

**St George's, University of London
Institute of Medical and Biomedical Education**

MBBS Core Speciality Lead

ROLE DESCRIPTION

Post Title	MBBS Core Specialty Lead
Grade	Consultant, Associate Specialist or Speciality Doctor
Contract type	Honorary (up to 3 years initially, renewable), with associated funding
Suitable for	Clinician/Clinical academic at a partner secondary care provider
Responsible to	Relevant Academic Year Lead, Director of MBBS Development ¹ , MBBS Course Director
Accountable to	MBBS Senior Leadership Team ² , Head of Centre for Clinical Education, and ultimately to the Director of the Institute of Medical and Biomedical Education
Responsible for	Academic oversight of speciality specific content on the VLE, and liaison with leads at Partner NHS Providers to support student experience

The Core Specialities Lead role will be responsible for the academic oversight of the placement/speciality pages on the Virtual Learning Environment (Virtual Learning Environment, Canvas), representing the speciality and responding to queries from the curriculum development team, supporting the work of the MBBS Quality team and liaising with their counterparts at other NHS providers where required. These roles have been created for all Placements in the clinical practice years of MBBS in recognition of the need to improve student experience in the context of increasing dependence of learning in the virtual environment as a core component of the MBBS curriculum, pressure on placement leads in the NHS environment, and the need for additional staff resource to support delivery and timely resolution of any issues relating to equivalency of opportunity to meet outcomes including workplace based assessments during the placement block

The role holder, within their speciality, and with the support from the MBBS leadership team and Quality team, will facilitate communications with and development of the equivalent placement at local teaching sites, where appropriate liaise with undergraduate leads for medicine and surgery, and support development of the MBBS Curriculum in line with [Outcomes for graduates - GMC \(gmc-uk.org\)](https://www.gmc-uk.org/education/undergraduate/outcomes-for-graduates).

Additionally, for each of Medicine and Surgery, reflecting their broader remit, prominence in the curriculum, and existence of placements across all three clinical practice years, one of the relevant core speciality lead role holders will be eligible for a broader Undergraduate Medicine or Surgery Integration lead role (for which a separate role descriptor exists) when vacant.

The majority of students rotate through placements in each of the three clinical practice years (T-F) at 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 medical/surgical conditions, their investigation and management which can be delivered centrally to all students

on the block, or made available to partner providers in smaller groups as appropriate. Individual timetables will vary considerably between sites reflecting local service structures and staff availability. Together with increasing pressure on placement capacity, optimizing student experience needs careful liaison between sites and sharing of ideas and resources.

The postholder will engage with appropriate training including Canvas and Curriculum Management System training and use the relevant Virtual Learning Environment (VLE) tools in line with university and students expectations to make sure that the material for the block is current and accessible.

The post holder will need to establish and maintain effective links of communication with the relevant placement leads at local providers of clinical teaching to support excellence in delivery, and equitable opportunities to meet learning outcomes at all sites.

Additional Information

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](#)

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.

The GMC have recently produced new guidance for students and providers on [Undergraduate clinical placements - GMC \(gmc-uk.org\)](#), 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 in exceptional circumstances where particularly serious issues arise, and the MBBS quality team think a specialty lead individual presence is required.

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 specialities block requires bold and innovative leadership to deliver this.

The role holder will need to be eligible for¹, and 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.

Appointment

The post holder needs to be consultant (or other doctor on a permanent contract, e.g. associate specialist, speciality doctor) from St George's or a main partner NHS secondary care provider working in the relevant speciality with considerable experience of the delivery of undergraduate teaching and knowledge of the SGUL curriculum within their area.

The appointee will usually also be, or have recent experience as the relevant subspeciality placement lead/clinical supervisor at an existing partner NHS secondary Care provider (a role expected to be covered within NHS tariff funded time), as having direct insight/input into delivery of the relevant placement experience would be an advantage.

The post holder will be based in their partner NHS Provider, but affiliated to the Institute of Medical and Biomedical Education (IMBE). 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.

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

¹ For teaching, contribution totalling an average of 4h/week to undergraduate education (or other university activities) over the year is the current requirement. This can include any time spent teaching students on placement, so with the additional minimum 0.5PA associated with this role, all appointees will meet the requirements.

Indicative and Specific Responsibilities:

Supported by the MBBS leadership and Quality teams, and the Academic Lead for learning on secondary placements, and additional to any responsibilities as a placement lead agreed with the NHS provider², Core specialty Leads will

- Be responsible for the content of placement specific pages on the VLE, including annual review and updating before each academic year, and any in year amendments as needed. This will be supported by the relevant Year administrator and MBBS Online learning support coordinator, but all role holders will themselves be expected to be able to edit the VLE directly, and be ultimately responsible for any academic content relating to the placement delivery.
- Be familiar with the Assessment requirements for their placement, and for the year (responsibility for these lies with the relevant assessment leads), to ensure a cohesive approach across learning, assessment and feedback for students.
- Maintain appropriate contact with the undergraduate education team overseeing administrative arrangements for the speciality at SGUL SGUL (P year administrator), and equivalent partner provider speciality leads equivalent placement leads.
- Serve as an academic conduit for information to support individual placement providers to 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
- 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
- Be a point of contact for placement leads at partner providers seeking clarification within that speciality on curriculum content, specialty specific placement delivery challenges, learning outcomes and of work-based assessments relating to that placement.
- Raise concerns as appropriate with the university regarding the quality of any individual placement and offer constructive support to the MBBS quality team in addressing these
- 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, being a GMC recognized trainer or similar.
- Contribute to summative assessment both directly, and by encouraging other placement leads at partner sites. 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.
- Medicine and Surgery Integration roles only: Be responsible for close liaison with individual core speciality leads, vertical integration across T to F years, and providing active support to the Quality team when required in relation to placement experience concerns.
- Engage with appropriate training including Canvas and Curriculum MS and use the relevant VLE tools in line with university and students' expectations to make sure that the material for the block is current and accessible.

² MBBS team have provided an indicated placement lead role descriptor to all our NHS secondary care providers, though implementation and appointment is handled by NHS Providers and their internal governance frameworks.

Key relationships:

The post-holder will work most closely with the equivalent placement leads at other partner NHS providers, and the relevant academic year team. Also for medical and surgical specialties with the Undergraduate Integration Lead role. Also at times with a range of colleagues, including (but not limited to):

- SGUL Relevant academic leads
- Local Undergraduate Education team (Clinical Teaching Administrators) and subdean(s)
- SGUL MBBS Course Director and Deputy
- SGUL MBBS Quality Assurance Lead & Quality Team
- SGUL MBBS Director of MBBS Development
- SGUL Assessment leads
- SGUL MBBS Administrative team
- SGUL Exams team

Attributes and skills desirable for this role:

- Current, or very recent experience as relevant placement lead at a partner NHS Provider
- Active Clinician in a substantive post who is (or would become eligible for) Senior Lecturer (or above), with capacity to accommodate this role
- Knowledge of medicine, and specifically the relevant specialist area to an appropriate level for the graduate of a UK medical school
- An enthusiasm to be more involved with the changing environment in higher education and clinical training
- Willingness to engage with the virtual learning environment, and to build relationships with equivalent placement leads at partner providers
- An awareness of the challenges faced by both students and NHS providers for undergraduate education and training of future health care professionals
- Familiarity with the St George's MBBS curriculum
- Teamworking, networking, delegation and project planning skills

Associated Funding (Cross charged to primary employer)

Core Specialty Leads	Associated Funding (WTE)
Medicine (T-F Integration)	0.1
Surgery (T-F integration)	0.1
T year Medicine	0.05
T year Surgery	0.05
P year Medicine	0.05
P year General Surgery	0.05
P year Geriatric medicine	0.05
P year O&G	0.05
P year Cardiology	0.05
P year Palliative Care	0.025
F year Emergency Medicine	0.05

P year Surgical Specialties	0.05
P year Paediatrics	0.05
Early Years Clinical Experience (M5Y1-2)	0.05
F year Advanced Clinical Practice	0.025
P year Neuroplus	0.05
P year Psychiatry	0.05
F year Critical Care & Anaesthetics	0.05
F year Medicine	0.05
F year Surgery	0.05