

JOB DESCRIPTION

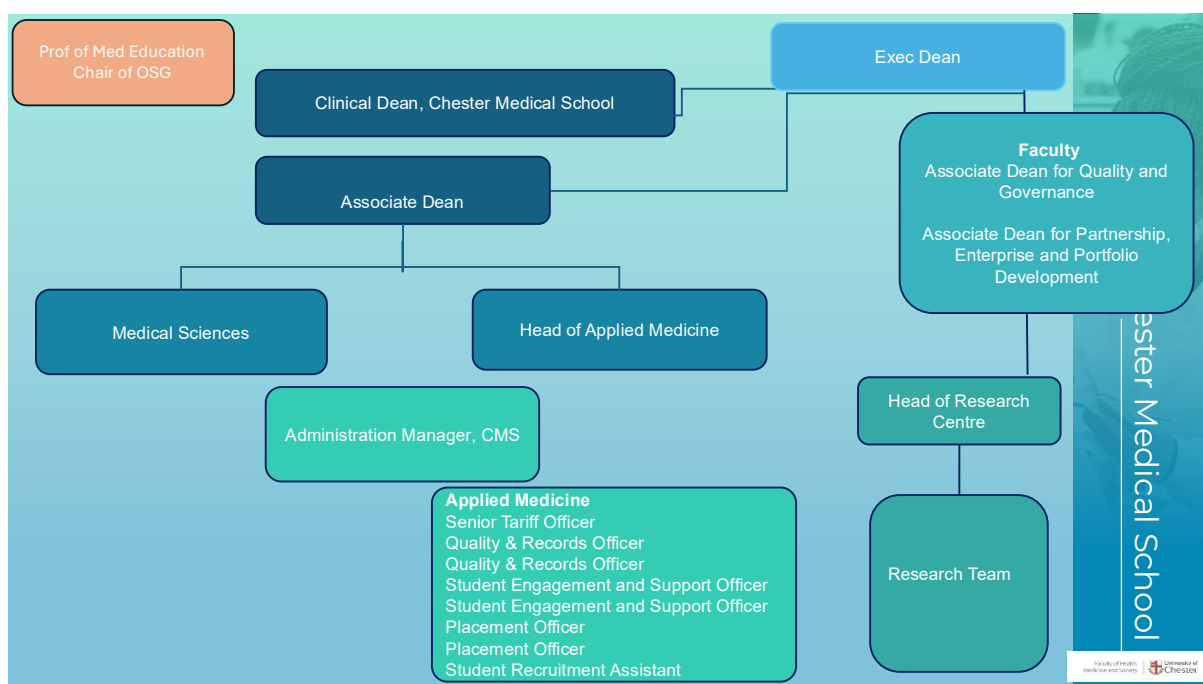
1. JOB TITLE: MBChB Theme Lead - Social & Population Health

2. ROLE CODE: TLCMS

3. HR REFERENCE: RA 0373-25

4. DEPARTMENT: Chester Medical School (CMS) – Applied Medicine

5. ORGANISATION CHART:



6. JOB PURPOSE:

This post reflects the substantial increase in teaching staff as the Medical School develops, and with the launch of the MBChB 4-year graduate entry medicine programme in September 2024. The post holder will be expected to make a major contribution to the academic excellence in the teaching and assessment of the Social & Population Health Theme in liaison with colleagues at Warwick Medical School and to contribute to the continuing development and improvement of the medical programme.

The post holder should have a broad-based track record of teaching social and population health on a medical or health programme, with demonstrable expertise in providing a contemporary high quality learning experience. The role involves the planning and delivery of lectures and small group tutorials, workshops, assessment, and producing supporting online resources, dependant on the post holder's experience and expertise.

The Social & Population Health (SocPop) Theme runs across all four years of the course. The General Medical Council, in its document *Outcomes for Graduates*, states that in addition to the biomedical and clinical aspects of medicine, doctors need to understand the social and population influences on health outcomes and patient experiences of health and illness. The Social and Population Perspectives theme introduces students to key concepts including:

- The social determinants of health and the patterns of health nationally and globally
- Promotion of health and the prevention of illness in the community
- Role of epidemiology to help understand patterns of disease, causes and prevention
- Evidence-based medicine
- The importance of incorporating patient perspectives and developing person-centred care.

MAIN RESPONSIBILITIES

- Lead and have primary responsibility for the development and delivery of the Social & Population Health (SocPop) Theme in the MBChB programme, working collaboratively with colleagues across Chester Medical School, the Faculty of Health, Medicine and Society and Warwick Medical School to promote and develop excellence in the provision of medical education.
- Ensure all learning outcomes are mapped against those of WMS and GMC guidance and appropriately and proportionally represented within the teaching and assessment of the curriculum.
- Liaise with other Academic Leads for Themes and Year 1 Blocks to ensure co-ordination and integration of curriculum delivery.
- Attend the Programme team/Committee and Year Management Group meetings as required.
- Provide learning materials and handbook material in a timely manner.
- Provide high-quality assessment items for formative and summative assessments relating to the SocPop Theme.
- Take part in blueprinting, standard setting, item analysis, marking and review.
- Provide a supportive learning environment for students.
- Develop and implement teaching and learning initiatives.
- Maintain Theme information on 'Moodle'.
- Participate in course evaluation and take forward feedback on the Theme to improve the student learning experience.
- Make a contribution in taking forward the School, taking opportunities to raise the external profile of medical education at Chester Medical School.

7. BACKGROUND INFORMATION:

Chester Medical School 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, Medical Science, Biochemistry and Pharmacology, as well as a suite of postgraduate taught programmes leading to an MSc in subjects including Haematology, Infection & Immunity, Diabetes, Orthopaedics, and Oncology. We also deliver a highly successful 2-year MSc clinical programme for Physician Associates.

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 eventually to approximately 160-200 students a year, 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 students' learning through lectures, tutorials, seminars and workshop session delivery, in person and virtually as required.
- To produce high quality teaching and learning material to support and develop student learning at undergraduate level and at postgraduate levels.
- To write and publish research papers.
- To contribute to the writing of course validation documents.
- To contribute to the cross-Faculty development of curriculum and course materials.

8.2 Leadership and Working Collaboratively

- To liaise with the CMS teaching delivery team, MBChB programme team, external partners and service users involved with the delivery of the MBChB programme.
- To collaborate with academic colleagues on Theme developments and evaluation and reflect these in the delivery of teaching.
- To build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.

8.3 Liaison and Networking

- To be an active member of relevant departmental committees.
- To initiate and lead short term internal networks, for example, co-ordinating teams of staff from university/department and external examiners.
- Oversee development of the Theme through all four years of the course in liaison with Warwick Medical School and external colleagues, writing documentation, and participating in accreditation.
- To participate in & develop external networks, for example, build relationships for future activities.
- To lead or chair external networks as required as part of the role.
- To engage in external academic professional benchmarking (e.g., GMC quality approval).

8.4 Delivering a High-Quality Standard of Service

- To enhance the quality of medical education in the School.
- To seek ways of improving performance by reflecting on teaching design and delivery, obtaining and analysing peer observation feedback and student feedback, and modifying approaches to improve and maintain high quality learning and teaching.

8.5 Effective Decision Making

- To make independent decisions on the content of individual learning activities and marking for student assessment purposes, and to provide advice to colleagues on such matters.
- To make collaborative decisions with the programme team on the future development of the Theme within MBChB programme.

8.6 Planning and Organising Self and Others

- To work autonomously to plan and prioritise own work and support the work of other members of the team.
- As Theme lead, to co-ordinate yours and others' work to ensure the theme is delivered to the standards required and identify & respond to students' needs.

8.7 Innovation and Improvement (Effective Problem Solving)

- To actively contribute to the design, production and maintenance of innovative approaches that enhance medical education.
- Ensure appropriate use of facilities, equipment and resources.
- To deal with problems e.g. a students' academic progress and personal issues (e.g. responding to needs of students with learning difficulties through referral to the appropriate support departments within the University).
- To resolve problems regarding the delivery of teaching programmes, and to identify opportunities for the strategic development of these activities.

8.8 Analysis and Research

- To participate in course evaluation activities and utilise results to develop the learning and assessment process and the learning environment.
- To research teaching materials and to identify and utilise current best practice in the relevant subject area.
- To contribute to innovation, engagement and knowledge transfer.

8.9 Sensory and Physical Demands

- As expected for office or practical classroom role.

8.10 Work Environment

- Responsible for health and safety of self and students in own area of responsibility, reporting any such concerns to Programme Lead and/or line manager.

8.11 Pastoral Care and Welfare

- To act as staff mentor where appropriate.
- To deal with sensitive issues concerning students and provide support.
- To act as a Personal Academic Tutor (PAT).
- To take responsibility for dealing with referred issues for students within own programmes.

8.12 Team Development

- To provide guidance and support to staff through professional development processes where appropriate.

8.13 Teaching and Learning Support

- Plan, deliver, and evaluate the teaching and learning of students on the Theme.
- Support the Year, Programme and Assessment Leads by providing high-quality assessment items and marking relating to the Theme and taking part in blueprinting, standard setting, item analysis and review.
- Review and generate associated new course materials as required.
- Supervise students' SSC projects as appropriate.

8.14 Knowledge and Experience

- The role holder will have sufficient knowledge and expertise to work on day-to-day issues in their own area without direct or continuous reference to others.
- See person specification below for more details.

8.15 General

- To undertake any other duties commensurate with your 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 Theme Lead - Social & Population Health		Division: Chester Medical School
Criteria	Essential / Desirable	Method of identification
Qualifications: Good first degree in relevant subject related to medical education and /or Public Health Masters' level qualification Membership of appropriate professional body, or willingness to achieve within an agreed timescale Senior Fellowship of the HEA or PGCert in health professions education or AoME member (or willingness to achieve within 3 years).	Essential Essential Desirable Essential	Application Form Application Form Application Form Application Form
Proven Experience: Experience of teaching medical, public health or health professions' students Experience of student assessment Experience of creating course materials and resources Suitable expertise to supervise medical students' research projects.	Essential Essential Essential Desirable	Application Form/ Interview Application Form/ Interview Application Form/ Interview Application Form/ Interview
Delivering academic and service excellence: An ability to support students academically and pastorally.	Essential	Interview
Managing self and inspiring others: Highly self-motivated and enthusiastic Well organised with ability to work on own initiative The ability to work to set targets and support others in meeting team-based targets.	Essential Essential Essential	Interview Interview Interview

The ability to prioritise own work and use resources effectively.	Essential	Interview
Working together:		
Ability to work in a team and collaborate with colleagues	Essential	Interview
Helpful attitude and an ability to relate to and empathise with students and colleagues	Essential	Interview
Strong communication skills.	Essential	Interview
Organisational and stakeholder awareness:		
A sound knowledge of national and international landscape and trends in relation to population health and demographics and the impact of socio-cultural factors on health.	Essential	Application form/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).

INTERNAL ONLY

UNIVERSITY OF CHESTER TERMS & CONDITIONS OF EMPLOYMENT

FACULTY OF HEALTH, MEDICINE & SOCIETY CHESTER MEDICAL SCHOOL

MBChB THEME LEAD – SOCIAL & POPULATION HEALTH PERMANENT CONTRACT (0.2FTE)

SALARY SCALE

TSR6, points 44 - 46, £58,225 - £61,759 per annum pro rata, inclusive of a market supplement, payable monthly in arrears.

HOLIDAY ENTITLEMENT

In addition to statutory Bank/Public Holidays and Christmas Closure days, staff are entitled to 35 days annual leave per annum pro rata. 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.

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.

DISCLOSURE & BARRING SERVICE CHECKS

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

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.