



<b>Job Title:</b>	Phase 2 Clinical Academic Tutor (CAT) – 2 posts available
<b>Department:</b>	Leicester Medical School
<b>Grade:</b>	Clinical Consultant Threshold 2b (Teaching focused)
<b>FTE:</b>	1 PA (4hrs pw)
<b>Contract:</b>	3 years (subject to satisfactory educational appraisal) with potential to renew for a further agreed period

**Reference:** 11985

## Role Purpose

High quality support and feedback provision is a key element of our undergraduate medical course. In Phase 1, this is achieved using a small cadre of experienced academic staff through the overhaul of the personal tutoring system and associated resources, by providing further training, sharing good tutoring practice, instituting electronic reporting of tutor/tutee meetings and introducing annual student feedback to allow more formal quality assurance.

As part of the move to the new Phase 2 curriculum in 2017-18, we overhauled the Phase 2 student support with the introduction of Clinical Academic Tutors. We made our first appointments in 2018/19. These have improved the student experience for our clinical students by providing high quality support and guidance in relation to the clinical part of the course; continuity with the same tutor over 3 clinical years, improved career choices advice and guidance in preparation for their Foundation application and future medical career. Various challenges faced by the senior students on the MB ChB course, specially related to career development, intercalation, applications for Foundation Programme and being ready for clinical work means that they need high quality support from experienced clinicians who can give direct advice and signpost to appropriate further resources.

## Main Duties and Responsibilities

The CAT will be responsible for a group of 38-40 students over 3 years of the Phase 2 MB ChB course providing continuity and consistency of support.

As a CAT you will:

Undertake the following meetings with your student group:

- Beginning Y3 (and mid-point)
- Beginning Y4 (and mid-point)
- Beginning Y5
- Y5 Final Assessment meeting (exit interview)

Deliver CAT 'Study Choice and Academic Support' meetings as follows:

- **Post End of Year assessment academic feedback** supplemented by advice on:
  - Transition to clinical placements (Y3)





- Specialty focus (Y4)
- Foundation Programme preparation including FP Academic reference (Y5)
- **General advice**
  - Signposting to academic, pastoral or professionalism support if needed.
  - Development of professional identity
  - Provide references when required (e.g., for intercalation, part time employment)
  - Discuss extracurricular interests and achievements
- **Career guidance**
  - Guide career decision-making including signposting to colleagues with relevant career interests
  - Career guidance for Foundation choice (academic or general), and future career preparation and planning
  - Year 3 SSC guidance to assist and complement career guidance
  - Elective guidance to assist and complement career guidance

In addition, it is expected that as a Phase 2 CAT you will provide support for assessment including clinical examining, standard setting of clinical written examinations and their marking over and above any existing commitment you may have to this work.

### Clinical Duties

In addition to the University PA, the individual will be employed in active clinical practice within a University partner hospital or local GP practice involved in clinical placements.

### Internal and External Relationships

- Work closely with the Deputy Head of the Medical School, the Academic Lead for CAT programme and the coordinator for the CAT programme in the Phase 2 office.
- Work closely with the wider medical school team (academic, clinical, LMS professional services, UHL administrators)

### Planning and Organising

CATs are expected to plan and organise their teaching duties independently including preparation, delivery and evaluation of teaching. Normal working hours will be between 9am and 5pm on weekdays, although flexibility to work longer days, evenings or at weekends will sometimes be required.

CATs will schedule their annual leave at times appropriate to needs of the School, usually outside the main teaching terms.





The post holders will have the support of the phase 2 professional services CAT administrator, who amongst other roles, plans the distribution of students, liaises with tutors, and can help signpost to relevant academics and university services.

This role does involve direct liaison with your students and the ability to set regular time aside to meet your students from the three year groups, in person in Leicester or virtually by mutual arrangement.

The postholder will need to document meetings vis the School's MKM system.

## Qualifications, Knowledge and Experience

### **Essential**

- MB ChB or equivalent\*
- Full GMC registration with licence to practise\*
- Clinician on GMC Specialist Register, or GP on UK GP Register and a GP Performers list\*
- Holds consultant or GP post at a University of Leicester partner hospital or GP practice, or able to evidence the ability to secure regular clinical sessions at one of these\*
- Evidence of external recognition of teaching practice at a senior level
- Experience & interest in medical education\*
- Willingness to train/previous training as an educator
- Experience of mentoring/advising and motivating students
- Experience of undergraduate student Academic Support, Assessment & Feedback
- An understanding of how both undergraduate and postgraduate education is delivered.
- IT skills, ability to use Web Browser, Excel, Word, etc.

### **Desirable**

- Postgraduate qualification in Medical Education\*
- Has attended teaching courses and conferences on undergraduate medical assessment.
- Has attended courses on career planning
- Postgraduate appraisal experience
- Active experience as a Clinical Mentor with positive feedback

## Skills, Abilities and Competencies

### **Essential**

- High level of proficiency in written\* and spoken English, sufficient to undertake teaching and administrative activities utilising English Language materials and to communicate effectively with staff and students
- Ability to review, evaluate and develop the key skills of students
- Ability to prioritise tasks within agreed work schedules





- Ability to provide support to students via Blackboard, Microsoft Teams and other online teaching platforms
- Evidence of personal commitment to own educational development
- Demonstrate enthusiasm and commitment to student support
- Demonstrates commitment to quality in education and training
- Ability to motivate others
- Excellent interpersonal skills

### Desirable

- Fluent and effective communication
- Committed to change and personal progression
- Proven ability to deliver high quality student support & feedback
- Understanding of Leicester's UG medical curriculum\*
- Ability to plan strategically
- Ability to contribute to local policy
- Ability to lead others and deliver change

*\*Criteria to be used in shortlisting candidates for interview*

### Additional Requirements

#### Essential

- Satisfactory enhanced DBS disclosure
- Satisfactory occupational health clearance
- Meets professional health requirements (in line with GMC standards/Good Medical Practice)
- Medical defence cover

### Reason for Fixed Term Contract

The reason for the fixed term contract is stated in section 1.9 in the summary of contractual terms in your contract of employment.





## Professional Requirements

The appointment is available to Consultants, or GPs, who have skills and experience in student or trainee support and feedback. Appointees will be remunerated at Threshold 2b of the Consultant scale.

A Consultant will be required to hold a substantive NHS consultant contract in a University partner Trust and will be remunerated via their substantive NHS Trust. Funding for the role will be provided by the University of Leicester to the substantive NHS Trust. It is essential that this activity is agreed with the Head of Service, and that the substantive NHS Trust confirms that the activity can be incorporated into the individual's existing job plan, and that the joint job plan is agreed with the Medical School before the post is formally accepted. Appointees will be awarded an Honorary Lecturer title with the University, where an honorary title is not already held.

GPs will be required to hold a substantive role within any of our partner Academies or GP Practices. A GP appointed to this role will be employed directly by the University. It is essential that GPs ensure the CAT activity is agreed with the Practice and the activity can be accommodated within their existing job plan and that the Practice is agreeable to the role being undertaken prior to acceptance

*The successful candidate/s must be able to be able to work in the George Davies Centre for a minimum of 50% of the allocated PAs as required. You will be provided with appropriate flexible working space.*

You will be provided with appropriate flexible working space.

## Professional Requirements

You must be registered with the GMC, hold a licence to practise, abide by the codes of professional practice and have appropriate cover from a medical defence organisation for the duration of your appointment. Lapsing may render you subject to disciplinary action and you cannot be lawfully employed should registration lapse. You are required by the GMC to revalidate every five years. You must therefore advise the University of your revalidation dates and provide written evidence of your satisfactory revalidation where these fall within your period of employment with the University. You are also required to abide by the codes of professional practice as detailed by the professional body GMC.

It is a fundamental condition of employment that you hold and retain a substantive consultant contract with a recognised NHS Trust, or position in General Practice acceptable to the University for the duration of your employment. You must not commence work prior to arrangements being in place with your substantive employer regarding this role.

It is the responsibility of an individual member of the clinical academic staff to advise the University immediately if his/her substantive NHS/GP contract is terminated or withdrawn, or if at any time they are subject to disciplinary action under their substantive NHS/GP contract.

You will be required to comply with all NHS employment checks and satisfactorily meet these requirements, including occupational health & DBS clearance.





**Job Planning**

The University PA should be included as part of your joint job plan which will be agreed between the appointee, the NHS Trust or GP practice and the University. The precise configuration of activities and duties will be negotiated between the post-holder, the head of the host University Department and the NHS Trust or GP practice. The job plan will then be reviewed annually, following the appraisal meeting or more frequently where there are changes in regard to the pre-agreed workload. The job plan will be a prospective agreement that sets out a consultant’s duties, responsibilities and objectives for the forthcoming year.

**Appraisal & Revalidation**

Internal appraisal for the CAT role will be by a senior LMS academic and overseen by the Lead for Clinical Academic Tutors. This appraisal can be used to support NHS appraisal and revalidation. All appointees will maintain appropriate records such that the General Medical Council will grant successful revalidation of fitness to practise at the appropriate time. All consultants are expected to participate in annual appraisal and to undertake a 360° appraisal on a five yearly cycle. Appraisal will meet Royal College, GMC and University guidelines, follows nationally agreed process with annual appraisals involving an appropriate Trust/NHS England representative and University Head of Department or their nominee. This carries an expectation of active involvement in audit, continuing professional development in line with best practice in clinical governance.

**Criminal Declaration**

If you become an employee, you must inform your manager immediately, in writing, if you are the subject of any current or future police investigations/legal proceedings, which could result in a criminal offence, conviction, caution, bind-over or charges, or warnings.

This post is exempt from the Rehabilitation of Offenders Act 1974 because the appointee will have substantial access to young people and/or vulnerable adults. Therefore, an appointment to this post will be subject to checking through the Disclosure and Barring Service (DBS). The successful applicant for this post will, therefore, be required to give consent for the University to check and obtain appropriate clearance with the DBS for the existence and content of any criminal record in the form of an enhanced disclosure.

Information received from the DBS and the police will be kept in strict confidence and will be destroyed once the University is satisfied in this regard.

**Freedom of Speech**

The University is committed to upholding freedom of speech and academic freedom within the law throughout our recruitment processes. We ensure that all candidates are considered based on merit and





suitability for the role, without regard to their lawful viewpoints or the expression of challenging or controversial ideas. Our recruitment policies and practices are designed to protect applicants from discrimination or adverse treatment on the basis of their opinions, and to foster an environment where open debate and diverse perspectives are valued as essential to our academic mission.

### Supporting University Activities

As a University of Leicester citizen, you are expected to support key university activities such as clearing, graduation ceremonies, student registration and recruitment open days. We expect all staff as citizens to work flexibly across the University if required.

### University Values

**Inclusive** - We are diverse in our makeup and united in ambition. Our diversity is our strength and makes our community stronger.

**Inspiring** - We are passionate about inspiring individuals to succeed and realise their ambitions. We challenge our community to think differently, to get involved, and to constantly embrace new ideas.

**Impactful** - As Citizens of Change we will generate new ideas which deliver impact and empower our community

### Equity and Diversity

We believe that equity, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff which benefits everyone. Our strong values of inclusivity and equity support our efforts to attract a diverse range of high-quality staff and students, and identify our University as a progressive and innovative workplace that mainstreams equity, diversity and inclusion.

