure, through regular contact and enquiry, that PBL tutors are maintaining adequate and appropriate records as required by HYMS

### ADMINISTRATIVE PROCESSES

#### The post holder will:

- Contribute to the work of the Phase I curriculum subcommittee
- Provide high quality reports to the MB BS Programme Board, Board of Studies and university bodies where required
- Specify necessary recording processes for student monitoring
- Contribute to the production of all student handbooks and tutor materials for Phase I
- Advise the Programme Delivery Team to ensure that adequate and appropriate resources are in place for effective and efficient delivery of the required sessions

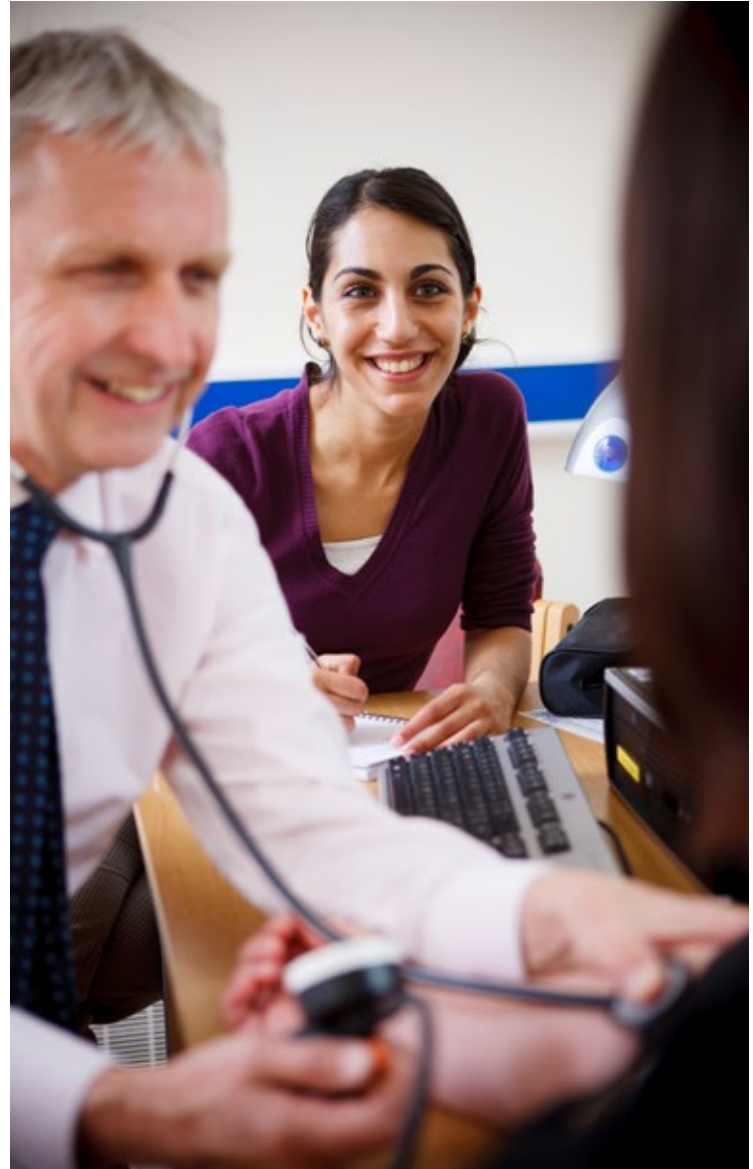
### CLINICAL WORK

#### The post holder will:

- Establish and maintain a clinical commitment in their area of practice in the HYMS region of at least 0.2 FTE
- Maintain membership of medical defence organisations
- Undertake ongoing Continued Professional Development relating to their clinical duties
- Ensure compliance with annual appraisal and GMC / NHS revalidation. Participation in the NHS / University Joint Appraisal Scheme is a condition of employment for all medical academic staff. In accordance with the Follett Report recommendations participation in a joint appraisal arrangement will be agreed locally



# THE PERSON



## EDUCATION AND TRAINING

The applicant must possess:

- Full GMC registration
- Higher degree in relevant discipline
- A minimum requirement to be at Fellow level as represented within the UK Professional Standards Framework with the expectation of being at Senior Fellow level within two years from commencement of the post.

## WORK EXPERIENCE

It is essential that the applicant can provide evidence of:

- A substantial reputation nationally and international recognition for professional practice, scholarship and pedagogic development including the application of problem based learning, reflected in substantial output, level of innovation and impact on the education and development of medical professionals.
- Excellence in teaching from peer review, from student assessment / feedback, from examination results, from external examiner reports and from teaching awards.

## SKILLS AND KNOWLEDGE

The applicant must be able to demonstrate active contribution and influence in the following areas:

- Academic leadership and a proven ability to lead, develop and motivate colleagues, working as part of a team to achieve departmental, faculty or University goals
- Making a leading contribution to the formulation, monitoring, administration and review of departmental, faculty and University teaching and learning and research related strategies eg responsibility for the development of a research strategy; development of a series of course modules and / or course programmes; involvement in driving forward international teaching and learning strategies; designing and managing peer observation within the faculty
- Active involvement at University level in strategy development in relation to teaching and learning and involvement in / chairing of working parties as requested eg Internal Quality Review Panels and participating in external quality audit teams
- Extensive experience and demonstrated success in planning, building and resourcing a team and delivering research results

It would be advantageous if the applicant can evidence active contribution and influence in the following areas:

- Leadership of widening participation initiatives in the faculty and on behalf of the University
- Leading on equality action initiatives related to teaching and learning in the department / faculty.

## PERSONAL ATTRIBUTES AND VALUES

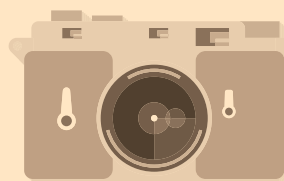
It is essential that the applicant can provide evidence of:

- A positive contribution to University activities and initiatives including open days, graduation ceremonies etc. and willingness to undertake administrative activities
- Working in an open and transparent way, providing information and communicating effectively with colleagues
- Excellent interpersonal skills
- Collaborative working, particularly on interdisciplinary activities
- Continuous Professional Development
- Personal effectiveness, the ability to influence, inspire and motivate others in effecting change and to work in a challenging and complex environment
- Willingness to undertake clinical practice within the HYMS teaching area

# THE LOCATION



The area covered by the HYMS NHS partnership comprises Hull and the East Riding of Yorkshire, York and North Yorkshire, and North Lincolnshire.



A thriving and dynamic waterfront city with a proud maritime heritage, Hull has a wide variety of museums and galleries, live music venues, an impressive harbour aquarium, good cycle paths, lots of green space and a number of award-winning restaurants. Originally built on whaling, fishing and shipping, modern Hull's economy is sustained by its busy cargo and ferry port, the University and a variety of industries, including healthcare, digital enterprises and the arts. The new Siemens' wind turbine factory at Green Port Hull is a major boost to the local economy.

In 2017 Hull will be the UK City of Culture and host to a year-long programme of world-class arts and culture. A spectacular programme will deliver artistic excellence and events on a scale never seen before in the city. It will bring visitors from the whole of the UK and beyond, and take Hull to the world. The year 2017 has an added significance for the University, as the year when the institution will celebrate 90 years since its founding as 'University College Hull'. The East Riding of Yorkshire and Hull offer a diverse and impressive range of housing choices, all offering good value for money. City living has burgeoned, with apartments in historic old buildings and sparkling new riverside complexes attracting people back to the heart of the city. Georgian townhouses stand proudly in the heart of the old town. Just a stone's throw from the city centre, leafy avenues offer more traditional housing in large Victorian properties, while waterfront city-villages offer excellent modern family housing from 1-5 bedrooms, just a short walk from the city centre.

The area provides a broad range of educational opportunities close to the University, including a number of Further and Higher Education Colleges. A number of schools and academies in Hull and the East Riding have been rated Outstanding by Ofsted, and the area also offers a good choice of independent schools with boarding and day school options.

Hull's position at the gateway to Europe makes it an important centre for national and international travel. The city has excellent transport connections, and a unique combination of air, sea, road and rail links. Internationally acclaimed for its rich heritage and historic architecture, York has a vibrant cosmopolitan atmosphere, while still maintaining the friendly sense of community unique to a small city.

York's history can be traced back nearly 2000 years, from its foundation by the Romans in 71 AD, through Viking invasions, Georgian splendour and the Victorian railway revolution, to its present day role as one of the UK's most popular places to live or visit. With its soaring Gothic Minster; winding medieval and Georgian streets, a diverse range of shops, galleries, clubs, cafés, museums, music groups and sports clubs, York offers something for everyone.

A wide range of housing can be found within comfortable distance of York and the University, either close to the city or in one of the surrounding villages. The area has a range of excellent schools in both the state and independent sectors.

York is one of Britain's best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King's Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and the closest airport is Manchester Airport.

Beyond the city of York lies some of Britain's most impressive and attractive countryside, with a great many places of natural beauty and historic interest. The Pennines, Dales, Wolds and the North York Moors, the seaside towns of Whitby, Scarborough and Robin Hood's Bay, and the cities of Leeds and Bradford are all close by, along with various historic abbeys and stately homes, theme parks and outdoor pursuits centres.

The East Riding of Yorkshire is also steeped in heritage and known for its beautiful and unspoilt countryside, open plains and rugged hills. It offers dramatic coastlines, award-winning sandy beaches, picturesque villages and historic market towns. The coastal resorts of Flamborough Head, Bridlington, Hornsea and Withernsea are popular family destinations – as are the market towns of Beverley, Howden, Driffield, Pocklington and Market Weighton, which offer a more relaxed pace of life.

The unrivalled quality of life in Yorkshire and the Humber is founded on this combination of cosmopolitan urban areas surrounded by beautiful countryside. With no less than three national parks on the doorstep of a thriving commercial landscape, this is a region where work and life really can be kept in balance. As Britain's biggest county, Yorkshire has more historic houses, castles and national parkland than anywhere else, along with the best shopping in the North.



# HOW TO APPLY

## THE RECRUITMENT AND SELECTION PROCESS

Please submit your application to Witt/Kieffer Ccentric in Microsoft Word format; including the following information:

### FULL CURRICULUM VITAE

Candidates are asked to set out in the curriculum vitae the nature of their most recent and significant career appointments.

#### The document should include:

- full name
- postal address
- confidential landline and mobile telephone numbers
- confidential email address
- degrees and qualifications and dates awarded
- positions held, including details of present
- details of leadership, management, academic and/or professional experience
- contributions to professional associations, societies and community activities.

## REMUNERATION

Please provide an indication of your current remuneration package.

## REFEREES

Please provide the names, contact details, relationship and present positions of three referees. Referees will not be contacted without the prior knowledge and approval of the applicant.

## DATE OF COMMENCEMENT

Please indicate when you will be available to commence at HYMS.

## HYMS HAS ENGAGED WITT/KIEFFER CCENTRIC TO ASSIST IN THE SEARCH PROCESS FOR THEIR DIRECTOR OF PROBLEM BASED LEARNING.

**For a confidential discussion about the role and the expectations, please contact:**

 **MARY COMER**  
maryc@wittkiefferccentric.com  
+44 7408 850 797

