

## Job description

Job details	
Job title	Clinical Teaching Fellow in Clinical Skills and Clinical Anatomy
School/Dept/Institute Centre/Faculty	Barts and the London School of Medicine. QMUL Malta.
Reports to	Head of Clinical Skills
Grade and salary	€35,358 – €40,544
Hours per week	Full time
Appointment period	1 year
Start date	August 2021 (negotiable)
Location	Gozo, Malta
Work activity type	Teaching/Scholarship

### Job context

In addition to the home campuses in London, Queen Mary University of London (QMUL) now also operates from its own state of the art, custom-built campus in Gozo, Malta. In 2017, QMUL and the Barts and the London School of Medicine and Dentistry launched a 5-year Bachelor of Medicine, Bachelor of Surgery (MB BS) programme in Malta. Up to 60 students a year will be accepted onto this 5-year programme, with the fourth annual intake recently joining us.

This is an exciting time to join QMUL Malta: we moved into our flagship campus building in October 2019, and now have unrivalled facilities for staff and students alike. Our campus is located on the grounds of Gozo General Hospital, in the centre of Victoria, the capital of Gozo.

We are now seeking to appoint three Clinical Teaching Fellows in Clinical Skills and Anatomy. The clinical skills and anatomy curricula at Barts (London) and Barts (Malta) are identical. They comprises a core philosophy that clinical skills are learnt with, from and for patients, with simulation and peer practise playing an important role in the preparation for this. Physical examination skills are integrated explicitly with the underlying sciences (particularly anatomy and physiology) and with the medical sciences that inform clinical reasoning. The curriculum follows best evidence in clinical skills and clinically relevant anatomy and specifically acknowledges areas of uncertainty or variation in how skills are practiced.

The role is offered on a fixed-term basis of one year on a QMUL Malta Ltd contract. This role forms part of an expanding team, and as a result the duties and responsibilities of QMUL Malta posts will necessarily cover a greater breadth and variety than similar roles in QMUL London.

### Job purpose

To support learning and provide teaching within the Clinical Skills and Anatomy Centres, teaching a variety of clinical skills and clinically relevant anatomy to medical students throughout the curriculum (including students who have been referred for extra help), and identifying and developing teaching materials.

To work as part of the Centre's education team, being mutually supportive and covering duties as necessary during colleagues' absences and at times of additional pressure.

To act as near peer mentors for students as they approach finals, SJTs, PSA etc

### **Main duties and responsibilities**

#### **Education**

1. **Clinical Skills:** To provide clinical skills teaching (examination skills, practical procedures, communication skills) to students at all levels of the MBBS course
2. **Anatomy:** to act as an anatomy tutor within the Anatomy Centre providing support to the Anatomy Lead in anatomy practicals and dissections
3. **PBL/CBL:** to facilitate problem/case based learning sessions (full training will be provided)

#### **Clinical/Professional**

4. To undertake a programme of attachments to appropriate clinical groups/units to maintain clinical learning and skills.

#### **The Clinical Teaching Fellows are expected to carry out the following tasks:**

5. Work with cadavers, prosections and anatomical models in the Anatomy Centre. Work with simulated patients and healthy volunteers being examined in communication and clinical skills.
6. Work closely, on a daily basis, with those academic, technical and administrative staff members of the medical school to ensure the quality of the undergraduate medical curricula.
7. Liaise orally and in writing with academic colleagues about curriculum and assessment design
8. Liaise orally and in writing with support and administrative staff of the School and wider College in order to support effective teaching, learning and assessment.
9. Support, teach, advise and facilitate the learning of students in formal teaching sessions (e.g. lectures, seminars, tutorials, one-to-one supervision) to help them achieve their best potential.

**The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.**

**This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.**

**Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.**

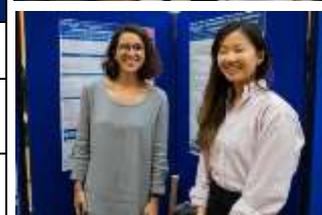
## Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

Qualifications	Essential	Desirable
Undergraduate medical degree-MBBS or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current Licence to Practise (GMC/MMC registration or equivalent)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 years Clinical Experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good Teaching Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical knowledge appropriate to experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good working knowledge of clinically relevant anatomy (or ability to relearn)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge/understanding of confidentiality issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge/understanding of Clinical Governance issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge of healthcare needs in a multi-racial society	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of GMC "Outcomes for Graduates"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Good clinical and communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to identify priorities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to work effectively in a team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to initiate action and work independently	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enthusiasm for students and a desire to help them learn	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enthusiasm for extending own learning and new ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to remain calm under pressure and in stressful situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>





## Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

## EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-Mentor](#). We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact [hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk).

## Further Information

Details about the school can be found at:

<https://www.qmul.ac.uk/malta/>

Informal enquiries should be made to:

**Name: Dr Dason Evans**

**Email: [d.e.evans@qmul.ac.uk](mailto:d.e.evans@qmul.ac.uk)**

## General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place