

Role Descriptor

MBBS Academic Lead for Surgical Specialities

Post Title	MBBS Academic Lead for Surgical Specialities
Suitable For	Clinician or clinical academic (Consultant Surgeon)
Reporting to	MBBS P year academic lead
Accountable to	MBBS Senior Leadership Team ¹ , Head of Centre for Clinical Education, and ultimately to the Director of the Institute of Medical and Biomedical Education
Status	80h ² in the teaching diary (or 0.5 PAs)

Role Description

Academic Lead for Surgical Specialities is a role responsible for leading the communications with and development of our local surgical teaching sites, and supporting this aspect of development of the MBBS Curriculum in line with [Outcomes for graduates - GMC \(gmc-uk.org\)](#) . For the surgical specialties component, students rotate through placement opportunities in ear, nose and throat (ENT), ophthalmology, plastic surgery, orthopaedics, trauma and vascular surgery during a 5 week placement block in the Penultimate year of the programme. There are 8 cohorts rotating through over the academic year which runs over almost 12 months starting at the end of June each year. Each pair of placement blocks is preceded by a introductory week including topics teaching in each of these areas. Partner providers currently include St George's University Hospitals NHS Foundation Trust, Moorfields at St Georges NHS Trust, South West London Elective Orthopaedic Centre, Kingston NHS Trust, and Epsom & St Helier NHS Trust. During the placement block there can be tutorials (which may be virtual on-line teaching) to discuss clinical cases and develop knowledge of surgical conditions, their investigation and management which can be delivered centrally to all students on the block, or at partner providers in smaller groups as appropriate. The appointee need not necessarily also be the subspeciality placement lead/clinical supervisor at the partner trust (a role expected to be covered within NHS tariff funded time), though also having direct insight/input into part of the placement experience would be an advantage.

The post holder will need to establish and maintain effective links of communication with our local providers of surgical teaching to ensure that excellence in delivery, and equitable experience is achieved at all sites.

The University and GMC require effective provision of high-quality clinical education, experience and learning opportunities for undergraduate medical students, including adequate educational supervision of students, close and proactive collaboration between the medical school and placement providers, clear and robust educational governance at both organisations and fair and open allocation of educational resources. St George's recognises the essential contributions made by our clinical placement partners in providing clinical education and support which enables our students to develop into competent, safe and patient-centred doctors.

Educational governance and commitment to quality is one of the domains in the HEE Quality Framework which calls for effective leadership to manage all aspects of clinical placement provision, including support for supervision roles (such as allocated time in job plans), learning infrastructure and learning resources,. The surgical specialities block requires bold and innovative leadership to deliver this.

The role holder will be encouraged to apply for an honorary contract with St. George's University which, amongst other benefits such as access to e-books and journals, offers access to a broad range of electronic resources including the SGUL VLE (Canvas) to complement students' learning, organisation and communication on placement, as well as the university library.

The post holder will have input into curriculum design and review including considerations related to the online-teaching framework, and developing strategy for a hybrid delivery in the longer term. A new curriculum management system has also recently been purchased to improve both staff and student experience.

The post holder needs to be consultant surgeon from St George's or a partner trust working in a surgical specialty relevant to this component with considerable experience of the delivery of undergraduate surgical teaching and knowledge of the SGUL curriculum. Consideration of expansion to independent providers may also need to be explored to meet capacity needs. Any expansion of provision would need to take student experience (including impact of increasing travel/changing locations) into account. The GMC have also recently produced new guidance for students and providers on [Undergraduate clinical placements - GMC \(gmc-uk.org\)](https://www.gmc-uk.org/undergraduate-clinical-placements), which has been widely shared, but requires some culture change and a shared strategic vision between St George's University and partner NHS providers to embed in practice. Liaison is expected to be achievable remotely without the need for site visits, other than where an in person Quality Visit is anyway scheduled for a given site (2-3 in an academic year).

The MBBS Programme at St George's currently admits approximately 280 students annually. This includes typically 184 MBBS5 students (5 years, largely school leaver stream, including 19 of whom are international, but also including up to 30% graduates) and 70 MBBS4 students (graduate entry 4-year course). The bulk of the content in the clinical science years (MBBS 5 years 1-2 and MBBS4 Year 1) is on basic clinical sciences, though all also include some early clinical experience, including clinical and communication skills training in preparation for students then merging for the remaining 3 clinical practice years of the curriculum (T-F), when they are also joined by ~25 students who have completed the Biomedical Sciences BSc and enter at T year. Further information about our curriculum and approach to learning and teaching is available in our [curriculum brochure on the website](#)

Appointment

The post holder will be based in The Institute of Medical and Biomedical Education (IMBE) or encouraged to apply for joint affiliation. The role is supported by an experienced administrative and academic team, and other post holders contributing to the MBBS course as required.

The appointment will be for three years in the first instance, renewable typically once. In the first year of appointment there is an opportunity to be mentored by previous post-holder(s) and the Academic lead for Surgery (T, P and F), with support from the MBBS leadership team. The appointee will also be supported to achieve any education related training needs.

The Institute of Medical & Biomedical Education

There are five Centres in the Institute, the largest of which are those for Biomedical Education and for Clinical Education. The former encompasses our courses in biomedical sciences, healthcare sciences and pharmacology/pharmacy, whilst the latter includes the medical and physician associate programmes. Others are the Centre for Postgraduate Education, headed by the Head of the Graduate School, Centre for International Education and a Centre for Innovation and Development in Education.

Centre for Clinical Education

This Centre houses those academics whose educational activities are predominantly for the MBBS, both four and five year streams and the Physician Associate programme. This includes all the relevant specialities, general practice, mental health, communication and clinical skills. These groups are supported by a team of professional services staff led by the Head of MBBS Administration. The Centre Head is responsible for strategic leadership of the Centre and management of these groupings, working closely with the MBBS and PA programme directors

Indicative and Specific Responsibilities:

To assure quality of clinical teaching and placement provision, supported by the local undergraduate education team, the clinical placement lead will:

- Oversee the organisation and delivery of the placement block, ensuring there is adequate capacity for learning for students to meet the clinical practice outcomes through their involvement in patient care
- Maintain appropriate contact with the undergraduate education team overseeing administrative arrangements for the placement, both within SGUL (P year administrator), and partner provider education administratorst
- Ensure students have a named educational supervisor to support their learning and encourage involvement of students in patient care under supervision
- Work with local clinical teams, including allied health professionals, to provide a welcoming environment for students, encourage members of the clinical team to act as role models for students and recognise them as future colleagues

- Oversee and support administrative teams to ensure delivery of standard timetables outlining usual start / finish time each day, expected location, mode and type of teaching sessions and arrangements for out-of-hours sessions are provided to students at least 6 weeks prior to the start of the placement
- Ensure staff responsible for timetables regularly update students of any changes
- Oversee arrangements for rescheduling all timetabled teaching that has been cancelled within the placement block
- Support placement teams to ensure students are welcomed with any necessary induction on the first day of the placement, and are aware of the means of communication, scope, frequency and location of meetings
- Have detailed knowledge of learning outcomes (Clinical Practice Outcomes) students are expected to achieve on placement and guide them to appropriate clinical opportunities to help them achieve those
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- Be familiar with the type and number of workplace-based assessments (in clinical practice, knowledge and skills) students must complete during placement as outlined in the relevant Becoming a Doctor handbook and Clinical Practice Outcomes for that placement
- Be responsible for end-of-placement sign-off arrangements, and work with the administrative teams to ensure students are informed of these in a timely manner
- Ensure students are invited to multidisciplinary team meetings and other ward/department-based teaching available to students (including where applicable mandatory teaching delivered as part of the core curriculum)
- Raise concerns as appropriate with the university regarding, e.g. lack of progress in learning outcomes, attendance, or professional behaviour of individual students to enable timely support
- Review regular end-of-placement student feedback provided by the university and address any concerns arising, as appropriate, including formulating a plan for dealing with identified patterns of concerns relating to the learning environment and impacting student experience.
- Maintain their teaching skills and demonstrate their professional development as an educator as part of the local appraisal process. This should include training in medical education and assessment as appropriate, for example the SGUL Post Graduate Certificate in Medical Education or similar. Placement leads would also be encouraged to attend the annual SGUL Clinical Teaching Day designed to support clinical teachers in educating SGUL students on placements
- Contribute to summative assessment. The university can provide training to support placement leads in writing questions for year specific knowledge tests, and/or examining in year-end clinical competency assessments.

Attributes and skills desirable for this role:

- Clinician or clinical academic (Consultant) in any surgical specialty
- Considerable experience of the delivery of undergraduate surgical teaching
- Knowledge of the SGUL curriculum
- Experience of undergraduate education, and willingness to further develop teaching and educational skills as needed to meet the demands of the role
- An enthusiasm to be involved in curricular change and development
- Proven leadership skills
- Teamworking, networking and delegation skills

- Excellent verbal and written communication skills

Key relationships:

- SGUL Lead for Surgery
- Local Undergraduate Education team (Clinical Teaching Administrators) and subdean(s)
- SGUL MBBS Course Director and Deputy
- SGUL MBBS Quality Assurance Lead
- SGUL MBBS Director of MBBS Development
- SGUL Assessment leads for P and F Year (YSKT Lead and RE for OSCE)
- SGUL MBBS Administrative team
- SGUL Exams Team

Person Specification

Criteria	Description	Essential/ Desirable	How it is to be tested
Qualifications	Consultant in relevant surgical speciality	E	PQ/AF
	Postgraduate Educational Qualification or equivalent (e.g. Fellow HEA)	D	PQ/AF
	Professional qualification eg MRCS	E	PQ/AF
Experience	Experience of leadership of a team, team building, track record of collaborative working	E	SS, INT
	Experience of development, management and quality assurance of surgical teaching at undergraduate level	D	SS, INT
Knowledge/ Skills	Knowledge of the MBBS curriculum at SGUL and the assessment strategy	E	SS, INT
	Excellent communication and interpersonal skills	E	SS, INT
	Evidence of academic scholarship and a scholarly approach to education.	D	SS, INT
	Competent use of Microsoft Office tools, specifically Excel and Word and software skills required for a blended course delivery.	E	ST
Personal Attributes	Flexible	E	INT
	Empathetic	E	INT

	The ability to work within complex and ambiguous organisational relationships	E	INT
	An interest in medical education and the application of innovations in medical education to practise	E	INT
	Committed to embedding practices which embrace diversity and promote equality of opportunity and developing learning and teaching in line with SGUL Inclusive Education Framework	E	SS, INT
	Committed to Continuing Professional Development (CPD) as a medical educator	E	INT

Key:

PQ=Prerequisite Qualification, AF=Application Form, CV=Curriculum Vitae, SS=Selection/Supporting Statements, ST=Selection Test/Presentation, INT=Interview

Date 10/02/2023

About us

Welcome to St George's, University of London, the UK's only university dedicated to medical and health sciences education, training and research. Our distinctiveness is based on our exclusive focus on health sciences and medicine and we strive to bring an innovative and collaborative approach to all we do. We have more than 250 years of excellence and innovation in research and education resulting in ground breaking advances in medicine and healthcare. Our alumni include Edward Jenner, John Hunter, Muriel Powell and Patrick Steptoe.

Our three research institutes, Molecular and Clinical Sciences, Infection and Immunity and Population Health, focus on biomedical and scientific discovery, advancing the prevention and treatment of disease in the fields of population health, heart disease and infection - three of the greatest challenges to global health in the 21st century.

Our Institute of Medical and Biomedical Education is the focus of St George's undergraduate and postgraduate medical and biomedical programmes. It includes academic staff from diverse disciplinary backgrounds and identities who are engaged in teaching and research, and several specialist educational and operational professional services and technical staff who support education and the student experience.

The Faculty of Health, Social Care and Education teaches courses including nursing, midwifery, radiography, paramedic science, physiotherapy and social work [in partnership with Kingston University].

Values define what makes St George's a distinctive community, guiding our behaviours and shaping our culture. In all our interactions, we believe in acting with integrity. We have four core values:

- Commitment - Working effectively and with dedication to perform to the highest standards. Being responsible and accountable for our choices and decisions.
- Openness - Listening, treating each other fairly and honestly. Learning from experience and reflecting on our choices and decisions.
- Respect - Shaping an inclusive environment in which diversity is valued. Communicating openly and transparently.
- Engagement - Participating in life at St George's and, through education and research, empowering our people to contribute to, influence and improve society and communities. Influencing effectively across the sectors in which we operate.

The diversity of the people within our community at St George's is one of our strengths. The university benefits hugely from the range of perspectives that come from the different backgrounds, opinions and beliefs of our staff and students and, in recognising that, we want to put our approach to diversity and inclusion firmly at our core.

More information about St George's, University of London can be found at www.sgul.ac.uk.

St George's currently offers a range of employee benefits including:

Salary: 0.5PA, 2 hours per week role including London Allowance (pro-rated for part-time staff).

Hours: 2 hours per week which can be done flexibly in various ways or part time/job share can also be considered. Staff are expected to work the hours necessary to meet the requirements of the role and this will be dependent on the service area.

Annual leave: 32 days per annum

Plus eight UK public holidays and three days when St George's is closed (usually between Christmas and New Year). Part time staff receive a pro rata entitlement.

Pension: Membership of competitive pension schemes with generous employer contribution and a range of extra benefits.

[Superannuation Arrangements of the University of London \(SAUL\)](#)

[Universities Superannuation Scheme \(USS\)](#)

[National Health Services Pension Scheme \(NHSPS\) \(existing members only\)](#)

Flexible working Flexible working, including part-time or reduced hours of work, opportunities to work from home for many posts, compressed hours and local flexibility in agreeing start and finish times of work are among the extra benefits offered by the University.

Travel St George's offers staff an interest free season ticket loan and participates in the [Cycle to Work Scheme](#).

Gift Aid If you would like to make a tax-free donation to a charity of your choice, this can be arranged through our Payroll.

Sports and Leisure Facilities Rob Lowe Sports Centre, situated on the St George's Healthcare NHS Trust site offers exercise facilities that can be utilised by St George's staff.

Within walking distance from the University is Tooting Leisure Centre. Facilities include a swimming pool, gym and various exercise classes. The Centre offers SGUL staff an all-inclusive corporate membership. For more information please contact [Tooting Leisure Centre](#).

Shops and facilities There are a number of shops and facilities situated on site including ATMs, student bar and shop, Pret a Manger, M&S Simply Food store, library and multi-faith room.

Informal enquiries

Informal enquiries may be made via email to: Prof Philippa Tostevin ptostevi@sgul.ac.uk

Making an application

All applicants are encouraged to apply online at <http://jobs.sgul.ac.uk> as our system is user friendly and the online application form is simple to complete. Please note that CVs only will not be accepted.

For any accessibility issues please contact hrhelp@sgul.ac.uk

Closing date: XXXX

Interview date will be xxxxx. As shortlisted candidates will be notified by email, it is imperative that you provide an email address that is accessed frequently.

Please quote reference **XXXX**

We are delighted that you are interested in working at St George's, University of London. You will be notified of the outcome of your application by email. We aim to respond to all candidates within 5 weeks of the closing date of the vacancy.