

## J O B   D E S C R I P T I O N

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<b>Job Title:</b>	<b>Clinical Teaching &amp; Assessments Coordinator</b>
<b>Grade:</b>	<b>Band 4</b>
<b>Reports to:</b>	<b>Clinical Teaching and Assessment Manager</b>
<b>Base/Department:</b>	<b>Undergraduate Medical Education, Medical Education Department</b>

### **Main purpose of job:**

Clinical skills learning and assessment are key components of modern medical education and are continually evolving in order to prepare its graduates for the rapidly changing world of medical practice. The post carries specific responsibility for organising the delivery of clinical skills teaching and assessments for years 3-5 students. The post holder will work closely with the Clinical Teaching & Assessment Manager and the Clinical Skills Team. Therefore, excellent communication and negotiating skills are essential.

The post holder will be expected to exert a high degree of independent judgement in order to ensure that the clinical skills teaching and assessments required are co-ordinated and delivered on time and in accordance with the standards set by the Faculty of Medicine at Manchester University.

The post offers interesting and varied work and requires considerable experience of organisational administration, problem solving, forward planning and time management

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### **Main Tasks/Overview of Responsibilities**

- Work with the Clinical Teaching and Assessment Manager to agree collaborative approaches to the planning and organisation of a clinical skills teaching programme and assessments. Details of the key areas for collaborative work are set out below.

#### **1. *Clinical Skills Core Curriculum***

##### Year 3

Currently 234 clinical sessions are delivered each year requiring:

- Recruitment of Tutors.
- Timetabling of sessions.
- Liaising with the Clinical Skills Technician to ensure rooms are set up for teaching sessions.
- Organise ANTT sessions for students.
- Attend university meetings.
- Liaising with year 3 coordinator to organise year 3 revision.

#### Year 4

- Organise ANTT sessions for students.
- Organise CPR assessments for students.

#### Year 5

- Organise and timetable all 56 skills required to be delivered during Blocks 1-4 in accordance with curriculum set by the University of Manchester.
- Organise ILS for Yr5 and prep for foundation year.
- Attend meetings to ensure standardisation of delivery across sectors, in discussion with the Clinical Teaching & Assessment Manager and the Clinical Skills Team.
- Organise and Liaise with the skills team to arrange Mocks

### **2. Organisation of the Induction week for Year 3**

- Attending meetings at the Medical school to plan and design the new course ensuring standardization across sectors.
- Planning and organising the above course in conjunction with the Clinical Skills Team.
- Planning student timetable.
- Maintaining a high profile during the courses and manage problems as they arise.
- Liaising with SWAPs regarding students requiring academic support.

### **3. Organisation of Year 5 Revision Programmes**

- In conjunction with the Clinical Skills Team, coordinate the revision timetable for students taking the Exempting Examination January.
- Organise supplementary skills teaching for students who have intercalated and will be returning to the course.
- In conjunction with the Clinical Skills Team, organise a revision and consolidation programme for students sitting Finals in May.

#### **4. *Themed Case Discussions (TCD)***

- Lead and Organise TCD – overall 24 days (96 sessions in total).
- Organise and book rooms.
- Organise and book tutors (Lead and Facilitators).
- Allocate students.
- Liaise with University to ensure updated sessions information is acquired.
- Attend meetings at the university re. TCD delivery.
- Oversee the smooth running of the sessions on the day.
- Administrative duties on the week leading up to delivery of the session. (e.g. Sending PowerPoint presentations/ handouts).
- Managing attendance.
- Collecting feedback/audit regarding sessions.
- Managing cancellations of tutors to ensure the smooth delivery of the sessions.
- Liaise with Year 3 Coordinator regarding PCC sessions to ensure smooth delivery of sessions as students attend both on the same day.
- Order catering for Friday sessions.
- Providing specialist equipment for students with disabilities i.e. reading on special paper.

#### **5. *Absences***

- Monitoring/rearranging teaching across the years.

- Organise and rearrange skills teaching for students who have missed sessions due to absences etc.

## **6. *Assessments***

- Work with the Clinical Teaching and Assessment Manager and the Clinical Skills Team on the organisation of the year 3-5 examinations, including the mock exams. This will include agreeing specific areas of responsibility for work to deliver the examinations.

## **7. *Additional duties to the role***

- Room bookings for ECE Hospital visits.
- Organise 1:1 teaching sessions with Clinical Skills tutors for students requiring remedial support.
- Simulation teaching is an increasingly important aspect of medical training Trust wide. The post includes administrative responsibility for the existing simulation programme and assisting with future development and growth in this area.
- Working with the clinical skills lab facilitator organising the skills lab diary.
- Taking on responsibilities for the role of the clinical skills lab facilitator in their absence (e.g. External requirement of room bookings, equipment booking, lending out and returning scrubs to student and dealing with money, equipment auditing for exams/ skills etc.).
- Arranging skills teaching and room bookings for other students/ staff in the hospital (e.g. Night nurses, Physician Associates, International nurses etc.).

## **8. *Change Management***

- Being part of a sub-group to improve office culture and working environment.
- Contributing positively to improving team values.

## **9. *Team Support***

- Supporting other roles within the team to ensure smooth running of the curriculum and ensuring the service is delivered efficiently and effectively.

## **10. Professional Development**

- Take every reasonable opportunity to maintain and improve personal professional knowledge, competence and skills.
- Participates in annual development review.
- Maintains mandatory training for administration staff.

### ***Review of Responsibilities***

The purpose of this document is to act as a guide to the duties, which may be required. It is not an exhaustive visit and other duties may be required in accordance with the grade of the post and the competence of the post holder. The job description may from time to time be subject to review and change following consultation with the post holder.

### ***Infection Control***

It is a requirement for all staff to comply with all infection control policies and procedures as set out in the Trust Infection Control manual.

## **PERSON SPECIFICATION**

### **QUALIFICATIONS AND EXPERIENCE**

Degree **or** equivalent knowledge which can be demonstrated through a combination of on-the-job training, short courses and management or development responsibility

Significant experience and associated expertise in the following:

- Recruitment or event management.
- Liaising with senior professionals in delivering services

### **SKILLS / KNOWLEDGE**

1. Excellent communication skills (written and oral) with proven experience of dealing with a wide and complex range of stakeholders and matters.
2. Ability to interpret and provide guidance on policies and procedures.
3. Excellent project management skills.
4. Experience of event/meeting organisation.
5. Competent user of all aspects of Microsoft XP software.
6. Able to work with minimal supervision.
7. Ability to work under pressure and meet deadlines.

**DESIRABLE**

1. Previous experience of working in the NHS or of working in an educational setting.
2. Knowledge of Undergraduate Medical Education programmes

**LEVEL OF AUTONOMY**

Works to achieve agreed objectives within organizational policies, standard operating procedures etc. Work is managed rather than supervised, referring to line manager as an when necessary