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**JOB DESCRIPTION**

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| **Job title** | Scottish Graduate Entry Medicine (ScotGEM) Generalist Clinical Mentor (GCM) |
| **Accountable to** | ScotGEM Programme Director, NHS Fife Director of Medical Education and Clinical Director East Fife H&SCP |
| **Reporting to** | Lead Generalist Clinical Mentor |
| **Base** | University of St Andrews and a Fife GP practice |
| **Term** | 2x permanent posts  1x fixed term to 12th June 2026 |
| **Hours** | 0.4 WTE academic sessions and 0.2 WTE clinical sessions |
| **Remuneration** | Pro-rata Associate Adviser Scale for academic sessions (0.4 WTE) and  GP Salaried Scale for clinical sessions (0.2 WTE) |
| **Employment** | NHS Fife |
| **Start date** | August 2025 |

**Background of ScotGEM**

In 2016 the Scottish Government awarded the commission of Scotland’s first graduate entry medical programme to a partnership led by the Universities of Dundee and St Andrews. This broad collaboration includes four of NHS Scotland’s health boards and the University of the Highlands and Islands (UHI). It is specifically tailored to meet the contemporary and future needs of the NHS in Scotland. The initial intake of students successfully graduated in June 2022.

Based upon the GMC 2015 *Outcomes for graduates,* ScotGEM aims to train doctors to deliver Realistic Medicine, whilst incorporating Healthcare Improvement projects to enhance the quality of health and social care tailored for each person, as outlined in the National Clinical Strategy for Scotland. An overt aim is that through close linkage between the graduate programme, NHS Boards and Integration Joint Boards (IJB) - ScotGEM and its graduates will facilitate change in the way that care is delivered in Scotland, nearer to peoples’ homes.

ScotGEM capitalises on the existing excellence of medical teaching in the two Universities and respective health boards in NHS Dumfries and Galloway, Fife, Highland and Tayside, providing a programme that is truly different, offering training based largely in the community and extending into the independent and third sectors. The principles which underpinned the curriculum design are:

* + - Education will be clinically focused from the start, based on evidence and excellence.
    - Substantially community based, utilising community hospitals and GP Practices, with an emphasis on health and social care integration.
    - The curriculum in years one and two will employ Case Based Learning.
    - Substantive exposure to remote and rural settings.
    - Delivery via a network of Generalist Clinical Mentors.
    - An emphasis on use of modern IT systems in Health Care and education.
    - Equip graduates to manage change and lead innovation in order to meet the needs of theNHS in Scotland, helping to drive health care delivery nearer to peoples’ homes.
    - Include strengthening health communities through focused Quality Improvement activities.
    - Flexibility of delivery to tailor curriculum as much as possible to needs of the graduates

More broadly the ScotGEM programme also seeks to:

* + - Improve healthcare across Scotland
    - Positively impact and influence medical education
    - Stimulate innovation and local healthcare improvement activities

The ScotGEM programme leads to a Primary Medical Qualification (PMQ) that is jointly awarded by St Andrews and Dundee and meets all GMC requirements.

**Generalist Clinical Mentor (GCM)**

The GCM role is perhaps the clearest unique feature of ScotGEM and is the mechanism by which the espoused ‘vision’ that attracted the Scottish Government is to be delivered and has gained widespread interest from many stakeholders:

***“To produce top quality, adaptable, compassionate primary care leaders who will help drive change in the delivery of healthcare across Scotland.”***

Central to achieving this, including the provision of early patient contact, a strong community-facing ethos, supporting care delivery to communities as well as through service learning and healthcare improvement projects, is a team of GCMs. The GCM role is unique to ScotGEM and carries significant educational responsibility. This includes being the educational clinical anchor for Case Based Learning during years one and two, providing Clinical Interactions Course teaching as well as supporting other aspects of the curriculum such as community based experiences and Agents of Change. The role is therefore a substantial and challenging one for which we seek committed educators. A further key aspiration is to use the creation of GCM posts to bolster and invigorate the primary care workforce through involvement with ScotGEM.

**Employment**

**You would be an NHS Fife employee, for 6 sessions per week.**

* 2 sessions / 1 day per week would be spent working in St Andrews School of Medicine
* 2 sessions / 1 day would be spent with your student group (approx 6 students) in your host Practice
* 2 sessions / 1 day would be spent working clinically in your host Practice as a GP. NHS Fife / ScotGEM would secure the host Practice for you. The SLA with the practice is under regular review.

GCMs will have a contract with NHS Fife (including both clinical and teaching components) and honorary appointments with the universities of St Andrews or Dundee. These posts will be funded for 4 academic sessions and 2 clinical sessions. The clinical sessions will include full clinical responsibilities including home visits, results management, and practice admin etc will be undertaken each week within the ScotGEM teaching practice. The GCM must have access to an appropriate array of relevant patients and clinical experience.

**Appraisal**

Fife GCMs will undergo a dual annual appraisal, with objective setting and review using the Scottish Online Appraisal Resource (SOAR) and the development of a Personal Development Plan (for clinicians requiring revalidation, this will be a joint appraisal where feasible). This will be an opportunity to review activity using the national Measurement of Teaching approach and to identify learning needs for the future. GCMs will be encouraged to engage in more advanced professional development e.g. Diploma in Medical Education etc.

**Department position**

NHS Fife Medical Director

Associate Medical Director (Fife H&SCP)

ScotGEM Programme Director

NHS Fife Director of Medical Education

Clinical Director (East Fife H&SCP)

Lead Generalist Clinical Mentor

Year 3 GCMs

(2 post holders)

Year 2 GCMs

(6 post holders)

Year 1 GCMs

(12 post holders)

**The Generalist Clinical Mentor role**

As a GCM, you are ultimately expected to be an enthusiastic advocate for ScotGEM, promoting its ethos to students and amongst colleagues in order to positively promote rural and generalist practice.

As a positive and enthusiastic role model for students, you will:

* demonstrate a strong interest in student progress
* provide support for their own personal development / reflective practice
* present a solution focused approach towards challenges of health care provision

You will provide access to clinical learning in a suitable community context by:

* identifying and recruiting a full range of suitable willing patients to expand students experience of weekly case based learning cases (including diversity in terms of age, gender, condition, culture, background and behaviour)
* supervising and teaching students in the context of managed (invited patients for specific purpose) and reactive (unfiltered) clinical practice)
* accessing appropriate facilities and learning opportunities within either a general practice, community hospital or community context for their student group. For example physiotherapy, occupational therapy or engaging with other local community services.
* supervising and instructing in a full range of consultation, procedural and clinical skills in both simulated and practice context, for example to act as a ‘CLIC’ tutor under the guidance of more experienced staff

You will facilitate Case Based Learning (CBL):

* + - with your own CBL group of students
    - with cross cover or combined group teaching, including occasionally entire year cohort
    - by utilising IT, e-learning and distributed learning approaches

Agents of Change (Healthcare Improvement) Projects:

* engage in relevant CPD to ensure ability to oversee and guide students conducting Healthcare Improvement projects in a range of environments
* facilitate and support teaching related to AoC, in particular Quality Improvement methodologies
* support establishment and conduct of Healthcare Improvement projects in local area
* seek ways to promote the improvement of local services through AoC projects to optimise the impact of ScotGEM students on the NHS in Scotland

Patient Journey / Emergency Care (Year 2 only):

* engage in relevant CPD to ensure ability to oversee and guide students in basic acute care skills, including in a pre-hospital environment (e.g. via BASICS)
* support local emergency care staff in providing basic acute care training
* teach a basic pre-hospital urgent care course including simulated learning events, communication (SBARs etc) and consultation skills
* facilitate students investigating patients experience of pre-hospital care
* facilitate case based presentations/posters

Formative and summative assessment:

* question writing, selection and QA
* standard setting
* assessing portfolio work such as MiniCeX, CBL conclusion activities, work based assessment
* Multiple Mini Interview assessor
* OSCE assessor
* examining
* portfolio review (formative with own students, summative within whole cohort).

*Note: GCMs will not be required to deliver Foundation science or specialist content. Some aspects of the GCM role require skills potentially beyond that of most general practitioners for which additional training opportunities will be provided.*

**Additional notes for this post:**

* Planned activity for the academic sessions in year 1 will occur on:
  + - * Tuesday – St Andrews University
      * Thursday - practice based teaching
      * Accelerated training and induction will be provided, as well as close mentorship and support throughout your employment
* This is a fantastic opportunity to experience this unique master-apprentice type teaching model, and may suit a candidate who is considering more substantive medical education roles in the future
* You will join a supportive team of GCMs in Fife
* The GCM is expected to consolidate and complement the weekly learning outcomes, with experiential learning opportunities within the clinical setting

Person Specification

Candidate Requirements

* + - An experienced General Practitioner
    - The post-holder will continue working as a GP
    - Registered with the GMC, with a licence to practise and up-to-date with NHS appraisal and revalidation
    - Required to join the Recognition of Trainers register (achievable through a staff development programme)
    - An enthusiastic advocate for the aims of ScotGEM, promoting its ethos to students and amongst colleagues in order to positively promote rural and generalist practice
    - A positive and enthusiastic role model for students

|  | Essential | Desirable |
| --- | --- | --- |
| Education/Qualifications | Full GMC license to practice (or equivalent)  Recognised Trainer (or commitment to work towards)  Evidence of a commitment to on-going personal and academic development | Recognition of Trainer status  Postgraduate qualification such as Certificate, Diploma or Masters in Medical Education or equivalent FHEA recognition  MRCGP |
| Work and other relevant experience (including training) | Experience of and responsibilities in undergraduate medical education in a relevant context (community based in NHS)  Evidence of administrative / managerial skills  Excellent communication skills, verbal and written | Experience of managing change or implementing healthcare improvements  Experience in educational governance, student affairs etc  Experience with curriculum development |
| Personal qualities and abilities | Commitment to the role of General Practitioner in the NHS  Positive, enthusiastic, problem solver  Self-motivated and self-directed  Ability to plan and manage workload in order to meet deadlines  Ability to work effectively with others | Interest in rural or underserved communities  Commitment to supporting NHS workforce development  Highly effective team player |