

Job Description

Job Title	MBChB Assessment Lead
Department	Faculty of Health, Medicine and Society
HRMS Ref No.	RA 0652-26
Role Code	ALCMS
Grade	TSR6
Base location	Chester
Reports to	Dean – Chester Medical School
Date created	February 2026

Job purpose

The Chester Medical School (CMS) MBChB curriculum is a 4-year graduate entry medicine programme. This post reflects the substantial increase in teaching and research staff as the Medical School develops. The MBChB Assessment Lead will oversee the planning, resourcing, delivery, and evaluation of all assessments of student performance in the MBChB programme. This includes direct responsibility for assessments on the University campus and the oversight and coordination of work based and professionalism assessments in our partner local education providers. The Lead will be responsible for ensuring the curriculum gives sufficient opportunities for students to be assessed against the learning outcomes and competencies required by the General Medical Council (GMC) as set out in “Outcomes for Graduates” and supplementary guidance. The Lead will oversee the setting and marking of written, practical, and procedural clinical assessments, including OSCEs, work-based assessments and professionalism assessments, and overseeing the provision of feedback to students and responses to student feedback from faculty, and oversee other staff working on assessment.

Reporting to the Dean of the Medical School, the Assessment Lead will be a member of the MBChB Programme Team, working closely with the senior team in University of Chester and wider faculty and professional services staff in the School, Faculty and University. Warwick Medical School is the contingency Medical School for CMS and during the contingency period, and the Assessment Lead will work closely with their counterpart from Warwick Medical School.

Key duties and responsibilities

- Providing strategic oversight of assessment within the MBChB curriculum, including review and development of the curriculum as required and ensuring the delivery, content and assessment modalities meet the requirements set out by the GMC and the contingency partner and by internal quality assurance activities.
- Lead on the development, setting and delivery of assessments and feedback including written examinations, OSCEs, professionalism and workplace-based assessments, ensuring students receive timely feedback.
- Work with the EDID and Support Lead to identify and address fairness, equality and diversity, disability and reasonable adjustments relating to assessment.
- Lead on the training of academic, clinical and staff from clinical partners on standard setting, question writing, work-based assessment and OSCE examinations.
- Liaise with educators in other Schools and Faculties within the University and with those in clinical placement providers.
- Attend the relevant Committees, as laid out in the governance structure, analysing assessment data and preparing and presenting reports as necessary for Assessment Boards and Boards of Examiners.

- Liaise with external examiners and attend national meetings as required to ensure assessments at CMS reflect contemporary best practice.

General duties

- To uphold and comply with all University's policies and procedures, including those relating to:
 - Equality, diversity and inclusion
 - Health and safety
 - Data protection and IT security
 - Safeguarding
 - Sustainability
- To support the creation of a culture that is highly performance focused and built on a foundation of fairness, diversity, belonging and inclusivity.

Communicating Effectively

- To communicate with the school, faculty, university staff, placement providers and external examiners on developing, implementing and evaluating MBChB assessments.
- To communicate with Warwick Medical School on the assessment components of the curriculum to ensure curriculum alignment, that it meets CMS aspirations and those of the General Medical Council.
- To produce high quality guidance to support and develop faculty in providing best practice assessments.
- To contribute to the writing of curriculum and assessment documentation.
- To contribute to the cross-Faculty development of assessment items.
- To communicate effectively with all key staff who impact upon the effective development and delivery of assessments, 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, learning and assessment in medical education.
- To communicate effectively with external stakeholders, including external examiners, and engage in appropriate networking opportunities.

Leadership and Working Collaboratively

- To exercise academic leadership for assessment within the MBChB programme with full accountability for planning and organising, co-ordinating the efforts of colleagues to deliver programme objectives.
- To support the senior team of CMS and other programme leaders in the department to manage the ongoing strategic development of the MBChB and related programmes.
- To supervise and line manage staff as required.

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 programme and departmental committees including blueprinting and emendation and standard setting.
- To initiate and lead short term task and finish groups e.g., for written, practical, work-based and professionalism assessment.
- To participate in, develop and establish external networks 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 clinical assessment is current and relevant.
- 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 in the subject area 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.

Delivering a High-Quality Standard of Service

- To enhance the quality of the MBChB assessment, including on clinical placements.
- To act upon student, staff, placement users and stakeholders, and external examiner feedback to maintain high quality in learning, teaching and assessment.
- To contribute towards developing ideas for generating income and promoting medical assessments.
- To contribute to setting overall quality assurance and learning and teaching standards within the area of responsibility, working closely with the CMS senior team.
- The role requires a high level of service quality awareness for external and internal customer needs.

Effective Decision Making

- To make independent decisions on operational matters such as co-ordination of external assessors, 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.

Planning and Organising Self and Others

- To be responsible and accountable for planning and organising assessments for the MBChB programme in consultation with the senior team.
- To assist the senior team of CMS in managing staff and contributing to the planning and organising of the School.
- To collaborate in the development of strategic plans for the future direction of Department and Faculty.
- To take lead responsibility for new projects/ initiatives relating to medical assessments within the School/ Faculty when required, initiating team roles and objectives as appropriate.
- To undertake leadership in the School for delivery in areas such as organisation of staff development activities around assessment, students with specific learning needs, use of technology to support learning, or curriculum or student development roles.
- To make significant and sustained contributions to the management of the subject area, including planning and resource allocation, staff training needs, policy development and improvement of procedures.
- To contribute to cross-Faculty programme organisation, contributing to strategic decisions as required.
- To be responsible for the co-ordination of administrative duties in relation to assessment activities such as timetabling, examinations, reasonable adjustments, assessment of progress & monitoring of student attendance.

Innovation and Improvement (Effective Problem Solving)

- To be responsible for identifying problems and resolving them, e.g., identifying and resolving areas of ineffective working.
- To identify the need for new modules, suites of modules and programmes as appropriate.
- To design or delegate responsibility for designing new programmes as appropriate.
- To develop suites of new modules and contribute to overall programme design.

- To resolve problems regarding the delivery of teaching programmes, and to identify opportunities for the strategic development of these activities.
- To identify areas of need and obtain external funding for learning and teaching or research developments, leading the resulting research team where appropriate.

Analysis and Research

- To have an active involvement in research, in line with the department's research strategy, including presenting at conferences, publication in journals, etc, at least once per year.
- To conduct subject specific research and scholarship as appropriate and implementing results to develop the learning and assessment process and the learning environment.
- Actively investigating funding opportunities within relevant area if research, as appropriate, including submitting external research grant applications to obtain support. Leadership of the resulting research may be required.
- To contribute to innovation, engagement and knowledge transfer.

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.

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 and health and safety procedures for staff/student engagement in the university and clinical setting.

Pastoral Care and Welfare

- To deal with sensitive issues concerning students and provide support.
- To take responsibility for dealing with referred issues for students on the MBChB programme.
- To offer support and guidance to staff as required within the School.
- To refer more complex personal matters affecting staff/ students to the Dean of CMS or delegate as appropriate in line with University procedures.
- To act as staff mentor where appropriate.

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 of CMS in undertaking team development, including induction of all new staff, identification of development needs through development and performance development review (staff development interviews) and undertaking action to meet these development needs. Monitoring of staff performance through internal mechanisms – student liaison meetings to inform development.

Teaching and Learning Support

- Pioneer and promote the introduction of new assessment experiences and environments as appropriate.
- To ensure that matters relating to the MBChB assessment 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 towards undertaking regular review and appraisal of the MBChB programme and strategic planning of the subject provision.
- To be responsible for ensuring the preparation of new programmes and curriculum development within the subject are in line with university standards.

- To be responsible for long term development of the assessment provision and the introduction of innovative and new modes of delivery, such as programmatic assessment.
- To design inductions and feedback on assessment for medical students, adapting delivery to suit learners' needs.
- To design and deliver one off lectures or workshops as required, providing feedback on performance.
- To oversee the development and design of assessments throughout the MBChB programme including content and materials, ensuring compliance with the quality standards and regulations of the University and department.
- Responsible for the quality auditing of assessment performance.
- To contribute to overall curriculum development and course design in specific area of curriculum.

Knowledge and Experience

Qualifications

- A first degree in a relevant subject (medicine, health care profession or other relevant degree).
- A Postgraduate Degree in Healthcare or related sciences.
- Postgraduate Certificate in Learning & Teaching in Higher Education or Fellowship of the Higher Education Academy (or willingness to achieve).
- The suitable appointee without such academic qualifications will agree a plan to achieve these with the support of the University.
- Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar in the field of medicine assessments.

Experience

- Previous experience of developing and managing assessments in a medical or similar programme in higher education or in healthcare settings.
- Proven and sustained track record of contribution to the development of policy/practice in assessment, including providing support for learners.

Skills and Attributes

- An ability to keep abreast of, and lead developments in medical education and practice, demonstrated through e.g., attendance at conferences, GMC and Medical Schools' Council education 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 high-quality university and clinical assessments of student performance – to include support of clinical educators 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.

General duties

- 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

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The person specification details the qualifications, skills, experience or other attributes needed to perform the job.

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

Desirable criteria are those that would be useful for the candidate to possess and will be considered when more than one applicant meets the essential requirements.

Methods of assessment:

A = Application Form, I = Interview/Assessment Tests, P = Pre-Employment Checks

Selection Criteria	Essential (E) or Desirable (D)	Assessed via
QUALIFICATIONS		
A first degree in a relevant subject (medicine, health care profession or other relevant degree)	E	A/I/P
A postgraduate degree in health, education or related sciences	E	A/I/P
Membership of appropriate academic and professional networks	D	A/I/P
PGCert in Higher Education or Fellowship of the HEA (and/or willingness to achieve senior Fellowship within 3 years).	E	A/I/P
PhD in relevant subject (or willingness to achieve within agreed timescales).	D	A/I/P
KNOWLEDGE AND EXPERIENCE		
Previous experience in the design, development, delivery, and evaluation of medicine assessments.	E	A/I
Experience of standard setting in medical education.	E	A/I
Previous teaching experience in higher education and/or medical/health professions' education and training.	E	A/I
Proven and sustained track record of contribution to the development of policy/practice in medicine teaching, learning and assessment, including providing support for learners.	E	A/I
Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar.	E	A/I
An ability to keep abreast of, and lead developments in teaching and scholarship relevant to medicine assessments demonstrated through e.g., attendance at conferences, external contacts and, where appropriate, publication of research.	E	I
Team leadership experience in an academic environment.	E	I
Experience of working with a contingency Medical School.	D	A/I
DELIVERING ACADEMIC AND SERVICE EXCELLENCE		
An ability to support students both academically and pastorally.	E	I
MANAGING SELF AND INSPIRING OTHERS		
An ability to lead and work as part of a team	E	I
Organisational and administrative skills	E	I
IT skills	E	I
WORKING TOGETHER		
Ability to work effectively as part of a team, and support students and academic staff	E	I
ORGANISATIONAL AND STAKEHOLDER AWARENESS		
A working knowledge of the regional healthcare environment and of the national medical student regulatory processes	D	I

UNIVERSITY OF CHESTER

TERMS & CONDITIONS OF EMPLOYMENT

FACULTY OF HEALTH, MEDICINE & SOCIETY

CHESTER MEDICAL SCHOOL – APPLIED MEDICINE

MBChB ASSESSMENT LEAD (1.0FTE) – PERMANENT CONTRACT

BASE: CHESTER

SALARY SCALE

TSR6, points 44 – 46, £58,225 - £61,759 per annum, payable monthly in arrears.

HOLIDAY ENTITLEMENT

In addition to applicable statutory Bank/Public Holidays and Christmas Closure days, staff are entitled to 35 days annual leave. 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 undergo a DBS check before an appointment can be made.

ESSENTIAL CERTIFICATES

Short-listed candidates will be asked to evidence proof of their UK right to work, and qualifications 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.

PROBATIONARY PERIOD

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

SECONDMENT TERMS & CONDITIONS

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

MBChB ASSESSMENT LEAD (1.0FTE) 1 YEAR FIXED TERM AGREEMENT INITIALLY

PARTIES TO & CONDITIONS OF THE AGREEMENT

Secondment agreements will be made between the University of Chester and the relevant NHS Foundation Trust. This agreement will initially be for 12 months and will be reviewed not less than three months before the end of the initial period.

For NHS-employed appointees, the appointment will be administered by way of adjustment to existing job plans; appointees will therefore continue to be paid directly by their Trust, with the programmed activities associated with this role recharged to the University.

The University is only able to accept recharge for basic PA salary costs. Other elements of NHS pay, such as Clinical Excellence Awards, Additional Programmed Activities and On Call (or equivalents) remain the responsibility of the Trust. Should applicants be in any doubt about how such payments would be affected by appointment to this role, they should clarify this with the Trust prior to application.

The University intends appointments of NHS staff to be handled in accordance with the Joint Framework for Managing Consultant Clinical Academic Staff. NHS applicants will be required to secure the agreement of their NHS managers prior to application (evidence of this to be included with the application) and demonstrate how they will incorporate the role within their job plan.

HOLIDAYS & ABSENCE

The postholder, will continue to be employed by the relevant NHS Trust. To this end, requests for holidays, paid/unpaid leave, including maternity, adoption and time off for dependents, must be agreed between the postholder and their employer and notified to the University of Chester where any portion of leave incurred by the postholder, is allocated to spend with the University. Where an absence occurs within the period the postholder is allotted to spend with the University, the postholder must notify their NHS Trust employer in the first instance and subsequently the University of Chester.

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 evidence proof of their UK right to work, and qualifications as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by Human Resources.

PENSION SCHEME

The postholder shall retain their terms and conditions of employment with their employer and as such shall not be entitled to join pension schemes administered by the University of Chester.

EQUAL OPPORTUNITIES

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

DEVELOPMENT OPPORTUNITIES

The University seeks to provide relevant development opportunities to secondees when and where appropriate and is prepared to discuss initiatives with individuals on the basis that these are identified for the educational aspect of the post. Such resources are at the discretion of the Dean of Faculty, for example, a University approved teaching qualification.

PROBATIONARY PERIOD

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