THE UNIVERSITY OF MANCHESTER

PARTICULARS OF APPOINTMENT

FACULTY OF BIOLOGY, MEDICINE & HEALTH

SCHOOL OF MEDICAL SCIENCES

DIVISION OF MEDICAL EDUCATION

CLINICAL SENIOR LECTURER - ASSOCIATE PROGRAMME DIRECTOR FOR PROFESSIONALISM

VACANCY REF: BMH-032761

Salary:	Clinical ACT6HZ Consultant Scale pro rata, per annum
Hours:	1 FTE
Duration:	Fixed term available for 3 years from start date
Location:	Oxford Road, Manchester

Enquiries about the vacancy, shortlisting and interviews:
Name: Professor Margaret Kingston
Email: Margaret.Kingston@manchester.ac.uk

- The key purpose of this post is to provide strategic and operational leadership for Personal and Professional Development (PPD), student professionalism, mitigating circumstances and Fitness to Practise matters across the MBChB programme.
- The role has four principal areas of responsibility: leadership of PPD, encompassing the PPD portfolio, Academic Advisor scheme, PPD team and distributed Academic Advisor workforce; longitudinal integration and governance of professional values and behaviours across the programme; academic leadership of mitigating circumstances processes; and working with FTP colleagues and MB ChB Senior leadership to identify and act on issues pertinent to the programme arising from FTP processes.
- The post holder will work closely with the Year 1-2 and Clinical Education Campus PPD leads, Academic Advisors, programme and student support teams, the School FTP co-chairs and manager, the Faculty Academic Lead for FTP and manager, and relevant University, regulatory and national networks.
- An empathetic, non-judgemental and appropriately boundaried approach to students is essential, alongside a detailed understanding of the Manchester MBChB programme and the professional standards expected within a regulated healthcare programme.

- The appointee will contribute to teaching on the MBChB programme, with the particular contribution determined on appointment and expected to comprise approximately 20% of the time allocated to the post.
- This role description will be reviewed as appropriate, and the post holder will undertake an annual review in accordance with University requirements.

Course / Programme of Study:

MB ChB Medicine (Undergraduate Medicine)
External candidates: This role is suitable for a clinical individual, should a practicing NHS clinician apply they will be required to have clinical sessions as part of a jointly agreed job plan (with approval from your clinical line manager) with an NHS Trust to maintain a salary on the clinical scale.

Internal Candidates: This role is suitable for a clinical individual; this is a leadership role and will be an extension of your current role. For any clinicians or GPs who apply - please speak to the Head or Deputy Head of Division to discuss how this role may fit with your current job plan/FTE.

Responsible to and other key relationships
Key relationships include:

- MBChB Director of Undergraduate Medical Studies
- MBChB Programme Lead
- MBChB Associate Programme Directors
- Chair of the MBChB Curriculum Committee
- Year 1-2 PPD lead
- Clinical Education Campus (CEC) PPD leads
- School FTP chairs
- CEC Hopsital Deans
- Other members of the programme senior leadership team

Time Commitment/ Hours:
0.4 FTE. You would be expected to be available for some regular half day(s) per week to allow diary planning, although a degree of flexibility to allow for team meetings would be ideal.
Very occasional early evening meetings may be required.

Type and Level of Appointment:
The appointment(s) will be clinical at Senior Lecturer level.

Role & Key Responsibilities:

- **Leadership of Personal and Professional Development**: Lead the programme's approach to the PPD portfolio, through which students evidence and reflect on their personal and professional development, and provide leadership to the Year 1-2 and Clinical Education Campus PPD leads and the wider distributed Academic Advisor workforce. Maintain accurate and current portfolio guidance for students, Academic Advisors and other staff; design and deliver training for Academic Advisors; provide drop-in sessions for Academic Advisors to discuss the scheme or individual portfolio matters; and act as the point of escalation for students where concerns or support needs are

identified by an Academic Advisor or through the e-portfolio. Chair the bi-monthly PPD Operational Working Group, provide a point of contact and advice for PPD leads, and coordinate the development and delivery of staff support and development relevant to PPD and professionalism.

- **Longitudinal integration and governance of professional values and behaviours**: Oversee the longitudinal integration of professional values and behaviours throughout the MBChB programme, both through the PPD portfolio and across wider teaching and learning activities. Ensure alignment with relevant University and regulatory guidance and expectations. Implement and maintain systems to identify concerns about student professionalism and ensure appropriate review and onward action, while also overseeing approaches that identify and recognise exemplary professional practice. Contribute to Faculty healthcare-programme professionalism networks and meetings, and represent the University of Manchester at the UK Council of Educators for Medical Professionalism.
- **Mitigating circumstances / fit-to-sit academic lead**: Act as academic lead for MBChB mitigating circumstances processes. Lead the review of student submissions in conjunction with the Student Support and Wellbeing team; ensure that agreed processes are followed consistently; ensure that students requiring further signposting or support are identified and referred appropriately; and provide the link between mitigating circumstances processes and any related Fitness to Study or Fitness to Practise concerns. Contribute to the development and implementation of the programme's planned 'fit to sit' approach.
- **Fitness to Practise**: Working alongside the School FTP co-chairs and manager, the Faculty Academic Lead for FTP and manager and the Programme Lead and Director of Undergraduate Studies to identify and act on issues pertinent to the programme arising from FTP processes and learning from cases.
- **Cross-cutting responsibilities**: Provide advice and support to students and staff on complex professionalism matters; respond appropriately to urgent or difficult situations; liaise with programme, Faculty, University, Clinical Education Campus and external stakeholders as required; contribute to MBChB teaching in areas of expertise and programme need; and attend relevant programme governance meetings, including the Teaching and Learning Group, Programme Committee, Programme Leadership Team and Progression Committee.
- **Scholarship**: Develop academic scholarship and contribute pedagogic innovation appropriate to the role and cognate area. Provide evidence-based enhancement and development of academic scholarship, teaching and learning, with influence across multiple activities within UG and PG programmes, subject area or department. Disseminate scholarship of teaching and learning at a programme and Divisional level. Positively contribute to scholarship of teaching and learning beyond the University in discipline area or within teaching and learning in the field of Medical Education.
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Person Specification
Essential Knowledge, Skills and Experience

- Senior doctor with experience of delivering NHS clinical services and leading a clinical team
- Strong and clear communication skills (verbal and written) when dealing with complex problems
- Previous experience leading a team

- Substantial experience of developing and delivering training and teaching
- Insight into the professionalism requirements of medical students at all stages of the programme and post qualification
- The ability to command respect of colleagues and influence others
- A collegiate approach to working
- The ability to work effectively with a range of stakeholders across the programme, University and NHS
- A friendly, approachable manner, with the ability to empathise with students' circumstances in a compassionate, non-judgemental and professional way, whilst maintaining clear professional boundaries
- An appreciation of current expectations around professional standards of behaviour for medical students and doctors and an awareness of the implications of poor professional behaviour on patient care, student progression and GMC registration
- A good understanding of the MBChB programme in Manchester
- Ability to identify and solve problems, and to think strategically
- Ability to work on own initiative and as part of a team contributing to and helping to develop the service
- Excellent time management skills with the ability to manage and prioritise a high workload
- Good organisational skills, with attention to detail and accuracy to ensure comprehensive accurate advice is given
- An understanding of GDPR including the importance of confidentiality and the ability to deal appropriately with sensitive personal data

Desirable knowledge, skills and experience

- Experience of working with a complex multi-site Programme, or equivalent
- Completion of a postgraduate degree in healthcare or medical education (Diploma or Master level)

Other requirements:

This role may necessitate very occasional early evening meetings. Applicants should be aware that some flexibility of working hours might be required but advance notice of this would be given where ever possible.

This role description will be reviewed by the MBChB senior management team at regular intervals after appointment and the post holder will be expected to have an annual review in accordance with University requirements.

Application and recruitment process:

Informal enquiries prior to application are welcome to the Director of Undergraduate Medical Studies; Professor Margaret Kingston Margaret.Kingston@manchester.ac.uk and Programme Lead Professor Harish Thampy Harish.Thampy@manchester.ac.uk.

Training and Support

There is an expectation that all MBChB members undertake relevant training for their role. This will include but is not limited to mandatory training as required for University academics, to include equality and diversity training, unconscious bias training and GDPR training.

Opportunities will be made available for the post-holder to shadow on relevant committees and meetings.

The University of Manchester

The University of Manchester is the largest single-site university in the UK with around 44,000 students and more than 12,000 staff. We are committed to (a) delivering an outstanding teaching and learning experience preparing students for leadership; (b) contributing to the social and economic success of local, national and international communities; (c) producing the highest caliber graduates; (d) and developing our staff to be amongst the very best of their peers. Our trajectory is excellent, evidenced by recently being named as the world number one university in the *Times Higher Education* rankings for Impact.

Our aim is to become one of the top 25 research universities in the world, and we are committed to a transformative research agenda. We are unique in the UK higher education sector in having Social Responsibility as one of our three core strategic goals, sitting equally alongside our commitments to research and teaching. To achieve our ambitious goals, we aim to attract and retain the very best people to work across a range of academic disciplines and support functions.

The University of Manchester strives to make our community a welcoming, caring and enthusiastic one, fueling ambition, combined with opportunities and support to help us all achieve our personal and professional goals. We offer an attractive benefits package with family-friendly policies that provide flexible working. We care deeply about career and personal development, offering a structured induction programme for new staff, an annual performance and development review, staff training for all career stages and mentoring opportunities to support career development. We have a genuine commitment to equality of opportunity for our staff and students, and our ambition is to employ a workforce that reflects the diverse community we serve.

As a global institution, situated at the heart of a lively, culturally diverse city, we welcome applicants of all nationalities.

The Faculty of Biology, Medicine and Health (FBMH)

The Faculty of Biology, Medicine and Health has an integrated structure to deliver a truly translational approach to bio-medical sciences, ensuring smooth research pathways - from pure discovery science through to clinical application and patient care. With a total annual income of over £300 million, and over 3,000 members of staff, the faculty is comparable in size to a medium-sized UK university. Thirty undergraduate and 90 postgraduate programmes offer our 11,000 students opportunities to develop the skills and knowledge they need for a successful career. The integration of discovery biology, clinical application and patient care within a single Faculty, particularly in a region with notable health inequalities, provides us with a real opportunity to have a very significant and positive impact on people’s lives.

The School of Medical Sciences (SMS)

The School of Medical Sciences is one of three Schools which form the Faculty of Biology, Medicine and Health. Led by Professor Andy Brass, the School contains six Divisions: Cardiovascular Sciences; Cancer Sciences; Dentistry; Developmental Biology and Medicine;

Diabetes, Endocrinology and Gastroenterology; and Medical Education, which includes the CHSTM. In addition to a strong and diverse research base, SMS has a major teaching portfolio, being responsible for the MB ChB and BDS programmes plus a large suite of master's courses.

The Division of Medical Education

This role will be based in the Division of Medical Education, School of Medical Sciences. The Division leads the delivery of an innovative undergraduate medical programme (the MBChB) to over 2400 students. In addition, the Division is home to several successful postgraduate programmes including a PG Cert in Medical and Health Education and a PG Dip in Clinical Practice as well as the Centre for History of Science, Technology & Medicine (CHSTM)

MB ChB

The MBChB uses a hybrid approach to teaching, emphasizing adult learning principles, through subject integration and case-based learning. In earlier years of the programme, delivery emphasizes case-based learning, reinforced with clinical experience; the later years emphasize learning through clinical placements in the NHS workplace. The acquisition and application of knowledge related to medical sciences is required across all stages of the programme.

The MB ChB Programme is based on an integrated curriculum with Years 1 and 2 delivering the basic sciences that underpin the foundations of medicine and includes early clinical experience. Years 3 and 4, build on these foundations and emphasise learning through clinical experience in NHS based clinical placements. The final year of the Programme integrates the learning of the previous 4 years and prepares the students for practice. During the Programme students undertake areas of in-depth study, through the Personal Excellence Pathway and student selected clinical placements and may choose to do additional intercalated degrees. The University of Manchester also offers a pre-med foundation programme which is delivered collaboratively with a local FE college. Students are educated both in the University and in NHS Trust and community-based organisations across the Northwest of England. During Year 1 and 2, the learning is largely University based. For Years 3-5 of the Programme, students are based in one of four Clinical Education Campuses (CECs), which act as hubs through which the programme is organised and delivered, with rotation to placements in other linked Clinical Education Providers in hospital and community.

The MB ChB Programme delivers a range of learning outcomes to meet University degree requirements and align with and satisfy the outcomes and competencies described by the General Medical Council (GMC). Students are required to develop and demonstrate these competencies to the standards required by the GMC to achieve a primary medical qualification and practise as newly qualified doctors in the NHS on graduation.

Working for the University of Manchester

The University of Manchester strives to make our community a welcoming, caring and enthusiastic one, fuelling ambition with opportunities and support to help us all achieve our personal and professional goals.

Our diverse job opportunities include an attractive benefits package with family-friendly policies that provide for flexible working. We care deeply about career and personal development, offering a structured induction programme for new staff, an annual performance and development review, staff training for all career stages and mentoring opportunities to support your career development.

We have a genuine commitment to equality of opportunity for our staff and students and are proud to employ a workforce that reflects the diverse community we serve.

As a global institution, situated at the heart of a lively, culturally diverse city, we welcome applicants of all nationalities. To help international job applicants plan for life in the UK, we have put together some useful information on passports and visas, travel to the UK, accommodation and several other practical considerations.

Staff Learning and Development

The Staff Learning and Development (L&D) team support the personal and professional development of all staff in the University. They work closely with learning experts around the University including those based in local HR teams and those supporting academic staff and early career researchers (ECR). L&D offer everything from off the shelf, face to face training, to bespoke one to one development support. By planning activity both in response to the strategic goals of the University and the learning needs of individuals, we aim to become a truly leading learning organisation.

Academic Staff Promotion

As an equal opportunities' employer, the Faculty of Biology, Medicine and Health is committed to promoting equality and diversity for all and will support all suitably qualified candidates for promotion. The University has a transparent promotions processes and criteria. It seeks to reward activity that contributes to the success of the University in achieving its goals. Colleagues will be expected to take an active approach to their own career development but will be given support and advice with their applications.

Inclusion

Support the University's ambition to create an inclusive place to work where every person matters, demonstrating a commitment to non-discriminatory conduct and respect for others, and fostering a University where people feel deeply connected to each other, to Manchester, and to the wider world.

Freedom of Speech and Academic Freedom

Support the University's commitment to securing and actively promoting the importance of free speech and academic freedom within our community.

Commitment to Equality, Diversity and Inclusion

We acknowledge that our academic cohort does not reflect the diversity of our wider society. Our desire to address this imbalance by attracting talented individuals from more diverse

backgrounds is aligned with the University's commitment to equality for all our staff, students, stakeholders and visitors.

Equality Objectives

1. Improve the representation of women and black and minority ethnic (BME) staff in senior leadership, academic and professional support positions.
2. Act to further understand and improve the experience of disabled staff as indicated in the staff survey.
3. Act to further understand and address any differential outcomes of undergraduate students in relation to access, retention, attainment and progression to a positive graduate destination in relation to disability, ethnicity, gender and socio-economic status.
4. Take action to understand and address any inequalities for researchers.
5. Better understand the challenges, obstacles and barriers faced by different groups at the University and to foster good relations between people who share a relevant protected characteristic and those who do not share it.
6. Better understand the potential impact of university functions on certain groups by improving disclosure rates and reporting mechanisms for age, disability, ethnicity, caring responsibilities, religion or belief (including lack of belief) sexual orientation and gender reassignment.

The School of Medical Sciences currently holds an **Athena Swan Silver Award**. The Athena Swan Charter was established in 2005 to encourage and advance the careers of women in STEMM employment. In May 2015 the Charter was expanded to include non-STEMM Schools, professional and support staff, technical staff, and Trans staff and students. The Charter now also recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

The **Race Equality Charter Mark** aims to improve the representation, progression and success of minority ethnic staff and students within higher education. It is owned by the Equality Challenge Unit, ECU, which works to further and support equality and diversity for staff and students in Universities and Colleges. The framework for the race equality charter mark builds on the experience and methodology of ECU's Athena SWAN Charter. The University of Manchester was proud to be one of the 31 higher education institutions involved in the trial of the Race Equality Charter Mark.

The University of Manchester placed 20th in the 2019 **Stonewall Equality Index** making it the most inclusive University in England for Lesbian, Gay, Bisexual and Trans* employees.

Stonewall is Britain's leading charity for lesbian, gay, bi and trans equality, working to create a world where every single person can be accepted without exception. Stonewall's Top 100 is compiled from submissions to the Workplace Equality Index, a powerful benchmarking tool used by employers to assess their achievements and progress on LGBT equality in the workplace, as well as their wider work in the community and on service provision. Each organization must demonstrate their expertise in 10 areas of employment policy and practice, including networking groups, senior leadership, procurement and how well they've engaged with LGBT communities.

The University is a **Disability Confident** employer, committed to interviewing all disabled applicants who meet all the essential criteria set out in the person specification.