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**Job Description**

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| Job Title: | Director of Problem Based Learning/Senior Clinical Tutor in Medical Education (0.6FTE) |
| Faculty/Department: | Hull York Medical School |
| Reporting to: | Programme Director MB BS |
| Duration: | Permanent contract |
| Job Family:  | Clinical Academic |
| Pay Band: | Clinical Academic Pay scale |
| DBS Disclosure requirement: | Enhanced |
| Vacancy Reference: | HY0173 |

**Details Specific to the Post**

**Background and Context**

The Hull York Medical School (HYMS) invites applications for the clinical academic position of Director of Problem Based Learning/Senior Clinical Tutor in Medical Education. The successful applicant will have a strong established educational profile and will aspire to continue to develop as a leader in undergraduate medical education. They will also maintain an independent clinical profile.

The post holder will lead the development, delivery and quality enhancement of the core curriculum particularly in Phase I (Years 1 and 2) for the MB BS programme at HYMS. Specifically they will provide direct leadership and management for the academic staff directly involved in delivery of problem-based learning on the HYMS MB BS.

HYMS is based in the two well-established universities of Hull and York and offers an innovative, contemporary medical education programme that produces very high quality doctors who are also equipped to be the professional and academic leaders of the future.

The HYMS MB BS programme is distinctive, and problem-based learning is a pivotal area of curriculum delivery. Central to this post will be provision of leadership and management for HYMS’ established team of Clinical Educational Facilitators (CEFs) 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 MBBS and PA programmes.

The HYMS model of problem based learning utilises a guided discovery model to drive learning of the core outcomes. 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 the students in their group and to act as the first point of contact to direct their students to any further support that may be required. 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. Twice yearly training is provided for the tutors with two mandatory training days prior to taking up the role.

Phase I is delivered symmetrically on the two university campuses in York and Hull. The Director of Problem Based Learning is therefore expected to have input and direct management responsibility for the tutor teams on both sites.

The post holder will not have their own problem-based learning or clinical skills groups but will, on occasion, be expected to provide cover for absent tutors.

The post will be 0.6FTE with an expectation that the post holder’s clinical commitments will be at least 0.2FTE in addition. The main educational component of the role as Director of Problem Based Learning will be 0.5FTE.

We are keen to attract a post holder with appropriate skills and experience to deliver this core role and welcome applications from suitably qualified individuals with a wide range of backgrounds and experience. In addition to this core role the post holder will be able to undertake a number of other activities within teaching and scholarship, research and management.

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

The post holder will work in close partnership with the Dean, MBBS Programme Director and Phase Leads to develop the undergraduate programme at HYMS.

An appropriate postgraduate qualification in education, or an interest in pursuing one, is desired.

**Hull York Medical School**

Further details about HYMS can be found at [www.hyms.ac.uk](http://www.hyms.ac.uk)

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

### Specific Duties and Responsibilities of the post

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
* 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:

* Liaise with colleagues in Phase II to ensure consistency of pedagogical approach in Phases II and III.
* Provide strategic leadership for the continued development of PBL teaching and academic leadership for the CEFs, strengthening working links between them and other members of HYMS Academic staff.
* 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
* Be responsible for the recruitment , development, training and appraisal of the CEF team (at both Hull and York)
* Further develop the Community of Practice amongst CEFs 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
* Manage HYMS’ CEFs 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
* Liaise with other HYMS departments, e.g. Admissions/ Assessment and oversee the contributions of CEFs to these areas of programme delivery
* 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

Quality Assurance

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 1 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 review of all Core Educational Facilitators, 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 Phase I Core Educational Facilitators 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
* Develop recording processes for student monitoring
* Contribute to the production of all student handbooks and tutor materials for Phase I
* Advise 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/primary care in our region [at least 0.2FTE] preferably in a HYMS teaching practice. HYMS will assist in finding a suitable practice.
* 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.

In your covering letter please refer directly to the criteria, given in the person specification below. Applications are assessed by the selection panel according to these criteria.

**To discuss this role informally, please contact Professor Martin Veysey, MB BS Programme Director (****Martin.Veysey@hyms.ac.uk** **+44 (0)1904 321761)***.*

**GENERIC JOB DESCRIPTION**

The job duties and responsibilities listed below are intended to describe the general nature of the role. The duties and responsibilities and the balance between the elements in the role may change or vary over time depending on the specific needs at a specific point in time or due to changing needs in the department. Candidates should note that there may not be an immediate requirement to carry out all the activities listed below.

### Overall Purpose of the Role

This role will be carried out by individuals with considerable experience in teaching and research and have established a reputation nationally and internationally within their academic specialism.

At this level, role holders’ contribution spans scholarship, teaching, research and related administration, though the weight allocated to each of these strands will vary from role to role and from time to time for individual role holders.

The role holder will:

* Lead the design, development and delivery a broad range of programmes of study which may include entirely new courses.
* Determine, develop and carry out relevant independent research projects to extend knowledge of the appropriate subject area.

**Main Work Activities**

### Teaching and Learning

1. Design, develop and deliver a range of teaching material across a range of modules and programmes within a subject area using appropriate teaching, learning support and assessment methods.
2. Review on a regular basis course content and materials, updating when required.
3. Ensure that all course design and delivery comply with the quality standards and regulations of the University and department.
4. Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
5. Identify areas where current provision is in need of revision or improvement.
6. Contribute to the planning, design and development of objectives and material.
7. Set, mark and assess work and examinations and provide feedback to students.
8. Transfer knowledge including practical skills, methods and techniques.

**Scholarly Activity**

* Engage in pedagogic research and practitioner research and other scholarly activities.
* Contribute to the development of teaching and learning strategies.
* Work in conjunction with others to apply subject knowledge to practice.
* Develop programme related objectives, projects and proposals.
* Conduct individual or collaborative projects for programme development purposes.
* Identify sources of funding and contribute to the process of securing funds.
* Write or contribute to publications or disseminate programme outputs using other appropriate media.
* Make presentations at conferences or exhibit work at other appropriate event.

**Relationships and Team working**

* Lead and develop internal networks, for example by chairing and participating in institutional committees.
* Lead and develop external networks, for example with external examiners and assessors.
* Develop links with external contacts, such as other educational bodies, employers, and professional bodies to foster collaboration.
* Provide academic leadership to those working within programmes areas as course leader or equivalent.
* Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development.
* May act as line manager, for example of research teams.
* Act as a personal mentor to peers and colleagues.
* Lead teams within areas of responsibility.
* Supervise students at both doctoral and masters level.
* Contribute to appropriate research groups within the department and the Faculty/School.

**Planning and Managing Resources**

* Responsible for the delivery of assigned educational programmes.
* Contribute to the overall management of the department in areas such as budget management and business planning.
* Participate in departmental-level strategic planning and contribute to wider strategic planning processes in the institution.
* Plan and deliver research, consultancy or similar programmes and ensure that resources are available.
* Contribute to the management of quality, audit and other external assessments.

### Additionally the post holder will be required to:

* Fulfil the employees’ duties described in the University’s health and safety policies and co-operate with the health and safety arrangements in place within the department. May be required to undertake specific health and safety roles on request e.g. Display screen equipment assessor, departmental safety officer, fire warden.
* Show a commitment to diversity, equal opportunities and anti-discriminatory practices. This includes undertaking mandatory equality and diversity training.
* Comply with University regulations, policies and procedures
* Where a candidate cannot demonstrate experience of teaching and /or they do not already hold a Postgraduate Certificate in HE, they will be required to undertake a Postgraduate Certificate in HE if successful. Proven experience of teaching would include sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods and techniques.

**PERSON SPECIFICATION – Teaching and Scholarship Band 9**

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| **Specification** | **Essential**  | **Desirable** | **Examples Measured by** |
| **Education and Training**Formal qualifications and relevant training | * 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 2 years from commencement of the post
 |  | ApplicationInterview Other |
| **Work Experience**Ability to undertake duties of the post | **Evidence of:*** A substantial reputation nationally and international recognition for professional practice, scholarship and pedagogic development, reflected in substantial output, level of innovation and impact on the education and development of the discipline and profession
* Excellence in teaching from peer review, from student assessment/feedback, from examination results, from external examiner reports and from teaching awards
 |  |  ApplicationInterview Other |
| **Skills and Knowledge**Includes abilities and intellect | **Evidence 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 e.g. responsibility for the development of a research strategy, development of a series of course modules and / or course programme; 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 e.g. Internal Quality Review Panels, actively engaging in furthering the work of Centre for Advanced Teaching and participating in external quality audit teams
* Extensive experience and demonstrated success in planning, building and resourcing a team and delivering research results
 | **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
 | ApplicationInterview Other |
| **Personal Qualities**Includes any specific physical requirements of the post – (subject to the provisions of the Equality Act 2010)This includes information about how you meet the requirements under additional information as stated in the job description documentation. | **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
 |  | ApplicationInterview Other |