

Job Description

Position:	Lead for Clinical Assessments
School/Service:	School of Medicine
Reference:	
Grade:	Clinician/Consultant grade The Clinical Academic Salary is dependent on full GMC registration with a licence to practise and an ongoing clinical post; in these cases, salary is dependent on the current clinical appointment.
Hours:	0.4 – 0.8 FTE (to be agreed with appointee)
Reports to:	Associate Dean (Medicine)

Main purpose of the position:

The Lead for Clinical Assessments will be primarily responsible for leading the design, implementation, and continuous improvement of evidence informed clinical assessments across the MBChB programme.

This role is critical in ensuring that the assessment methodologies accurately measure the competencies and performance of medical students in accordance with GMC standards and best practices.

The Lead will collaborate with the academic staff, clinical instructors, and external stakeholders to develop robust, fair, reliable and valid assessment tools that align with the educational objectives, of the MBChB programme. Additionally, the position involves analysing assessment data to inform programme enhancements and student feedback, thereby directly contributing to the overall quality of medical education and assessments delivered.

This role is essential in maintaining the integrity and rigour of the clinical assessment process, ensuring that graduates are proficient and prepared to advance into their respective medical fields as safe, compassionate doctors practicing holistically.

Principal Duties and Responsibilities:

Design and Development of Clinical Assessment Tools

1. Develop and review clinical assessment frameworks and tools that are innovative, evidence-based, and aligned with the learning outcomes of the MBChB programme.
2. Ensure that clinical assessments are designed to effectively measure the breadth and depth of student knowledge, skills, and professional attitudes.
3. Develop and maintains appropriate systems to set standards for clinical assessment that inform decisions about students' competence at Boards of Examiners.
4. Contribute to examinations by writing questions and OSCE stations and by examining candidates and marking students' work.

Implementation of Assessment Strategies:

5. Oversee the administration of clinical assessments, ensuring they are conducted fairly and consistently across various settings.
6. Manage the logistical aspects of clinical assessment delivery, including scheduling, resource allocation, and compliance with accreditation standards.

Quality Assurance and Standards Compliance:

7.	Ensures that learning outcomes are assessed in a timely manner, using appropriate methods, and assessments are mapped to demonstrate coverage of the outcomes across the 5-year programme.
8.	Lead the quality management approach to question and exam development for clinical assessments.
9.	Continuously evaluate the effectiveness of clinical assessment tools and processes through regular reviews and audits.
10.	Ensure compliance with national medical education standards and accreditation requirements.
11.	Address and rectify any discrepancies or issues arising from clinical assessment processes.
Data Analysis and Reporting:	
12.	Analyse assessment data to identify trends, strengths, and areas for improvement in student performance and programme delivery.
13.	Prepare detailed reports on assessment outcomes for faculty, administration, boards and accreditation bodies.
Training and Development:	
14.	Provide training and support to faculty and clinical instructors on best practices in clinical assessment.
15.	To undertake training of new examiners in OSCE including marking software.
16.	To undertake training of supervisors on the use of the e-portfolio requirements for students.
17.	Stay updated with the latest developments in medical education and assessment methodologies, integrating new approaches as appropriate.
Stakeholder Engagement:	
18.	Collaborate with internal stakeholders (faculty, administrators, and students) and external stakeholders (clinical partners, accreditation bodies) to enhance assessment strategies.
19.	Serve as the primary liaison for matters related to clinical assessments within the programme.
Feedback and Continuous Improvement:	
20.	Solicit feedback from students and faculty on the clinical assessment experience to inform continuous improvement.
21.	Implement changes to clinical assessment strategies based on evidence-based practices and stakeholder input.
22.	Ensure that students receive timely and accurate guidance about assessments, including the format, length and range of content, marking schedule, and contribution to overall outcome, as well as information about exceptional circumstances and reasonable adjustments.
Leadership and Team Management:	
23.	Lead the clinical assessment team, fostering an environment of collaboration and professional growth.
24.	Set clear goals and objectives for the team, providing regular performance feedback and developmental support.
Academic Administration	
25.	Contribute academic advice on technical software and solutions for assessment processes.
26.	Undertake academic administration relevant to the needs of the post
Other	
27.	To treat everybody with whom you come into contact with dignity and respect, and to actively promote an inclusive attitude.
28.	To participate and engage in staff development activity and personal professional development
29.	To be involved with other projects and activities as necessary.

30.	To perform any other duties inline with the grade of the role
31.	Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with the statutory and corporate requirements.
32.	Awareness of environmental and sustainability issues and a commitment to the University's associated strategy with respect to performance/delivery of key responsibilities of the role.

Note:

This is a description of the position requirements as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the role requirements to be performed and if necessary update to incorporate changes were appropriate. The review process will be conducted jointly by the relevant manager in consultation with the position holder.

Please note that this is an evolving role with a requirement to travel and attend events external to the University in support of School/University business requirements

Person Specification

Position:	Lead for Clinical Assessments	Reference:	
School/Service:	School of Medicine	Priority (1/2)	Method of Assessment
Criteria:			
1	Qualifications		
1a	A medical degree	1	A
1b	Full registration and in good standing with the GMC.	1	A
1c	On specialty / GP register.	1	A
1d	Licence to practise.	1	A
1e	A postgraduate qualification in medical education, assessment or willing to work towards within 2 years	2	A/I
1f	Senior Fellowship of the Higher Education Academy, or willing to undertake application.	2	A/I
1g	Registration with a relevant medical or professional body.	1	A/I

2	Skills/Knowledge		
2a	Ongoing clinical practice, ideally as Consultant or GP	1	A
2b	In-depth knowledge of current best practices in clinical assessment and medical education.	1	I
2c	Strong analytical skills with proficiency in data analysis and interpretation.	1	I
2d	Strong quantitative skills.	2	I
2e	Excellent communication skills, both written and oral, to effectively convey complex information to diverse audiences.	1	I
2f	Advanced leadership skills with the ability to inspire and motivate teams.	1	I
2g	Proficiency in using educational technology and assessment software.	1	I

3	Experience		
3a	Extensive experience in medical education, specifically in clinical assessments including knowledge of MLA, CPSA process, GMC approval and content map	1	A/I
3b	Experience of university teaching, supervision and assessment on an undergraduate medical programme.	1	A/I
3c	Experience of writing/using single best answer (SBA) questions and objective structured clinical examinations (OSCEs)	1	A/I
3d	In-depth experience of university assessment processes and systems, ideally within a medical school. These would include a quality management approach to question and exam design including blueprinting, internal and external review of questions, and standard-setting. Experience in post-exam review including psychometric analysis and feedback from all stakeholders.	1	A/I

3e	Experience of evaluating and developing assessments including introducing innovations.	1	A/I
3f	Proven track record in designing, implementing, and evaluating assessment tools and methodologies in a healthcare or educational setting.	1	A/I
3g	Experience in managing teams and projects, with demonstrable outcomes in educational settings.	1	A/I
3h	Familiarity with assessment processes and standards in medical education.	1	I

4	Personal Qualities		
4a	Strong organisational and time management skills, with the ability to manage multiple priorities simultaneously.	1	A/I
4b	High level of integrity and professionalism, upholding the ethical standards of medical education.	1	A/I
4c	Innovative thinker with a proactive approach to problem-solving and continuous improvement.	1	A/I
4d	Exceptional interpersonal skills, with the ability to build and maintain effective working relationships with a range of stakeholders.	1	A/I
4e	Resilient and adaptable, capable of working effectively under pressure and embracing change.	1	A/I

5	Others		
5a	Willingness to undertake staff development, which may take place outside the University	1	A/I
5b	Awareness of the principles of the Data Protection Act, Freedom of Information Act, Prevent, the Bribery Act	1	A/I
5c	Awareness of the requirements of Health & Safety within the work environment	1	A/I
5d	Commitment to the University's policy on equal opportunities and diversity	1	A/I
5e	Available to work evenings and outside the normal academic year	1	A/I
5f	Able to travel nationally and internationally in order to meet the requirements of the service	1	A/I

Note:

1. Priority 1 indicates essential criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. Priority 2 indicates desirable criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current.
4. Please note that it is normally expected that a new appointee will commence at the bottom of the scale.
Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required.