School of Medicine

**Undergraduate Medicine**

**ScotGEM Clinical Interactions Course (CLIC) and OSCE Lead**

7 Sessions PW (Option for jobshare or split appointments)

Consultant or GP Associate Advisor Salary Scale

Level dependent on current level and experience

**For Informal Enquires contact:** Jon Dowell, ScotGEM Programme Director, Andrew O’Malley Year 1 & 2 Lead or Gordon McLeay, ScotGEM Year 3 & 4 Lead.

**Further Particulars**

**Job Title and Reporting**

**ScotGEM Clinical Interactions Course (CLIC) and OSCE Lead - 0.7 FTE total**

(Teaching and Scholarship post. Job-share applications welcome or split posts considered)

Associate Advisor (AA01-AA03) or Consultant Pay Scale

Day to Day reporting to: Jon Dowell, Programme Director (alternative arrangement may be made for split posts)

Reporting Line Manager: ScotGEM Programme Director (Prof Jon Dowell)

Staff Supervision: no staff supervision

Start Date: from 1/6/2021

Duration of employment: Permanent

**Background Information**

**ScotGEM**

Scottish Graduate Entry Medicine (ScotGEM) is a 4-year, graduate entry, undergraduate course delivered jointly by the Universities of St Andrews and Dundee, in collaboration with the University of the Highlands and Islands and NHS Scotland; leading to a jointly awarded MBChB. Whilst the partnership works together to deliver all four years of the programme, the University of St Andrews leads the first two years and the University of Dundee the final two years. The NHS Board partners are NHS Dumfries & Galloway, NHS Fife, NHS Highland and NHS Tayside. The programme has a particular focus on Generalist Medicine in remote and rural areas and the first cohort of students who matriculated in 2018-9 will reach their final year in 2021-22.

**The Clinical Interactions Course**

ScotGEM includes a comprehensive ‘Clinical Interactions Course (CLIC) that assimilates all communication, examination and procedural skills along with clinical reasoning from the outset.  This is supported by on online Skills Passport and other related materials.

Combining the Case Based Learning approach employed in the first two years and supported by a team of GP teachers with a high staff: student ratio, CLIC in offers a mix simulated learning in high quality clinical skills facilities (including excellent video capture options) with additional patient contact in a GP setting.  This enables controlled learning focused on each case of the week to be extended through meeting suitable ‘expert patients’ or participating in other forms of patient contact in general practice and hospital settings.  In year one all teaching is based in St Andrews and Fife.  In year two a dispersed delivery model is required as students rotate around Fife, Dumfries and Inverness, utilising staff and facilities in those areas. This programme is now broadly established but requires ongoing development and, currently, adjustment around COVID 19

The CLIC course develops between years 2 and 3 to include a period of transition to clinical studies with additional learning focused on recognising and immediate management of the acutely unwell patient (especially out of the hospital environment) as well as aspects of safety in the GP and hospital clinical setting (such as operating theatre etiquette course).

Year 3 of ScotGEM involves a unique ten-month GP based Longitudinal Integrated Clerkship in which students are largely based in primary care conducting their own, supervised, consultations and following selected patients through into secondary care.  Their CLIC related learning being fostered by the Skills passport and two formative OSCEs. Year four will be led from Dundee and uses a more traditional block rotation system to offer students immersive ward experience prior to graduation.  In both years 3 and 4 there are specific CLIC requirements such as ALS training as well as ward simulations and prescribing exercises to prepare students for the final clinical examinations (including the GMC Medical Licencing CPSA) and clinical practice.

**School of Medicine, University of Dundee**

The University of Dundee enjoys an international reputation for excellence that attracts top-class students and academics from across the world – with over 140 countries represented in the University community. Your role will be based at Ninewells Hospital and Medical School, one of Europe’s largest teaching hospitals where the School of Medicine provides outstanding opportunities in medical education and training supported by internationally renowned research facilities.

The School offers an exciting and challenging existing MBChB curriculum to which ScotGEM is being added. Working with students in a modern and supportive environment the school prepares them to work wherever they wish in tomorrow's NHS whilst also empowering those students with the aptitude and the opportunity to develop an academic career. The emphasis at the School is lifelong learning enabling graduates to maintain and enhance their knowledge and skills throughout their working lives. The School is also committed to the development of innovative assessment methodologies (both formative and summative) designed to assess complex skills such as team-based working in health care, clinical decision-making and professionalism. Dundee medical graduates have been repeatedly shown to consistently rate themselves amongst the best prepared newly qualified UK doctors in their first clinical posts and beyond.

The School is housed in excellent new learning and teaching facilities, which support our vision for the future by maintaining and developing our international reputation for excellence. These facilities include a dedicated teaching building; modern small group teaching facilities; the Gannochy Trust Lecture Theatre, which was designed to allow effective team based learning for all students together, and a digital simulation facility for the teaching and learning of clinical management Dundee was one of the first medical schools to develop the ‘Ward Simulation Exercise’ as a formative assessment tool that supports students preparing for their future role as FY1 doctors, as well as the world renowned Objective Structured Clinical Examination (OSCE).

The recently formed Institute for Healthcare Simulation (DIHS) builds on the University of Dundee’s worldwide reputation for simulation-based education, developed over twenty years of clinical and surgical skills training offered by the Clinical Skills and the Cuschieri Surgical Skills Centres. The DIHS benefits from a purpose built multi-professional clinical skills facility (with satellite sites in Perth Royal Infirmary and Stracathro Hospital in Brechin) along with its most recent addition, the Dow Clinical Simulation suite which is a £1M extension designed to recreate different health care workplace settings in order to enable health care professionals to develop transferable skills in safe simulated environments.

All of these educational initiatives that are applied to undergraduate and postgraduate disciplines alike have been developed by academics working in the Medical School and Centre for Medical Education, creating and impressive track record in educational research and leading publications. The strong links between the clinical teaching staff in the Medical School, the Centre for Medical Education and the NHS ensure that there continue to be numerous opportunities for sharing in the development of quality improvement teaching and assessment and also into pedagogical research in these areas.

**School of Medicine, University of St Andrews**

Founded in the early 15th century, St Andrews is Scotland’s first university and the third oldest in the English speaking world. Situated on the east coast of Scotland and framed by countryside, beaches and cliffs, the town of St Andrews was once the centre of the nation’s political and religious life.

Today it is known around the world as the ‘Home of Golf’ and a vibrant academic town with a distinctively cosmopolitan feel where students and university staff account for more than 40% of the local population. The University of St Andrews is a diverse and international community of over 11,000, comprising students and staff of over 120 nationalities. It has 8,800 students, just over 7,000 of them undergraduates, and employs approximately 2,540 staff - made up of c. 1,190 in the academic job families and c 1,350 in the non-academic job families.

St Andrews has approximately 50,000 living graduates, among them former Scottish First Minister Alex Salmond and the novelist Fay Weldon. In the last 90 years, the University has conferred around 1000 honorary degrees; notable recipients include Benjamin Franklin, Rudyard Kipling, Alexander Fleming, Iris Murdoch, James Black, Elizabeth Blackadder, Tim Berners-Lee and Hillary Clinton. The University is one of Europe’s most research intensive seats of learning. It is the top rated university in Scotland for teaching quality and student satisfaction. In the Research Excellence Framework (REF) 2014 the University was ranked top in Scotland for quality of research output and one of the UK’s top 20 research universities.

St Andrews is consistently held to be one of the United Kingdom’s top ten universities in university league tables compiled by The Times and The Sunday Times, The Guardian and The Complete University Guide. The University has eight times been named the top multi-faculty university in the UK in the National Student Survey – a direct reflection of the quality of teaching, assessment and facilities. In international and world rankings St Andrews scores highly for teaching quality, research, international outlook and citations. It is established as a World Top 100 institution in annual rankings produced by QS and Times Higher Education.

Its international reputation for delivering high quality teaching and research and student satisfaction make it one of the most sought after destinations for prospective students from the UK, Europe and overseas. In 2015 the University received on average 12 applications per place. St Andrews has highly challenging academic entry requirements to attract only the most academically potent students in the Arts, Sciences, Medicine and Divinity. The University is closely integrated with the town. The Main Library, many academic Schools and Service Units are located centrally, while the growth in research-active sciences and medicine has been accommodated at the North Haugh on the western edge of St Andrews.

As the University enters its seventh century, it is delivering a varied programme of strategic investments including the refurbishment of its Main Library and a major investment in its collections, the opening of a research library, the development of a major arts centre and a Music Centre, the refurbishment of the Students’ Union, the provision of 900 additional students beds, the relocation of professional services to purpose built accommodation and the development of a wind-farm and green energy centre to offset energy costs.

**Roles and Responsibilities**

This post is advertised with a view to a single appointment covering years 1-4 and operating across both Dundee and St Andrews school of medicine sites. However, job-share applications would also be welcome as would those from individuals seeking a lower sessional commitment as the role could be separated into four CLIC session Y1/2 St Andrews based and three CLIC + OSCE session Y3/4 components. Hence, following those elements common to all aspects of the role, the specific components pertaining to Years 1/2 and 3/4 are presented separately. In this case it is expected that the two post holders would work effectively to support each other as required for the overall successful delivery of the programme.

**Common components**

1. Remain clinically active with full GMC registration.
2. Support ScotGEM by being a positive ambassador for its Mission, for students, staff and Programme partners
3. Be positive and enthusiastic role models for students, demonstrate a strong interest in students’ progress and a positive approach to their personal development and practice
4. Be familiar the programme’s structure and key themes such that the mission of the course is apparent to and remains coherent for students
5. Play a proportionate role in selection
6. Provide access to student support through direction to others as required.
7. Contribute to relevant scholarly activity e.g. staff development or research and horizon scan for new simulation-based teaching innovations
8. Attend / contribute to an annual staff development meeting, to inform their role and establish a broader community-of-practice
9. Complete relevant related training, appraisal, Quality Assurance (QA) and annual review process.

**Years 1/2 specific CLIC Role and OSCE Responsibilities** (St Andrews based)

**Curriculum Development**

1. Lead the development and implementation of the CLIC course in Years 1 and 2 of ScotGEM.
2. Work with colleagues at partner institutions to ensure that the CLIC course continues into Years 3 and 4, resulting in a seamless CLIC curriculum.
3. Work with colleagues to ensure that CLIC activities align with the overall ScotGEM curriculum, including Agents of Change and professionalism.

**Management and QA**

1. Develop and maintain the necessary documentation to support the CLIC programme
2. Oversee risk assessment of CLIC simulated and practice based (within CBL) activities
3. Attend appropriate academic and managerial committees within Dundee and St Andrews, for example assessment boards and exam committees.
4. Monitor quality assurance aspects of the delivery of CLIC, including at partner sites, and respond to student feedback where appropriate.
5. Enable teaching staff to deliver an excellent student experience in CLIC by contributing to staff development as required.

**Teaching and Assessment**

1. Work with GCMs in the relevant Clinical Skills facilities to prepare students effectively for generalist practice, including FY posts.
2. Work with the Lead GCM and Clinical Skills teams to ensure staffing and logistical requirements are met to deliver a comprehensive high-quality course.
3. Work with the Lead GCM and St Andrews clinical lead to identify appropriate cover for staff absence, as required, within the existing St Andrews team.
4. Book external providers for delivery of teaching, if appropriate (e.g. manual handling training)
5. Ensure CLIC meets GMC requirements, including Outcomes for Graduates and the Medical Licencing Assessment (MLA) blueprint.
6. Work with Year 3/4 CLIC and OSCE Lead along with professional services colleagues to co-ordinate the design and delivery of formative and summative assessments pertaining to Y1/2 CLIC.
7. Provide occasional cover to other clinical skills teaching in St Andrews (e.g. on the BSc Medicine programme).
8. Work with the portfolio lead and Lead GCM to ensure that portfolio content relating to skills and work-based assessment is appropriate, deliverable and aligned to teaching.

**Y3/4 CLIC and OSCE lead Roles and Responsibilities** (Dundee based)

**Curriculum Development**

1. Lead the development and implementation of the CLIC course in Years 3 and 4 of ScotGEM.
2. Work with colleagues to ensure that CLIC activities align within the overall ScotGEM curriculum.
3. Work with colleagues at partner institutions to ensure that the CLIC course meets GMC requirements, including Outcomes for Graduates and the Medical Licencing Assessment (MLA) blueprint.

**Management and QA**

1. Attend appropriate academic and managerial committees within Dundee and St Andrews, for example, assessment boards and exam committees.

In conjunction with the Dundee Clinical Skills Centre (CSC)

1. Develop and maintain the necessary documentation to support the CLIC programme
2. Monitor quality assurance aspects of the delivery of CLIC, including at partner sites, and respond to student feedback where appropriate.
3. Support delivery of an excellent student experience by contributing to staff development as required.

**Teaching** - working with Dundee CSC staff

1. Prepare students effectively for generalist practice, including FY posts.
2. Work with the Lead GCM and others to ensure staffing and logistical requirements are met to deliver a comprehensive high-quality course.
3. Provide occasional cover to other clinical skills teaching in Dundee or other partner boards

**Assessment**

1. Work with  colleagues to co-ordinate the design and delivery of formative and summative OSCE and other assessments pertaining to Y1/2 CLIC.
2. Work closely with the year 4 and year 5 Dundee OSCE lead to ensure alignment with ScotGEM content and ethos in ‘S3 and S4’
3. Assist with design and delivery of the combined OSCEs for combined years ‘S3/D4’and ‘S4/D5’
4. Work with relevant school committees to ensure alignment of OSCEs to University regulations.

* To contribute to blueprinting
* To contribute to question writing and validation
* To contribute to OSCE delivery
* To contribute to reporting to relevant exam boards
* Reporting to Joint Assessment Board
* Contribute to developing the bank of clinical examiners through training and calibration

1. Support assessment by acting as a link between the assessment teams and ScotGEM faculty in the Universities and NHS Medical Education departments.
2. Work with the portfolio lead to ensure that the Y3/4 portfolio content relating to skills and work-based assessment (including the Skills Passport) is appropriate, deliverable and aligned to teaching.
3. Work closely with the Year3-4 lead and Dundee university curriculum review team to refine the ScotGEM procedural skills passport and introduce a common a common platform with Dundee MBChB

**Management and QA**

1. Attend appropriate academic and managerial committees within Dundee and St Andrews, for example, assessment boards and exam committees.

**Service Delivery:**

Educational - as above.

Clinical - it is expected that the post holder/s will remain active in NHS clinical practice through alternative contractual arrangements.

**Communication**

The post holder/s will be expected to communicate effectively and independently with medical school faculty involved in the ScotGEM programme, Health Board staff, hospital and general practice-based teaching staff, and medical students.

**Liaison & Networking**

As above

**Decision Making, Planning and Problem Solving**

The post holder/s will be expected to work independently to solve practical problems related curriculum delivery and to manage their workload arising from the duties of the post. There will be mixture of reactive, day-to day problem solving and more planned activities relating to Quality Assurance, assessments and admissions. They will be supported by the CSC teams in Dundee and St Andrews, ScotGEM year 1/2 and 3/4 leads, ScotGEM Programme Director, the UoD Preparation in Practice Lead, and relevant professional support services.

**Team Development**

The post holder/solder will work within both the ScotGEM delivery team and the Undergraduate Education team at Dundee School of Medicine. There will be opportunities to join in both Teams’ academic and social activities. There is no requirement to supervise other staff members.

**Knowledge and Experience**

As below.

**Summary – Person Specification**

**Candidate Requirements**

The successful applicant will be expected to continue in employment as a consultant/GP.

Key expectations

* An enthusiastic advocate for the aims of ScotGEM, promoting its ethos to students and amongst colleagues in order to positively promote rural and generalist practice.
* An experienced clinician educator of any generalist background. Have knowledge and understanding of the practicalities of combining teaching with secondary care service delivery.
* Will continue to have an active clinical role in an NHS setting sufficient to maintain their skills, credibility, CPD and GMC licence to practise / revalidation.
* Required to be on the Recognition of Trainers register.
* A positive and enthusiastic role model for students and GCMs.
* Be willing to travel to partner Health Boards in the delivery of the post.

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|  | Essential | Desirable |
| Education & Qualifications | * MBChB or equivalent * Full GMC license to practice * Relevant postgraduate qualifications (MRCGP or equivalent) * Recognition of Trainer status (or able to achieve RoT status | * Medical Education Qualification   (e.g. PGCert, Masters, PhD)   * HEA recognition |
| Work & Experience | * Practicing general practitioner or another generalist consultant (E.g. Non-sub-specialist Physician, Emergency Medicine) * Substantial previous experience of and responsibilities in undergraduate medical education in clinical /comms /procedural skills and their assessment * Ability to develop and deliver programmes of simulation-based healthcare education * Evidence of administrative/managerial skills in a HE context | * Substantial experience leading relevant curriculum development * Experience in applying educational governance, QA etc. * Track recording in scholarship, evaluation and/or research in healthcare education * Experience of delivering staff development to support educational quality |
| Personal Qualities & Skills | * Commitment to the value of Generalism within the NHS * Effective team player * Positive, enthusiastic, problem solver * Self-motivated and self-directed * Evidence of a commitment to on-going personal clinical and academic development * Ability to plan and manage workload independently in order to meet deadlines * Excellent personal communication skills, verbal and written | * Interest in rural or underserved communities * Commitment to supporting NHS workforce development * Innovator and ambitious leader in medical education |