



St George's, University of London

Institute of Medical & Biomedical Education

Community Placement and Patient Involvement Lead

Ref: 442-23

JOB DESCRIPTION

Post Title	Community Placement and Patient Involvement Lead
Grade	SGUL 7 (Lecturer) / SGUL 8 (Senior Lecturer) depending on experience and qualifications
Contract type	Permanent, 0.6 FTE
Responsible to	Head of Primary Care Section, Centre for Clinical Education
Accountable to	MBBS Senior Leadership Team ² , Head of Centre for Clinical Education, and ultimately to the Director of the Institute of Medical and Biomedical Education
Responsible for	No Line management responsibilities
Liaises with	Community Placement providers, contributing patients/carers; Patient database manager; relevant Academic year leads; Programme administration and academic team.

This is a newly expanded/reconfigured role to take over some existing responsibilities from a staff member reducing hours and expand the role of experts by experience (patients) in contributing to the MBBS Programme.

Community Placements: The aims of this aspect of the role are to academically lead, plan, operationalize and contribute to the quality assurance of community placements on MBBS programme. The role includes the responsibility for linking community involvement to the inclusion framework, curriculum and in educational governance. This will be achieved in consultation with, and with the support of the MBBS Leadership team, MBBS EDI leads, teaching staff, the Disability Officer and the MBBS program administration teams. This aspect of the role is replacing a retiring member of staff.

Patient involvement: This aspect of the role is aimed to ensure that a variety of innovative approaches to patient and public involvement and support is used, depending on the nature



and purpose of involvement. This would ensure that different experiences and areas of expertise of the local population are utilised, including groups that are usually hard to reach

The role will cover:

- Liaising with existing community groups e.g. Sickle cell, Integrated neurological services, nursery placements, Community Action for refugees
- Developing Canvas pages to support the community sessions and share stories of parents with children with special needs
- Introducing the new community contract to the above and future groups
- Relevant lectures introducing community placements and making links to the EDI curriculum
- Patient involvement in curriculum and in educational governance
- Exploring the potential for expanding (and if appropriate development) community placements as part of secondary care placements working in conjunction with speciality leads
- Training of community groups and patients for teaching and help with facilitation of sessions.
- Building patient and community partnerships to create sustainable placements and teaching and ensuring patient safety
- Ensuring strong links with equality, diversity and inclusion curriculum, including health inequalities

Programme information: The MBBS Programme at St George's currently admits approximately 280 students annually. This includes typically 184 MBBS5 students (5 years, largely school leaver stream, including 19 of whom are international, but also including up to 30% graduates) and 70 MBBS4 students (graduate entry 4-year course). The bulk of the content in the clinical science years (MBBS 5 years 1-2 and MBBS4 Year 1) is on basic clinical sciences, though all also include some early clinical experience, including clinical and communication skills training in preparation for students then merging for the remaining 3 clinical practice years of the curriculum (T-F), when they are also joined by ~25 students who have completed the Biomedical Sciences BSc and enter at T year. A range of community placements already operate in the Clinical Sciences (early years) of the programme, but with the potential for expansion across later years in some areas. Understanding Patient experience is central to becoming a doctor and including patients in governance and delivery a GMC expectation for MBBS Programmes.

Further information about our curriculum and approach to learning and teaching is available in the [curriculum brochure on the website](#)

Indicative and Specific Responsibilities

1. Oversee the organization and delivery of community placements, ensuring adequate learning opportunities to meet the learning outcomes and/or clinical practice outcomes, and encouraging student involvement in understanding the patient and carer perspective.
2. Oversee and maintain the quality of the learning objectives relating to the placement.
3. Oversee the quality of the relevant virtual learning environment (CANVAS) pages.
4. Ensure adequate numbers of community learning opportunities, each with an identified local lead, to meet the learning outcomes/clinical practice outcomes available for the necessary experience and encourages student involvement in understanding patient and carer perspective.
5. Explore potential community placement options with relevant local placement providers



6. Maintain appropriate contact with the undergraduate education team and the MBBS Quality and Partnership team overseeing administrative arrangements for placements
7. Ensure that staff responsible for timetables regularly update students of any changes
8. Review regular end-of-placement student feedback in collaboration with the SGUL Quality Team and addresses any concerns arising, as appropriate, including formulating a plan for dealing with identified patterns of concerns relating to the learning environment and impacting student experience.
9. Share concerns as appropriate with the university regarding, e.g. lack of progress in learning outcomes, attendance, or professional behaviour of individual students to enable timely support
10. Contribute to summative assessments: The university can provide training to support placement leads in writing questions for year specific knowledge tests, and/or examining in year-end clinical competency assessments.
11. Collaborate with EDI Leads as appropriate to deliver learning resources and teaching across the early years linking community objectives to EDI objectives.
12. Participate in relevant national forums related to best practice in patient involvement in the medical curriculum
13. Maintain their teaching skills and demonstrate their professional development as an educator as part of the local appraisal process. This should include training in medical education and assessment as appropriate, for example the SGUL Post Graduate Certificate in Medical Education or similar. Placement leads would also be encouraged to attend the annual SGUL Clinical Teaching Day designed to support clinical teachers in educating SGUL students on placements

Attributes and skills desirable for this role:

- Graduate with knowledge of voluntary sector or community health
- Facilitation and training skills to help projects develop placements
- Demonstrable commitment to equity and diversity
- Understanding of the importance of enabling the patient and carer voice
- Some experience in education desirable (additional training will be provided)
- Willingness to further develop teaching and educational skills including engagement with virtual learning environment as needed to meet the demands of the role
- An enthusiasm to learn about curriculum and be involved in curricular change and development
- Teamworking, networking, delegation and effective project-planning skills

Key relationships:

- Community placement providers and contributing patients and carers
- Relevant Module and Theme Leads
- Relevant Year Leads
- Administrative team
- Curriculum Development team
- MBBS Leadership team
- Student representatives

All academic staff at St George's, University of London are expected to act as a personal tutor and contribute to teaching. This includes research project supervision (undergraduate and master's level), lecturing, small-group teaching and assessment. The ratio of these may vary across academic staff.

Academic staff without a teaching qualification are normally expected to obtain Fellowship/Senior Fellowship of Advance HE (formerly Higher Education Academy) through the in-house framework (SHINE) or take the PG Cert in Health and Biomedical Education.



New Lecturers without Advance HE Fellowship, or a PG Cert are required to complete four core workshops in EduFocus to pass probation at the end of their first year. Academic staff are also expected to represent St George's, University of London at academic events and assist with fund raising activities, as requested.

Although this is a teaching-focused position, maintenance of research activity is encouraged and supported. Joint appointments with Research Institutes are possible for appointees with good publication records and potential for obtaining and sustaining research funding.

New Lecturers will normally be expected to take the PG Cert in Health and Biomedical Education and complete Module 1 to pass probation. Other academic staff without a teaching qualification should obtain Fellowship/Senior Fellowship of Advance HE (formerly Higher Education Academy) through the in-house framework (SHINE), or take the PG Cert.

It is expected that staff working at St George's, University of London will be involved in our mentoring and tutoring activities, as appropriate, as well as supporting admissions, student recruitment and access and widening participation activities (MMI interviews, Open Days, school visits, clearing etc) where applicable. All academic staff are expected to act as a personal tutor.

You are also expected to undertake other activities appropriate to your grade as directed by your manager. This job description reflects the present requirements of the post. As duties and responsibilities change, the job description will be reviewed and amended in consultation with the post holder from time to time. St George's, University of London aims to provide opportunities for all its employees to develop the skills required to be successful in their role and to further develop their careers.

St George's, University of London, is committed to the San Francisco Declaration on Research Assessment (DORA) principles.



Person Specification

Criteria	Description	Essential/ Desirable	How it is to be tested
Qualifications	BSc or BA 2:1 or above; any subject	E	PQ/AF
	Postgraduate Educational Qualification or equivalent (e.g. Fellow HEA)	D	AF
Experience	Relevant experience in voluntary sector or community health	E	SS1 , INT
	Experience of professional education and training	D	AF, INT
Knowledge	Understanding of community health and role of voluntary sector in supporting wellbeing	E	SS2 , INT
	Understanding of importance of involving patients and carers in medical education	E	SS3 , INT
Skills/abilities	Excellent communication and interpersonal skills including with patients	E	AF, INT, ST
	Effective negotiation and facilitation skills	E	INT
	Excellent project-planning organisational skills	E	INT
	The ability to work within complex and ambiguous organisational relationships	E	INT
	An interest in medical education and the application of innovations in medical education to practise	E	SS4 , INT
	Committed to embedding practices which embrace diversity and promote equality of opportunity and developing learning and teaching in line with SGUL Inclusive Education Framework	E	SS5 , INT
	Competent use of Microsoft Office tools, specifically Excel and Word and software skills required for a blended course delivery.	E	ST, INT

Key:

PQ=Prerequisite Qualification, AF=Application Form, CV=Curriculum Vitae,
SS=Selection/Supporting Statements, ST=Selection Test/Presentation, INT=Interview



Note: Elements marked SS (Supporting Statements) in the Person Specification will be highlighted in Step 6 (Supporting Statements) on the online application form. Applicants' answers to Step 6 are an essential part of the selection process. Applicants should write individual supporting statements to demonstrate how their qualifications, experience, skills and training fit each of the elements highlighted in this section.

*Applicants should address other elements of the Person Specification in Step 7 (Additional Information). Shortlisting will be based on applicants' responses to Step 6 **and** Step 7. Therefore applicants should complete both sections as fully as possible on the online application form.*

Updated November 2023



About us

Welcome to St George's, University of London, the UK's only university dedicated to medical and health sciences education, training and research. Our distinctiveness is based on our exclusive focus on health sciences and medicine, and we strive to bring an innovative and collaborative approach to all we do. We have more than 250 years of excellence and innovation in research and education resulting in groundbreaking advances in medicine and healthcare. Our alumni include Edward Jenner, John Hunter, Muriel Powell and Patrick Steptoe.

Our three research institutes, Molecular and Clinical Sciences, Infection and Immunity and Population Health, focus on biomedical and scientific discovery, advancing the prevention and treatment of disease in the fields of population health, noncommunicable diseases and infection - three of the greatest challenges to global health in the 21st century. In the Research Excellence Framework (REF) 2021, St. George's, University of London ranked equal 8th of 129 universities for impact and the University nearly doubled the number of outputs which were ranked as world leading (4*) compared to the REF2014. In addition, we submitted a 94% increase in staff (versus a national average increase of 46%), which reflects our increasing academic strength.

Our Institute of Medical and Biomedical Education focuses on our taught courses comprising undergraduate and postgraduate medical and biomedical programmes and our allied health courses including healthcare practice, radiography, paramedic science, physiotherapy and occupational therapy. It includes academic staff from diverse disciplinary backgrounds and identities who are engaged in teaching and research, and several specialist educational and operational professional services and technical staff who support education and the student experience.

Our values keep St George's, University of London striving to deliver its mission and demonstrate how we aspire to CARE for ourselves and others:

- Collaboration - We work as a community and engage external partners to deliver our mission.
- Ambition - We strive to achieve the best for ourselves and others, responding dynamically to new challenges.
- Respect - We are open-minded, listening to others and valuing different perspectives.
- Equity - We are inclusive, tackling inequity in all its forms.

The diversity of the people within our community at St George's, University of London is one of our strengths. The university benefits hugely from the range of perspectives that come from the different backgrounds, opinions and beliefs of our staff and students and, in recognising that, we want to put our approach to diversity and inclusion firmly at our core.

More information about St George's, University of London can be found at www.sgul.ac.uk.


For information, St George's, University of London and City, University of London have agreed to progress discussions about a potential merger.



St George's, University of London currently offers a range of employee benefits:

Salary: The salary range for:
SGUL 7 is £49,041 – £57,851 including London Allowance,
SGUL 8 is £59,477 – £68,370 including London Allowance,
 but appointment is usually made at the minimum point.

Hours: 35 hours per week pro rata which can be done flexibly in various ways or part time/job share can also be considered. Staff are expected to work the hours necessary to meet the requirements of the role and this will be dependent on the service area.

Annual leave:  32 days per annum pro rata. Plus, eight UK public holidays and three days when St George's, University of London is closed (usually between Christmas and New Year). Part time staff receive a pro rata entitlement.

Pension: Membership of competitive pension schemes with generous employer contribution and a range of extra benefits.

[Superannuation Arrangements of the University of London \(SAUL\)](#)

[Universities Superannuation Scheme \(USS\)](#)

[National Health Services Pension Scheme \(NHSPS\) \(existing members only\)](#)

Flexible working Flexible working, including part-time or reduced hours of work, opportunities to work from home for many posts, compressed hours and local flexibility in agreeing start and finish times of work.

Travel St George's, University of London offers an interest free season ticket loan and participates in the [Cycle to Work Scheme](#).

Gift Aid If you would like to make a tax-free donation to a charity of your choice, this can be arranged through our Payroll.

Sports and Leisure Facilities Rob Lowe Sports Centre, situated on the St George's Healthcare NHS Trust site offers exercise facilities that can be utilised by St George's, University of London staff.

Within walking distance from the University is Tooting Leisure Centre. Facilities include a swimming pool, gym and various exercise classes. The Centre offers SGUL staff an all-inclusive corporate membership. For more information please contact [Tooting Leisure Centre](#).

Shops and facilities There are a number of shops and facilities situated on site including ATMs, student bar and shop, Pret a Manger, M&S Simply Food store, library and multi-faith room.



Informal enquiries

Informal enquiries may be made via email to: Margot Turner (Community Placements) maturner@sgul.ac.uk, Hannah Cock (Course director) or Deputy Course Director Robert Nagaj, both on MBBSCoursedirector@sgul.ac.uk or Director of Curriculum Development Shehla Baig (sbaig@sgul.ac.uk)

Making an application

All applicants are encouraged to apply on line at <http://jobs.sgul.ac.uk> as our system is user friendly and the online application form is simple to complete. Please note that CVs only will not be accepted.

For any accessibility issues please contact hrhelp@sgul.ac.uk

Closing date: **03 December 2023**

Interviews will be held on 12 December 2023. As shortlisted candidates will be notified by email, it is imperative that you provide an email address that is accessed frequently.

Please quote reference **442-23**

We are delighted that you are interested in working at St George's, University of London. You will be notified of the outcome of your application by email. We aim to respond to all candidates within 5 weeks of the closing date of the vacancy.

