**Problem Based Learning (PBL) Facilitator**

COLLEGE OF MEDICAL, VETERINARY & LIFE SCIENCES

SCHOOL OF MEDICINE

**Job Purpose**

To facilitate PBL (problem-based learning) tutorials in Years 1 and/or 2 of the undergraduate medical curriculum, as required by the Undergraduate Medical School (UMS); and to conduct formative assessment interviews with students in facilitated groups, to provide feedback on their performance in PBL.

**Main Duties and Responsibilities**

1. To facilitate PBL tutorials in Years 1 and/or 2 of the undergraduate medical curriculum.
2. To conduct formative assessment interviews with students in facilitated groups, on an individual and group basis.
3. To undertake the necessary preparation for facilitating PBL tutorials, including reading of documentation (Facilitators’ Notes) and attendance at Block briefings.
4. To provide feedback to the UMS by attending the Block debriefings.
5. To maintain a register of students’ attendance.
6. To inform the UMS of any student whose attendance at, or contribution in, PBL is poor.
7. To attend staff development sessions (Mid-Wednesday Meetings) once per Block, where these are provided.
8. To provide occasional cover for absent colleagues, by agreement with UMS.
9. To assist in the training of new facilitators (peer observation), by agreement with the UMS.
10. To improve one’s facilitation skills over time, by reflecting on such student evaluation as is available and by engaging in discussion of good practice with colleagues.

**Qualifications**

First degree in medicine or PhD in a biomedical science or other relevant discipline.

Completion of UMS Facilitator Training Programme for PBL in Years 1 & 2 (regardless of PBL experience in other curricula).

**Knowledge, Skills and Experience**

Experience of/expertise in an appropriate medical or scientific discipline

Good communication skills, including listening skills

Ability to facilitate student learning, using non-didactic techniques

Ability to generate a positive learning environment for students at an early stage in their University careers

Ability to give constructive, formative feedback to students