

Job Description

Post title: Senior Medical Educator
Grade: AM1
School/Department: School of Health, Medicine and Life Sciences /Department of Medicine, Applied and Clinical Sciences
Responsible to: Programme Director MBBS
Responsible for: TBC

Main Purpose of the Job

The Senior Medical Educator will provide senior academic and educational leadership within the Bachelor of Medicine and Bachelor of Surgery (MBBS) programme, contributing to the development, delivery, assessment and quality assurance of the curriculum in accordance with General Medical Council (GMC) standards and best practices in medical education.

The postholder will play a key role in ensuring the effective integration of basic and clinical sciences, promoting innovative, inclusive and student-centred approaches to teaching and learning. Working collaboratively with the Programme Director, Academic Leads, Module Leads, clinical educators and other academic colleagues, the postholder will support curriculum implementation, educational development and continuous quality improvement across the MBBS programme.

The role will also involve providing academic and/or clinical guidance and leadership to teaching staff, supporting student learning and progression, and contributing to the strategic development of medical education within the School of Medicine.

Responsibilities and Duties:

Academic Leadership and Curriculum Development

1. Provide senior academic and educational leadership within the MBBS programme, contributing to the planning, development, implementation and continuous improvement of the curriculum in alignment with GMC standards and programme learning outcomes.
2. Work collaboratively with the Programme Director, Academic Leads, Module Leads and curriculum development team to ensure the effective integration of basic and clinical sciences, appropriate progression of learning and coherence across modules and years of study.
3. Contribute to the development, review and quality assurance of curriculum content, learning objectives and educational resources, ensuring alignment with the intended learning outcomes and avoiding unnecessary duplication.
4. Support the planning, coordination and delivery of teaching and learning activities, providing academic guidance to colleagues and promoting consistency, quality and innovation in educational practice.

Teaching, Learning and Assessment

5. Lead and contribute to the delivery of high-quality undergraduate medical education through module leadership, lectures, seminars, clinical and communication skills teaching, and facilitated active learning, including Case-Based Learning (CBL), Problem-Based Learning (PBL) and Team-Based Learning (TBL).
6. Contribute to the design, development, implementation and evaluation of formative and summative assessments, ensuring appropriate alignment with curriculum learning

objectives, student competencies and GMC requirements.

7. Participate in assessment blueprinting, examination review, question writing, standard setting and quality assurance processes, working collaboratively with the Head of Assessment and examinations team to support valid, reliable and fair assessment practices.
8. Provide academic guidance, mentorship and support to teaching staff, promoting effective educational approaches, appropriate use of learning technologies and continuous professional development in teaching and assessment.

Student Support and Educational Quality Assurance

9. Provide academic guidance and support to students, including those experiencing difficulties with learning, academic progression, assessment or professionalism, working closely with Student Support Services and relevant academic colleagues to ensure timely and appropriate interventions.
10. Contribute to the evaluation and continuous improvement of teaching and learning through the review of student feedback, assessment outcomes, programme evaluation data and educational quality assurance processes, implementing evidence-informed improvements where appropriate.

Strategic Development, Collaboration and Scholarship

11. Contribute to the strategic development of the MBBS programme and the wider School of Medicine, supporting educational innovation, curriculum enhancement, academic governance and compliance with GMC requirements.
12. Develop and maintain effective working relationships with academic colleagues, clinical educators, NHS partners and other stakeholders to support the integration and delivery of high-quality medical education.
13. Engage in educational scholarship, research and professional development, keeping abreast of national and international developments in medical education and contributing to the dissemination and implementation of best practices in teaching, learning and assessment.

STAFF MANAGEMENT DUTIES

1. Oversight of staff issues for those within the allocated group including excellent people management, appointment, probation, appraisal, development, promotion and progression, review of performance according to policies and procedures agreed by the University
2. Maintenance of records of staff development activities
3. Oversight and monitoring of staff workloads in order to ensure an equitable distribution of staff loadings across the staff group and the most effective use of staff resources
4. Ensuring talented staff in the groups are recognised, rewarded and retained so ensuring that suitable succession plans are in place
5. The visible commitment, management and maintenance of high standards of safety throughout their domain commensurate with current Health and Safety legislation and with the University's Health and Safety policy
6. Identify achievable equality goals

SUPERVISION RECEIVED

The Senior Medical Educator reports to the Programme Director of the medical school but is

expected to operate with a substantial degree of autonomy in carrying out the above responsibilities and duties.

SUPERVISION GIVEN

As the School of Medicine becomes established, the Senior Medical Educator may be assigned to line-manage staff as required.

RESPONSIBILITY FOR BUDGETS

The postholder will have budget holder responsibility assisting the MBBS Programme Director in financial management and strategic forward financial planning.

RELATIONSHIPS/CONTACTS

- Internal:** MBBS team, Academic and Professional staff throughout HML and the University.
- External:** GMC and other appropriate professional bodies, Relevant committees at Medical Schools Council, Staff with similar responsibilities in City St George's University and other HEIs, and senior managers in the relevant professional and community environments.
- Travelling:** Willingness to travel between UH, City St George's, and clinical placement sites as required.

DISCLOSURE AND BARRING SERVICE

Our commitment to the University's Safeguarding Policy requires that the recruitment of staff in this area, will require the minimum of a Basic DBS Check. In the course of our work and University-led activities, there may be external contractual obligations where a further Enhanced Check is required. DBS checks may require renewal in line with policy.

Overseas applicants and UK applicants who have lived abroad

Successful applicants who have lived outside the UK, for 12 months or more (whether continuously or in total), in the last 10 years, will be required to produce a 'Certificate of Good Character/Conduct' from each of those countries.

This document outlines the duties required, for the time being, of the post entitled Senior Medical Educator to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list, and the Programme Director may vary duties, from time to time, which do not change the general character of the job or the level of responsibility entailed.

PERSON SPECIFICATION:

Post title: Senior Medical Educator

QUALIFICATIONS AND MEMBERSHIPS

Degree (or equivalent) in Health Science or a related field	Essential
Postgraduate qualification in medical education, assessment, or related field.	Essential
Medical qualification (MBBS or equivalent) and registration & licensure with the General Medical Council	Desirable
Fellowship of AdvanceHE	Desirable
Appropriate Doctorate or equivalent	Desirable

EXPERIENCE

Experience in medical education, with a proven track record of impactful teaching, module leadership and curriculum development at the undergraduate/postgraduate level	Essential
Experience of developing and implementing assessments, including discursive, academic writing	Essential
Project supervision of undergraduate/postgraduate students	Desirable
Relevant experience of research and dissemination of research findings	Desirable
Experience of line management	Desirable

KNOWLEDGE AND ABILITY

Knowledge and experience of undergraduate and postgraduate teaching (applicable to the context of a medical school)	Essential
Possess breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes relevant to medical education.	Essential
Ability to contribute meaningfully to curriculum development, design, implementation, assessment and promotion of the course	Essential
Strong organisational and administrative skills, with the ability to manage multiple tasks and projects simultaneously	Essential
Commitment to innovation in teaching and learning, with a willingness to embrace new methods and technologies	Essential
Excellent interpersonal and communication skills and proficiency in the English Language, with the ability to articulate complex concepts clearly and effectively	Essential
Knowledge of GMC's "Promoting Excellence" and "Outcomes for Graduates"	Essential
Familiarity with the GMC accreditation process and requirements for establishing a new medical school	Desirable

BEHAVIOURS AND ATTRIBUTES

A strong commitment to the education and development of medical students, that involves inclusive, student-centred education	Essential
Commitment to diversity, equality and inclusion	Essential
High standards of integrity and professionalism	Essential
Ability to work collaboratively with colleagues and stakeholders	Essential

Committed to personal and professional development (CPD)	Essential
Ability to work under pressure and manage complex and challenging situations	Essential

We are a values-led organisation. These values inform and sustain all our activities and reflect who we are as people. They tell everyone what is important to us and what drives us. We value:

Friendliness	Ensuring we act in a respectful and inclusive manner
Ambition	Supporting those determined to achieve
Collaboration	Encouraging working together for positive, shared outcomes
Enterprise	Being impact led and placing enterprise at our core
Student success	Working in partnership with our students and empowering them to reach their potential.

Shared Responsibilities

The University of Hertfordshire's vision is to transform lives, whether that's our students or staff. This means whoever you are, we will support you to reach your full potential to succeed during your career with us. Our staff community comprises innovative individuals who want to develop, excel and add value by doing their very best. We each embody the University values of friendliness, ambition, collaboration, enterprise and student success. We are passionate about promoting and working in a diverse and inclusive staff community. Everyone who works for the University is encouraged to share in that sense of belonging, entitled to feel they are managed fairly, are valued and accepted, and understand they are being supported to succeed.

The University of Hertfordshire adheres to the principles of the San Francisco Declaration on Research Assessment (DORA). We will evaluate applicants on the quality of their research contributions (where requested or provided as part of the recruitment and selection process), rather than where the research is published, and use any publication metrics responsibly.

APPENDIX – Professional Standards Framework

At the University of Hertfordshire our approach to teaching and learning is based around our vision to transform lives, enabling all our students, whatever their background, to achieve their full potential. Supporting our staff to become expert educators in their field is key to providing excellent educational experiences for our students.

We use the Professional Standards Framework (PSF) to identify the components of successful teaching and expect our staff to engage in continuing professional development of their teaching practice. The PSF is a globally recognised framework for teaching and learning in higher education and the dimensions of the framework, articulate the expectations of lectures in HE indicating; the areas of activity that will be undertaken; the core knowledge needed in order to carry out the activities; and the professional values which individuals should exemplify in order to undertake these activities.

Areas of Activity	Core Knowledge	Professional Values
A1 design and plan learning activities and/or programmes of study	K1 how learners learn, generally and within specific subjects	V1 respect individual learners and diverse groups of learners
A2 teach and/or support learning through appropriate approaches and environments	K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study	V2 promote engagement in learning and equity of opportunity for all to reach their potential
A3 assess and give feedback for learning	K3 critical evaluation as a basis for effective practice	V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
A4 support and guide learners	K4 appropriate use of digital and/or other technologies, and resources for learning	V4 respond to the wider context in which higher education operates, recognising implications for practice
A5 enhance practice through own continuing professional development	K5 requirements for quality assurance and enhancement, and their implications for practice	V5 collaborate with others to enhance practice

Advance HE UK Professional Standards Framework (2023) Accessed via <https://www.advance-he.ac.uk/teaching-and-learning/psf>

Considering the areas of activity, core knowledge and professional values within our University's context we promote a student-centred approach to teaching, utilising active learning techniques to ensure student learning. Our learning activities and assessments are purposefully designed to be inclusive and accessible. We encourage innovative approaches to teaching including the use of technologies to enhance learning and the embedding of authentic learning activities to develop subject specific skills and expertise.

We provide support for staff throughout their academic careers, encouraging reflective practice and engagement in scholarship in teaching and learning. We expect staff to be professionally recognized in their teaching and can support staff to apply for Associate Fellowship, Fellowship, Senior Fellowship.