

JOB DESCRIPTION

Job Title: Lecturer (Teaching) / Senior Lecturer (Teaching) Transitions in Medical Education	Band AC2 (Lecturer): £38,784 to £43,482 per annum <i>Opportunity to progress to £47,389 subject to performance and the university reward scheme</i> Band AC3 (Senior Lecturer): £44,746 to £56,535 per annum <i>Opportunity to progress to £61,759 subject to performance and the university reward scheme</i>
School: Three Counties Medical School	
Department: MBChB (Bachelor of Medicine and Bachelor of Science) and PA Courses	
Reporting directly to: Head of Department	
Other Contacts Internal: MBChB Phase leads and the year leads for years 3 and 4, MBChB Course Lead and the PA course Lead, Admissions Leads, MBChB Assessment Team (including assessment officer, data manager and Quality Lead), MBChB and Physician Associate MSc. Programme Faculty, Dean, and professional services colleagues within the School, Registry, Director for Research and Knowledge Exchange; Strategic Director of Practice Learning and Interprofessional Education in the Health Professions; academic colleagues in the College of Health, Life and Environmental Sciences, Careers service. External: GMC, Regional Postgraduate Medical Education team ('Deanery') including Head of Foundation school, NHS Clinical Placement Leads, Primary Care Education Leads and GP / Trust-based Placement Partners. NHS Trusts; Partner institutions; Other HEIs; Student Placement Providers; Contingent Partner.	
Main Duties*: Teaching & Student Support 1. Design and deliver structured support and learning to facilitate healthcare students moving through critical milestones in their educational journey—most notably adapting to clinical work-based placements, preparing for and successfully registering with the GMC, and ultimately practising as a healthcare professional, including transition to foundation training for medical students. 2. Design and deliver curriculum content that bridges theory and clinical practice, ensuring students are prepared for the increased independence and responsibility of senior clinical placements. 3. Provide academic support to students, including assessment preparation and remediation sessions throughout the curriculum working with assessment / element / and module leads. 4. Act as a University Academic Tutor (UAT) providing pastoral as well as academic support to students, including careers advice as required. Assessment and Fitness to Practise 5. Develop and quality assure appropriate assessment materials including OSCE stations in collaboration with the PA / MBChB Assessment and Phase Leads.	

6. Support the students' understanding and achievement of GMC Outcomes for Graduates and Good Medical Practice, including providing opportunities to reflect on developing professionalism and coordinating, with others, including the School's FTP Lead, opportunities for remediation when attitudes and behaviours fall short of that expected under the University and the GMC's Fitness to Practise requirements.
7. This includes developing and implementing a process for dealing with students' professionalism issues that do not require a full Fitness to Practise procedure.
8. Alongside the Lead for Student Support and Guidance facilitate students' registration with the GMC ensuring appropriate transfer of information as appropriate.
9. In collaboration with Phase and year leads, prepare medical students to apply to UK Foundation Training and facilitate transfer of information, as appropriate.

Engagement With Clinical Partners

10. Working with module leads, evaluate and enhance formative workplace-based assessments and student portfolios and assist in training clinical educators in the use of formative assessment and effective feedback.
11. In association with Year and Phase Leads deliver workshops across local NHS Trusts, GP practices, and community partners to ensure understanding of the GMC requirements for registration.

Scholarly Activity

12. Engage in scholarship relevant to medical education contributing to School-wide curriculum innovation.
13. Maintain personal and professional development to meet the pertinent staff development and in house training activities as required by the role.

Inclusion and equality of opportunity

14. Take steps to ensure and enhance personal health, safety and well-being and that of other staff and students.
15. Maintain personal and professional development to meet the changing demands of the job; participate in appropriate training activities and encourage and support staff in their development and training.
16. Take steps to ensure and enhance personal health, safety, and well-being and that of other staff and students.
17. Carry out these duties in a manner that promotes equality of opportunity and supports diversity and inclusion, that supports the University's duty to secure and promote freedom of speech within the law and takes into account the University's commitment to environmentally sustainable ways of working.

*The above does not represent an exhaustive list of duties associated with this role.