

## JOB DESCRIPTION

**1. JOB TITLE:** MBChB Speciality Leads

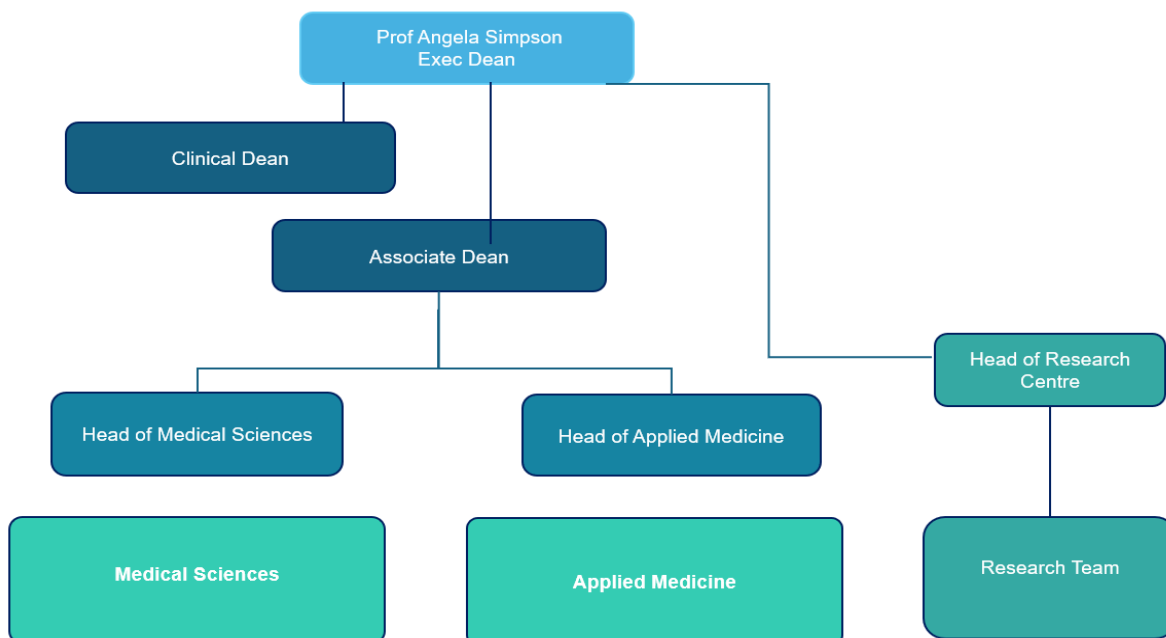
Individual Specialities: Medicine / Surgery / MSK – Musculoskeletal / Acute Care / Psychiatry / Child Health / Obstetrics and Gynaecology

**2. HR REFERENCE:** RA0261-25

**3. ROLE CODE:** MBChBSLCMS

**4. DEPARTMENT:** Chester Medical School – Applied Medicine

**5. ORGANISATION CHART:**



**6. JOB PURPOSE:**

The MBChB curriculum is a 4-year graduate entry medicine programme. Each speciality has a named lead who provides leadership for and oversight of the learning outcomes, content, and assessment of the curriculum. The programme comprises a combination of university based academic blocks and a series of speciality clinical placements which take place in primary, community and secondary care. The postholder will work collaboratively with the Programme Leads, Primary and Community Care Placements Lead, other Year Leads and Theme Leads to ensure an integrated approach to teaching, learning and assessment. They will also work closely with their counterpart in Warwick Medical School, the University of Chester's contingency partner.

The Speciality Lead will be responsible for ensuring the curriculum and placements provide sufficient opportunities for students to gain the relevant skills and competencies required in the GMC document "*Outcomes for Graduates*".

A significant element of the role is to work with the MBChB placements team to liaise with local secondary care placement providers to maximise high quality clinical placements for our students. For this part of the role, they will co-ordinate the activities of clinical teachers in the LEPs and will lead on the evaluation and support of placements to ensure equity of experience amongst students assigned to different clinical teachers or areas.

In collaboration with the MBChB programme team members, they will oversee delivery of the curriculum requirements for the speciality across clinical placements, contribute to the setting and marking of assessments, respond to student feedback regarding clinical placements and lead on evaluation of speciality placement activities. They will be a member of the Programme Committee and the MBChB NHS Liaison Group.

This is a part-time role for a Secondary Care Consultant or Speciality & Associate Speciality (SAS) doctor. It is likely the successful applicant will maintain an active clinical practice in a secondary care setting.

### **Main responsibilities:**

- In collaboration with the Programme Lead, other Year Leads and Theme Leads, the Speciality Lead will ensure that the GMC's *Outcomes for Graduates* identified, are fully addressed by the learning outcomes of the blocks, placements and/or modules, delivered in a logical and progressive way throughout the curriculum and aligned to Warwick Medical School's learning outcomes for the duration of the contingency arrangement. The Speciality Lead will work with the Assessment Lead, LEPs and other senior programme leaders to ensure the students are prepared for their Medical Licensing Assessment for graduation as Foundation Year doctors.
- The Speciality Lead will work with the Assessment Lead and their counterpart in Warwick Medical School to ensure learning outcomes are assessed appropriately. This will include review and blueprinting of examinations, providing support to clinical teachers undertaking assessments on placements and reporting to relevant committees the formal outcomes of student assessment and performance.
- The Speciality Lead will provide support to students and staff for matters relating to their speciality area. This will include providing advice regarding learning outcomes, content, delivery, logistical and (in collaboration with the Professionalism and Fitness to Practice Lead) on patient safety/professionalism issues.
- The Speciality Lead will identify the need for specific resources to deliver the curriculum and advise the MBChB Programme Committee on the efficient use of such resources and of the need for any additional investment.
- The Speciality Lead is a member of a number of key committees as in the governance framework.
- The Speciality Lead will work with leads in the LEPs and Faculty/School Placement Leads to co-ordinate the specialist activities, including the following:
  - Contributing to the local induction of students starting clinical placements, where applicable.

- Lead the speciality for assessment of students including examinations, objective structured clinical examinations (OSCEs), workplace-based assessments, SSCs, and assessment of professional behaviours.
  - Providing feedback to students regarding their performance.
  - Working with the Health, Welfare & Conduct Panel to identify and address equality and diversity, disability and reasonable adjustments in clinical placements.
  - Completing end of placement feedback forms. Reporting any concerns relating to student health, wellbeing, performance, professionalism, or fitness to practice.
  - Attending any required training, quality visits and update sessions arranged by the School of Medicine and placement providers.
- Attend the Programme Committee and MBChB NHS Liaison Committee, preparing, and presenting reports as necessary.
  - Attend local, regional and national meetings as required (including GMC visits) to ensure medical education at CMS meets required standards.
  - Support clinical learning, teaching and assessment in academic blocks.

## **7. BACKGROUND INFORMATION:**

Chester Medical School (CMS) is an exciting new initiative at the University of Chester. The school operates across Cheshire and Merseyside with primary centres in Chester, Birkenhead and Warrington. It has well-established BSc programmes in Biomedical Science, as well as a suite of postgraduate taught programmes leading to an MSc in subjects including Haematology, Diabetes, Orthopaedics, and Oncology.

We are currently working with the General Medical Council on the quality assurance of our four-year MBChB Graduate Entry Medicine programme. Our first cohort of 61 home and international students started in September 2024, and our aspiration is to increase, depending on the allocation of funded places for UK students from the Government. Our curriculum is based on the highly successful case-based learning model at Warwick Medical School, our contingency partner School. Campus-based facilities include a purpose-built integrated clinical skills, simulation, and anatomy centre with state-of-the-art facilities. Clinical placements will be provided across a range of hospitals, community placements and general practices throughout the region.

## **8. WORK PERFORMED AND/OR KEY RESULT AREAS:**

### **8.1 Communicating Effectively**

- To facilitate student's learning during the programme to gain relevant skills and competencies in clinical and university settings.
- To communicate with Warwick Medical School on the curriculum to ensure curriculum alignment, that it meets CMS aspirations and those of the General Medical Council.

- To extend networks and communicate effectively to build capacity and create lasting professional partnerships which support and expand quality secondary care clinical placements.
- To contribute to the writing of curriculum documentation and GMC submissions.
- To contribute to the cross-Faculty development of interprofessional learning and clinical placement procedures.
- To communicate effectively with all key Faculty staff who impact upon the effective delivery of the curriculum, including clinical placements. This will be determined by need for information from both parties.
- To contribute towards the writing of peer reviewed papers relating to teaching and learning in medical education and clinical placements.
- To communicate effectively with external stakeholders through appropriate networking opportunities.

## **8.2 Leadership and Working Collaboratively**

- To exercise academic leadership for the specialist area of the MBChB programme. The Lead will assume full accountability for planning and organisation and for co-ordinating the efforts of colleagues to deliver the curriculum, utilising quality clinical placement opportunities.
- To support the Dean, Associate Dean and Head of Division of CMS and other programme leaders to manage the ongoing strategic development of the MBChB programme, particularly the role of clinical placements.
- To supervise and line manage staff as required.

## **8.3 Liaison and Networking**

- To liaise with other departments and faculties to pursue active collaboration and decision making.
- To Chair and be an active member of relevant departmental committees.
- To initiate and lead short term task and finish groups for e.g., new virtual learning opportunities, interprofessional learning, clinical placements.
- To participate in, develop and establish external networks to contribute to placement opportunities, generate income, obtain consultancy projects, or build relationships for future activities involving other educational bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income as appropriate.
- To lead or chair external networks as required as part of the role.
- To engage with LEPs and ensure that the placement opportunities and graduate experience and skills developed by the curriculum prepare medical graduates who have current and relevant skills for our future local health needs.
- To engage in external academic professional benchmarking (e.g., external examiner, validation panels).
- To act as an ambassador to promote the work of the school locally, nationally, and internationally.
- To contribute to the management of quality audits and other forms of external assessment.
- To be a member of the relevant academic committees of the School and University.

## **8.4 Delivering a High-Quality Standard of Service**

- To enhance the quality of the MBChB specialist teaching, learning and assessment and clinical placements.
- To act upon student, staff, placement users and stakeholders, and external examiner feedback to maintain high quality in specialist studies and clinical placements.
- To develop ideas for generating support pathways for fostering clinical and social confidence for underrepresented groups as they embark on clinical placements.
- To contribute to setting overall quality assurance and diversity standards within the area of responsibility, working closely with the CMS senior team.
- The role requires a high level of service access and quality awareness for external and internal customer needs. This to be demonstrated, for example, in preparing students for the professional service standards required in clinical placement settings, cognisance of expectations of internally and externally based customers, ensuring standards of service are maintained.

## **8.5 Effective Decision Making**

- To make independent decisions on operational matters such as co-ordination of external clinical teachers, timetabling resource usage, planning and resourcing, and budgeting.
- To make recommendations to the senior team of CMS on the introduction of, or new suggestions about matters of strategy and policy.
- To make collaborative decisions with programme teams on the content of taught support programmes to enhance effective transition to graduate MBChB programme for widening participation students.
- To provide advice on issues such as fitness to practice which will impact on student progression, and to ensure consistency across departments.

## **8.6 Planning and Organising Self and Others**

- To be responsible and accountable for planning and organising the specialist area of the MBChB programme.
- To assist in managing staff and contributing to the planning and organising of the Chester Medical School.
- To collaborate in the development of strategic plans for the future direction of the school.
- To take lead responsibility for new projects/initiatives relating to the speciality including clinical placements, initiating team roles and objectives as appropriate.
- To undertake leadership in relation to the speciality and related clinical placements in the school in areas such as organisation of staff development activities including identifying and helping to deliver continuous professional development and learning opportunities for faculty, including colleagues in clinical settings.
- Providing guidance on support options for students with specific learning needs whilst placed in clinical settings, including use of technology to support learning, or reasonable adjustment to curriculum or student roles.
- To make significant and sustained contributions to the management of clinical placements in the speciality, including planning and resource allocation, policy development and improvement of procedures.

## **8.7 Innovation and Improvement (Effective Problem Solving)**

- To be responsible for identifying problems and resolving them, e.g., identifying and resolving areas of ineffective communication in the broad clinical placement portfolio.
- To identify the need for novel clinical placements to engage wider care providers and care users and generate a broader experience of the clinical landscape.
- To design or delegate responsibility for designing new assessments as appropriate.

## **8.8 Analysis and Research**

- To have an active involvement in research, in line with the school's research strategy, including presenting at conferences and publication in journals as appropriate to role.
- To research in medical education and to identify and utilise current best practice.
- To contribute to innovation, engagement, and knowledge transfer.

## **8.9 Sensory and Physical Demands**

- Standard office environment and equipment.
- To be alert to the sensory and physical demands placed on others as a consequence of internal and external performance work.

## **8.10 Work Environment**

- Responsible for the health and safety of staff and students in their immediate working environment, conducting risk assessments as required.
- To retain oversight of risk analyses, ethical assessment and health and safety procedures for staff and student engagement.

## **8.11 Pastoral Care and Welfare**

- To deal with sensitive issues concerning students and provide support.
- To offer support and guidance to staff as required within the school.
- To refer more complex personal matters affecting staff/ students to the relevant personnel or committees or delegate as appropriate in line with University of Chester procedures.

## **8.12 Team Development**

- To undertake peer mentoring and review of colleagues.
- To work with colleagues to shape a vision, provide a sense of direction, guide others towards achievement and enable them to develop their own and team potential.
- To support the senior team in CMS in undertaking team development within the school, including induction of all new staff, identification of development needs through development and performance review and undertaking action to meet these development needs. Monitoring of staff performance through internal mechanisms – student liaison meetings to inform development.

### **8.13 Teaching and Learning Support**

- Pioneer and promote the introduction of new educational experiences and environments as appropriate.
- To ensure that matters relating to the MBChB speciality comply with all requirements of the GMC, funding and validating bodies and internal University policies and procedures, as detailed in the Quality Assurance Manual.
- To contribute to undertaking regular review and appraisal of specialty clinical placements in light of strategic programme development and employers' needs.
- To contribute to long term development the MBChB programme and the introduction of innovative methods to support widening participation.
- To design and deliver one off lectures or workshops as required, providing feedback on performance.

### **8.14 Knowledge and Experience**

#### **Qualifications**

- A degree in medicine is essential. Masters' degree or doctoral level qualification in medical education or similar (or equivalent experience) is desirable as is membership of the Higher Education Academy or Academy of Medical Educators. The suitable appointee without such academic qualifications or membership will agree a plan to achieve these with the support of the University.
- Previous experience in higher education or professional training in a secondary care clinical setting.
- Proven and sustained track record of excellence in undergraduate or postgraduate medical education.
- Proven and sustained track record of active clinical practice within the community.

#### **Skills/Attributes**

- An ability to keep abreast of, and lead developments in medical education and practice, demonstrated through e.g., attendance at conferences, GMC meetings, external contacts, and publication of research.
- An ability to think creatively and implement schemes to support students academically, clinically and pastorally.
- An excellent networker, able to support a broad range of high-quality university and clinical placement settings – to include support of clinical staff in these settings.
- Excellent customer service skills providing a professional interface for students, clinicians, and care-setting stakeholders.
- Organisational, IT and administrative skills.
- An ability to lead and work as part of a team.

### **8.15 General**

- To undertake any other duties commensurate with the grade, and/or hours of work, as may reasonably be required of you.
- To take responsibility for upholding and complying with the University's Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.
- To comply with all University Health and Safety policies.

PERSON SPECIFICATION		
Job Title: MBChB Speciality Lead		Department: Chester Medical School
Criteria	Essential / Desirable	Method of Identification
<b>Qualifications:</b>		
Degree in medicine.	Essential	Application Form
Current GMC professional registration with license to practice.	Essential	Application Form
PGCert in Higher/Medical Education, Fellowship of the HEA or AoME (or willingness to achieve within 3 years).	Desirable	Application Form
Master's degree in medical education or related subject.	Desirable	Application Form
<b>Proven Experience:</b>		
Previous experience in the design, development, delivery and evaluation of medical education – related to speciality.	Desirable	Application Form/ Interview
Previous teaching/educational experience in medical education and training.	Essential	Application Form/ Interview
An ability to keep abreast of, and lead developments in medical education and clinical placements demonstrated through e.g., attendance at conferences, external contacts and, where appropriate, publication of research.	Essential	Application Form/ Interview
Team leadership experience in a healthcare/academic environment.	Essential	Interview
Proven and sustained track record of contribution to the development and implementation of research, policy and practice in medicine/healthcare.	Desirable	Application Form/ Interview
<b>Delivering academic and service excellence:</b>		
An ability to support students on the MBChB programme academically and pastorally.	Essential	Interview
<b>Managing self and inspiring others:</b>		
An ability to lead and work as part of a team.	Essential	Application Form/ Interview
Organisational and administrative skills.	Essential	Application Form/ Interview



IT skills.	Essential	Application Form
<b>Working together:</b>  Ability to work effectively as part of a team, and support students and academic staff.	Essential	Application Form/ Interview
<b>Organisational and stakeholder awareness:</b>  A working knowledge of the regional/national healthcare environment and of national medical student GMC processes.	Desirable	Interview

**Essential Requirements** are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

**Desirable Requirements** are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

**Method of identification** is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test).

**UNIVERSITY OF CHESTER  
TERMS & CONDITIONS OF EMPLOYMENT**

**FACULTY OF HEALTH, MEDICINE & SOCIETY  
CHESTER MEDICAL SCHOOL – APPLIED MEDICINE**

**SPECIALITY LEAD (0.1FTE)**

**SALARY SCALE**

Specialist / NHS Consultant Scale: £96,990 - £139,882 per annum pro rata, inclusive of a market supplement, payable monthly in arrears.

**HOLIDAY ENTITLEMENT**

In addition to applicable statutory Bank/Public Holidays and Christmas Closure days, staff are entitled to 3.5 days annual leave per annum for 0.1fte. In the annual leave year in which employment commences annual leave entitlement will accrue on a pro-rata basis for each completed calendar month of service.

**MEDICAL EXAMINATION**

The successful candidate will be required to complete an Occupational Health Questionnaire and may also be required to undergo a medical examination.

**DISCLOSURE & BARRING SERVICE CHECKS**

The successful applicant will have to undergo a DBS check before an appointment can be made.

**ESSENTIAL CERTIFICATES**

Short-listed candidates will be asked to bring to interview, proof of qualification as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by Human Resources.

**PENSION SCHEME**

All academic staff will be enrolled in the Teachers' Pension Scheme from their first day of employment, in accordance with the scheme rules. If staff do not wish to remain a member of the scheme, they will be entitled to opt out after enrolment.

**EQUAL OPPORTUNITIES**

The University has a policy of equal opportunity aimed at treating all applicants for employment fairly.

**SMOKING POLICY**

The University operates a No-Smoking policy.

**PROBATIONARY PERIOD**

A twelve months' probationary period applies to all Academic posts.