

Job Description

Primary Care Simulation Development Lead

Salary:	Grade 9 (salary benchmarked to an appropriate NHS clinical pay scale)
Contract:	Part time, fixed term
School/Department:	Kent and Medway Medical School (KMMS)
Location:	Canterbury Campuses
Responsible to:	Primary Care Quality Improvement Lead
Responsible for:	To be confirmed upon appointment

**KENT AND
MEDWAY
MEDICAL
SCHOOL**



Canterbury
Christ Church
University

University of
Kent

Kent and Medway Medical School

Kent and Medway Medical School (KMMS) opened to our first cohort of students in September 2020 and achieved full GMC accreditation in 2025. Our vision is to become a beacon for first-class medical education and research and to attract the most talented aspiring doctors from within the local community and beyond, offering training and development opportunities that will help keep this talent in Kent and Medway. The five-year undergraduate programme is taught at the Canterbury campuses of both university partners with medical placements within Primary, Community and Secondary Care across Kent and Medway. KMMS brings together the existing centres of excellence in health and medical education provided by the University of Kent and Canterbury Christ Church University and local healthcare organisations, to offer a new model of person-centred medical education.

Equity, Diversity and Inclusion

KMMS is proud to have a diverse and inclusive community of students and staff. We welcome applications from members of all the non-majority parts of our community and KMMS is committed to fair treatment and to ensuring that the learning and working environment is supportive and inclusive to all. Duties in the delivery of learning, teaching and supporting students and staff should be performed in a manner in keeping with the School's commitment to equality and diversity.

Job purpose

We are seeking inspirational educators and role models to make a major contribution to the development of Primary Care aspects of the KMMS medical undergraduate curriculum, using evidence-based contemporary teaching and learning theory and methods. This will include development and evaluation of strategies to develop placement capacity using a range of simulation methodologies both on placement and in campus based teaching.

The role is open to suitably qualified individuals who have a specific interest and background in undergraduate medical, health sciences or healthcare education, and who are working in current clinical practice within NHS General Practice.

The role will involve working on the campus sites of both the partner universities in Canterbury and Medway and conducting extensive liaison work with all our Primary Care placement providers based across Kent and Medway. The curriculum model is a spiral curriculum whereby students build upon the principles and concepts taught year by year, increasing the depth and range of topics learnt. Our students undertake primary care learning throughout the programme. In years three to five of the programme our students will undertake Longitudinal Integrated Placements (LIPs) which will mean that they spend protracted periods of uninterrupted time on placement at clinical placement provider sites across Kent and Medway.

The successful applicant should have contemporary expertise in curriculum design, delivery and evaluation in undergraduate clinical, healthcare and/or medical education, and particularly the use of simulation as a learning tool. Ideally, they will also have experience within the following range of activities: student selection, assessment

including admissions and portfolios in medical education, electronic learning and assessment, student support, supervision and inter-professional learning and assessment.

The successful candidate will be a member of both Kent University as well as Canterbury Christ Church University and will be able to access the professional and personal services of either institution.

Additional Information:

- The post holder's clinical sessions will normally be undertaken under the auspices of an NHS Primary Care organisation in Kent and Medway. Matters relating to honorary clinical contracts, accreditation and on-going clinical practice will be discussed on an individual basis with the successful candidate.
- The job holder will be required to participate in annual appraisal within KMMS (as well as within their NHS clinical employer if applicable).

Key accountabilities

- Deliver and contribute to the design of high-quality, demand-driven, and student-centred taught programmes as a member of the GP teaching team.
- Develop and evaluate strategies to develop placement capacity using a range of simulation methodologies both on placement and in campus-based teaching.
- Undertake additional leadership roles within the School, as determined with their line manager
- Take part in the enterprise activities of the School and undertake administrative duties assigned by the Dean or their nominee.

Key duties

The following are the main duties for the job. Other duties, commensurate with the grading of the job, may also be assigned from time to time.

1. Teaching and Learning

- Deliver high quality teaching within Primary Care in a variety of settings to develop student skills in critical thinking and clinical reasoning.
- As an experienced clinical peer and working alongside the existing KMMS simulation team, develop and evaluate strategies to develop primary care placement capacity using a range of simulation methodologies both on placement and in campus-based teaching.
- As a senior clinical peer, participate in placement quality assurance activity such as visits to Primary Care placement providers, evaluation of student and placement provider feedback and assessment data.
- As a senior clinical teacher, identify learning needs of students, define, implement and evaluate how primary care simulation will meet student learning objectives.
- Using experience of current clinical practice, develop own teaching materials, methods and approaches.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Select appropriate assessment instruments and criteria related to Primary Care, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.

2. Strategic development of KMMS Programmes:

- Contribute to the delivery, organisation and review of the teaching of Primary Care content within the BMBS programme, ensuring that it is expressed in informative, interactive and assessable learning and teaching for our medical students, is integrated with students' core learning throughout and satisfies GMC requirements for a Primary Medical Qualification.

- Using experience of current clinical practice, contribute to the delivery and review of the teaching in the earlier years' curriculum that prepares students for the relevant teaching within the BM BS programme.
- Collaborate with undergraduate faculty across all Primary Care placement providers to ensure parity in placement planning, design and delivery.
- Using experience of current clinical practice, engage in quality assurance activity which will include visits to Primary Care placement providers, review of feedback from both students and placement faculty and evaluation of pertinent assessment data.
- Work with Primary Care Faculty colleagues, administrative staff and colleagues in the assessment team in the development and delivery of written, practical and oral assessments, including maintenance of an electronic exam question database, question writing, question review, standard setting, moderation /verification and mark checking processes and examiner recruitment to ensure that assessments are of high quality, valid and responsive to internal and external feedback.
- Contribute to and influence preparations for effective internal and external academic quality and governance processes and systems, including those associated with professional, statutory and regulatory bodies.
- Draft proposals, guidelines and reports for meetings, as appropriate.

3. School Management Team:

- Be a member of the KMMS management organisation and attend and participate in the work of KMMS boards, committees and sub-committees as directed by the Lead for GP and Community Education.
- Assist with the timely recruitment of Student Selected Component leaders to ensure that there are enough places to offer each academic year of students a variety of SSCs.
- Support programme validation events and Periodic Subject Reviews.
- Attend relevant meetings concerned with undergraduate management and development including visits from the GMC and other internal or external bodies.
- Contribute to the School's learning and teaching strategy and to subject level TEF submission.
- Participate in student recruitment and assessment activities across all 5 years of the programme.

4. University and NHS representation and liaison

- Represent KMMS at local, regional and national meetings relevant to medical education with internal and external bodies and develop leadership in this domain.
- Participate in and develop external networks, for example to contribute to student recruitment, outreach work, income generation, consultancy projects and building external relationships for future activities.

You must handle personal and other electronic and manual data in accordance with the Data Protection Act 1998, the Deanery Data Protection Policy and the IT Acceptable Use Policy. Data will be stored and handled confidentially and securely, utilised for only agreed purposes and be subject to the access rights of individuals.

Internal & external relationships

Internal: This post requires close working relationships with the GP and Community Education team, Year Leaders, NHS and KMMS staff, researchers, Quality and Governance teams and administrative staff. Awareness of the impact of the medical school within the two partner universities is necessary and therefore this post requires good working relationships with staff and colleagues across both partner Universities

External: Leads for Community Medical Education and Primary Care placement providers. External bodies such as Office for Students, Medical Schools Council, GMC, Academy of Medical Educators, Higher Education Academy, Health Education England, UK Foundation Programme Office

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

- Regular use of Screen Display Equipment
- Working with chemicals (inc. requirement to wear latex gloves and inc. work with CO2 or N2 gasses)
- Biological Agents/Scientific Hazards (experiments/lasers etc, and waste/sewage)
- Vocational driving on & off campus (includes use of cars, vans, ride-on mowers, buggies)
- Conflict resolution
- Pressure to meet important deadlines such as might be inherent in high profile projects
- Ability to occasionally travel in a timely and efficient manner between campuses

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

Essential Criteria:

- A primary medical qualification and full registration with the GMC, with a current licence to practise (A)
- Current entry on the GMC General Practice Register with a Certificate of Completion of General Practice training (CCT) or equivalent (A)
- Current entry on the GP Performers List for England (A)
- In current clinical practice within NHS General Practice and commitment to remain in clinical practice for the duration of the KMMS contract (A)
- Fellowship/Membership of the Royal College of General Practitioners (A)
- Academic credibility with a track record of excellence in teaching (A, I)
- Experience of teaching undergraduate or postgraduate students in a clinical or academic setting (A, I)
- Ability to innovate in relation to the development of the School's taught programmes (I, T)
- A proven ability to work co-operatively with colleagues and contribute to multi-disciplinary projects (I, T)
- Clear evidence of organisational, administrative and IT skills (A, T)
- Excellent interpersonal and communications skills (I, T)
- Adaptable to change and resilient under pressure (I, T)
- Ability to exercise discretion and tact and maintain confidentiality (I, T)
- Ability to help shape an environment where less experienced colleagues can learn and develop (I, T)
- Ability to articulate the School's objectives in a way that encourages others to engage with the vision (I, T)
- Ability to undertake frequent travel across the Kent and Medway area (I)
- Flexible, adaptable and able to manage conflicting priorities and demands and work in partnership across different institutions and stakeholders (I, T)
- Firm commitment to achieving the University's vision and values, with a passion for a transformative student experience and multidisciplinary, impactful research (I)
- Commitment to deliver and promote equality, diversity and inclusivity in the day-to-day work of the role (I)

Desirable Criteria:

- A research or professional doctoral degree (PhD or MD) or equivalent experience. If the candidate has completed a research degree information about allied metrics of success, such as publications and grant applications, should be provided (A)

- A post graduate teaching qualification* (e.g. Grad Cert) or Membership or Fellowship of the HEA or AoME or equivalent. Candidates with a predominantly teaching background should highlight impactful scholarship activity e.g. curriculum reviewing, development of new delivery/assessment/feedback methods, external advisory roles etc. (A)
- Expertise and experience in curriculum and assessment design, implementation and evaluation in undergraduate clinical, healthcare or medical education (A, I)
- Extensive recent experience and understanding of current issues in undergraduate healthcare programmes (A, I, T)
- Experience and understanding of the use and practical delivery of simulation within healthcare (A, I, T)
- Recent experience of and commitment to academic leadership and management (A, I)
- Experience of national and international expectations of good curriculum development and delivery (A, I, T)
- Recent experience and sound understanding of quality assurance and enhancement issues in undergraduate healthcare education (A, I, T)

**If the successful applicant is not in possession of a post graduate teaching qualification (e.g. Grad Cert) or Membership or Fellowship of the HEA or AoME or equivalent, they will be supported in obtaining this as part of their academic probation period.*

Assessment stage: A - Application; I - Interview; T - Test/presentation at interview stage

Additional Criteria for Senior Lecturer appointment:

For the Senior Lecturer post, applicants must demonstrate a higher standard of achievement in either excellence in practice/activity or leadership within and/or beyond the discipline and their University and how their achievements have been recognised in impact and recognition. Candidates must also demonstrate a strong record of research leadership and successful grant applications.

At Senior Lecturer level, the post holder will also be expected to undertake a major leadership role within the School.