



St George's, University of London
Institute of Medical and Biomedical Education
MBBS5 Early Years Clinical Experience (EYCE) Lead

Ref:

JOB DESCRIPTION

Post Title	MBBS5 Early Years Clinical Experience (EYCE) Lead
Grade	GP/Consultant
Contract type	Permanent; 150h in the teaching diary or 0.1 FTE (1 PA)
Suitable for	Clinician/Clinical academic
Responsible to	Relevant Academic Year Leads
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
Responsible for	Delivery and quality assurance of EYCE

Role Description

The role of the MBBS5 Early Years Clinical Experience (EYCE) Lead is to academically lead, plan, operationalize and contribute to the quality assurance of content relating to the EYCE module in the clinical sciences years of MBBS. The role includes the responsibility for leading the introduction and simulation week. This will be achieved in consultation with, and with the support of the relevant Year Lead, teaching staff, the MBBS Curriculum development and the MBBS program administration team.

The Medicine Programme at St George's currently admits approximately 280 students annually. This includes typically 184 MBBS5 students (5 year, largely school leaver, and including 19 international students), 70 MBBS4 students (graduate only 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.

The clinical sciences years have a modular structure, starting with an introductory module on

¹ Comprising MBBS Course Director, Deputy Course Director, Director of Curriculum Development and Head of Assessment.

initial enrolment with MBBS, followed by 6 “Life” modules (listed below) covering the main areas of basic and clinical sciences, as well as some student selected components (SSCs). Each module also has an identified Anatomy lead, and for areas where content is covered across several modules, and needs horizontal integration across the year, as well as vertical integration between years, there are a small number of sub-theme leads (e.g. scientific basis of pharmacology). A separate 2 week Genomics Module was also introduced in 2021.

- Life Support (cardiovascular, respiratory and fluid balance)
- Life Maintenance (metabolism, hormones, gut, immune systems)
- Life Support (skin, musculoskeletal)
- Life Cycle (development over life from embryo to old age)
- Life Protection (infection, immunity, cancer)
- Life Control (central and peripheral nervous system and mind)

Teaching and learning methods throughout the clinical sciences years encompass a mixture of lectures, expert seminars, clinical and communication skills workshops, laboratory or dissection-based practicals, and small group facilitated case-based learning.

Early Years Clinical Experience (EYCE) Module

EYCE placements enable year 1 and 2 MBBS students to gain experience of the hospital clinical environment during the Basic Clinical Science years of the curriculum. The placements are delivered as 3 blocks of 2 weeks. Block 1 occurs in Term 3 of year 1, with blocks 2 and 3 in Terms 1 and 2 of year 2. Each student does placements in Medicine, Surgery, Radiology and Elderly Care on rotation, with experience provided in all 4 specialties over the 2 years. The majority of students are on placement at St Georges NHS Trust with a small number placed at Croydon University Hospital though an effective teaching partnership. The module is delivered through a blended learning approach including clinical ward and department-based experience, nursing shifts, tutorials and seminars, online learning resources and reflective and clinical assessments. The key aims of the placement are to gain experience of the clinical environment, develop an understanding of the roles of the MDT, speak to patients and develop professional behaviour, in preparation for the clinical training years T,P and F.

Introduction and Simulation week lead component of the role includes:

The Introduction and simulation week is held before the Year 1 block 1 placement. The Academic lead is required to coordinate this teaching week with oversight of the timetable development and delivery. The Academic lead is required to deliver the Introductory lecture and EYCE Assessment lectures and to liaise with the Clinical speciality leads to arrange their introductory lectures on the Monday and Friday. Review and updating of the online Self-Directed Learning resources is required. The role also involves liaison with the Clinical Skills team who deliver the Simulation sessions and responsibility for oversight of the patient journey simulation and clinical skills practice sessions, with support from Clinical Teaching Fellows.

Further information about our curriculum and approach to learning and teaching is available in our curriculum brochure [on the website](#)

Appointment

The appointee will be a clinician (Consultant, Associate Specialist, or GP) who has relevant academic expertise. The post holder will be based in The Institute of Medical and Biomedical Education (IMBE) or encouraged to apply for joint affiliation. This is an exciting opportunity for the successful candidate to develop their career, be involved in the implementation of a new curriculum management system, and make a key contribution to improving the quality of our student experience.

The appointment will be for three years in the first instance, renewable once. In the first year of appointment there is an opportunity to be mentored by the current post-holder, and the appointee will also be supported to achieve any education related training needs.

Indicative and Specific Responsibilities

1. Academic oversight and overall responsibility for the planning and timetabling of the placement(s), liaising closely with the course administrative team and ensuring a module narrative that is clear to students and academic staff. This includes:
 - Liaising with teachers on the module to align with the module aims
 - Approving a final weekly timetable each academic year prior to administrative confirmation
 - Leading module meetings (at least 1 planning meeting and 1 wash-up meeting in an academic year)
2. Responsibility for overseeing and maintaining the quality of the learning objectives for the module. This involves:
 - Engaging with the annual learning objective review process, including CBL learning objectives, advising colleagues on unnecessary duplication and house style
 - Approving the final learning objectives following lecturer review
3. Actively contribute to the assessment processes for the module, including maintaining curriculum-assessment alignment, attending Becoming a Doctor Assessment meetings, and standard setting meetings This includes:
 - Advising on the weighting and selection of LOBs for the assessment of module content for the overall module and speciality specific LOBs
 - Reviewing and updating the reflective assessment guidance and requirements. Review of marking rubrics and tutor marking guidance and feedback requirements. Oversight of the Reflective assessment process with moderation and review of assessments. Management and oversight of resubmission and remediation where required. Contribute to and attend standard setting meetings where relevant
 - Review and management of attendance and professional behaviour assessment for the Becoming a Doctor theme for clinical placements. In close liaison with clinical speciality leads, Year 1 and 2 academic leads and BD theme lead as required.
4. Oversight of the quality of the virtual learning environment (CANVAS) including:
 - Liaising with administrators and responding to feedback
 - Encouraging timely provision of content by clinical teachers and academics
5. Responsibility for reviewing and responding to evaluation of the module, including:

- Review of collated student feedback as part of quality assurance and improvement processes, including institutional feedback surveys, student representatives' feedback, informal feedback from students and teachers
 - Discussion of feedback at module wash-up meetings and at end of year evaluation meeting with Year lead and other module convenors
 - Where appropriate, implementation of changes in response to feedback
6. Responsibility to keep abreast of developments in medical education both nationally and internationally relevant to their module and ensure
 - Best practice in medical education for their module
 - Awareness of curriculum guidelines for their content area (includes attending Clinical Science committee meetings)
 - Continued innovation in response to student and institutional feedback
 7. Oversee the organization and delivery of the placement block, ensuring adequate learning opportunities to meet the clinical practice outcomes, and encouraging student involvement in patient care.
 8. Maintain appropriate contact with the undergraduate education team overseeing administrative arrangements for the placement
 9. Work with local clinical teams, including allied health professionals, to provide a welcoming environment for students, recognizing them as future colleagues
 10. Obtains an honorary contract with St. George's which, amongst other benefits, offers access to the SGUL VLE (Canvas) to complement students' learning, organisation and communication on placement
 11. Ensures 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
 12. Ensures adequate numbers of patients learning opportunities to meet the clinical practice outcomes, available for the necessary experience and encourages student involvement in patient care.
 13. Ensures staff responsible for timetables regularly update students of any changes
 14. Ensures students have a named educational supervisor to support their learning and encourage involvement of students in patient care in a supervised fashion
 15. Oversees arrangements for rescheduling all timetabled teaching that has been cancelled within the placement block
 16. Has detailed knowledge of learning outcomes (Clinical Practice Outcomes) students are expected to achieve on placement and guides them to appropriate clinical opportunities to help them achieve those
 17. Understands the level of students on placement – early years
 18. Is 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
 19. Ensures students are invited to multidisciplinary team meetings and other ward/department-based teaching available to students, including mandatory teaching on clinical investigation (e.g. tutorials, lectures or demonstrations)
 20. Raises 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

21. Reviews 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.
22. Maintains 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. Attends 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
23. Contribute to summative assessments: 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 who is, or suitable for Lecturer (or above) appointment.
- In a substantive post affiliated to an existing NHS Partner Provider (Primary or secondary care) accessed, or potentially accessible by Early Years Students (St George's, Croydon, Epsom and St Helier or Kingston, and surrounding GPs)
- An awareness of the St George's MBBS Clinical Sciences curriculum, and how this fits within the broader curriculum
- An enthusiasm to be involved in curricular change and development
- Willingness to engage with the virtual learning environment
- Experience of undergraduate education, and willingness to further develop teaching and educational skills as needed to meet the demands of the role
- Teamworking, networking, delegation and project-planning skills
- Ability to teach effectively in an engaging and inspiring manner
- Ability to develop teaching material
- Leadership potential in line with St George's values as outlined in the University Strategic plan

Key relationships:

- Clinical Placement leads contributing at partner sites
- Academic Leads for MBBS5 Year 1 and Year 2
- Director of MBBS Development
- MBBS Course Director
- Administrative team
- Chief and Responsible Examiners
- Exams Team
- Student representatives



Informal enquiries

Informal enquiries may be made via email to Dr Nicola Buxton (nbuxton@sgul.ac.uk) - the current postholder.

Making an application

Applications, in the form of a short CV (Maximum 4 pages) and one page covering letter outlining the candidate's interest in and suitability for the role as detailed above. This must include confirmation that the application has been agreed with the candidate's current line manager.

Applications should be submitted via email to mbscoursedirector@sgul.ac.uk by midnight on **15/10/2023**

Shortlisted candidate(s) will be invited to an informal interview prior to the final decision, arranged at a mutually convenient date and time.