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| Post Details | **Last Updated: 2/11/21** | |
| Faculty/Administrative/Service Department: | Faculty of Health & Medical Sciences (FHMS)  School of Health Sciences | |
| Job Title: | Teaching Fellow A – Family Interventions in Psychosis and Bipolar Disorder Module Lead | |
| Job Family & Job Level | Research and Teaching | 4 |
| Responsible to: | Head of Department or Faculty | |
| Responsible for: | Not applicable | |
| Job Summary and Purpose  To have significant input to the teaching at undergraduate and postgraduate level.  To participate in appropriate level of Faculty/Department management and administration. Duties may be carried out with the guidance of a mentor, if required. | | |
| Main Responsibilities and Activities | | |
| Teaching delivery and development:  Assist in developing teaching methods, materials and technologies to enhance the student learning experience.  Assist in curriculum and course innovation and the design of programmes, sharing and contributing to responsibility for the quality of the delivery of these programmes.  Plan, deliver and critically review a range of teaching and assessment activities including lectures.  Assist in the development of innovative and relevant teaching, learning and assessment techniques.  Act as tutor for industrial/ professional training year students and students in professional practice in subject specialism.  Set and mark programme work, practical sessions, supervisions, fieldwork and examinations in subject specialism and provide timely and appropriate feedback.  Continually update subject knowledge and understanding and apply advances to programme development.  Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague where appropriate.  Student pastoral care  Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.  Act as personal tutor and give first line support before referring students on to appropriate services. Management and administration  Take on specific roles such as Library Representative or Year Tutor which contribute to the efficient management and administration of the Faculty/Department.  Grow personal involvement with academic, professional or clinical networks in the discipline. | | |

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| Person Specification  **Post holder must have a training in Family Interventions for Psychosis and possess a professional mental health qualification with appropriate professional registration and experience in adult mental health.** An honours degree or be working towards a higher degree or equivalent higher professional qualification as appropriate. Post holder to demonstrate:   * Evidence of teaching and presentational skills or the potential to acquire these. * Evidence of administrative/organisational skills or the potential to acquire these. * Evidence of familiarity with current developments in the relevant discipline or profession.   A Teaching Qualification e.g. Postgraduate Certificate in Learning and Teaching in HE or equivalent is desirable, if such a qualification has not been attained the candidate will be **expected** to complete the (funded) University Graduate Certificate by the end of their probation period with the University. |
| Relationships and Contacts  Participate in Faculty committees relevant to teaching, learning and administrative duties, e.g. Faculty Board of Studies and Examination Board. Teaching and administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching Committee or similar body. |
| Special Requirements  The post holder is expected to work outside normal office hours as necessary.  The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.  If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly. |
| All Staff are expected to:  Positively support equality of opportunity and equity of treatment to colleagues and students in  accordance with the University’s Equal Opportunities Policy.  Undertake such other duties within the scope of the post as may be requested by your Manager. Help maintain a safe working environment:   * Attend required Health and Safety training as part of probation and induction and as duties and techniques change. * Follow local codes of safe working practices and University Health and Safety Policy |

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| Post Details | **Last Updated: 6/5/22** | |
| Faculty/Administrative/Service Department: | Faculty of Health & Medical Sciences (FHMS)  School of Health Sciences | |
| Job Title: | Teaching Fellow B - Family Interventions in Psychosis and Bipolar Disorder Module Lead | |
| Job Family & Job Level | Research and Teaching | 5 |
| Responsible to: | Head of Department or Faculty | |
| Responsible for: | Teaching staff in the Department or School.  May supervise other staff. | |
| Job Summary and Purpose  To have significant input to teaching at undergraduate and postgraduate level.  To make a significant contribution to Faculty/Department management and administration as appropriate. | | |
| Main Responsibilities and Activities | | |
| Teaching delivery and development:  Develop teaching methods, materials, technologies and learning environments which enhance the students learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.  Assist in the development of curricula and lead on programme and course innovations whilst taking responsibility for the quality of programmes developed.  Plan, deliver and critically review a range of teaching and learning activities including lectures.  Contribute to the development of the Faculty’s Teaching and Learning Strategy.  Develop and apply innovative and relevant teaching, learning and assessment techniques including peer review and other recognised metrics.  Develop appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students.  Continually update knowledge and understanding in subject specialism and apply to course of study.  Extend transform and apply new knowledge from pedagogic developments to teaching and appropriate external activities as part of an integrated approach to academic practice.  Engage in professional and pedagogical research to support subject specialism teaching and learning activities.  Conduct individual or collaborative projects related to discipline or pedagogy.  Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.  Student pastoral care  Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.  Act as personal tutor and give first line support before referring students on to appropriate services. | | |

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| Management and Administration  Take on administrative duties such as Examination Officer and Timetabling Officer which contribute to the efficient management and administration of the Faculty/Department.  Be fully involved with students at all levels of support.  Active involvement in academic, professional or clinical networks in the discipline and start to undertake leadership roles in these networks. |
| Person Specification  **Post holder must have a training in Family Interventions for Psychosis and possess a professional mental health qualification with appropriate professional registration and experience in adult mental health.** Post holders are expected to hold a degree, higher degree or appropriate equivalent professional qualification (with an expectation of holding a higher degree for those teaching at post graduate level). Post holder to demonstrate:   * Evidence of high level of teaching and presentational skills * Evidence of administrative/organisational skills * Evidence of knowledge and understanding of current developments in the relevant discipline or profession.   A Teaching Qualification e.g. Postgraduate Certificate in Learning and Teaching in HE or equivalent is essential. |
| Relationships and Contacts  Post holder to be a member of Faculty committees relevant to administrative duties, e.g. Faculty Board of Studies and Examination Board.  Teaching and Administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching Committee or similar body. |
| Special Requirements  The post holder is expected to work outside normal office hours as necessary.  The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.  If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly. |
| All Staff are expected to:  Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.  Undertake such other duties within the scope of the post as may be requested by your Manager. Help maintain a safe working environment by:   * Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand * Following local codes of safe working practices and the University of Surrey Health and Safety Policy |

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| Addendum  This document provides additional information relating to both specific aspects of the post/Faculty and any post specific person specification criteria. The information contained within this document should always be read in conjunction with the accompanying generic Job Purpose. | | |
| Job Title: | Teaching Fellow A/B - Family Interventions in Psychosis and Bipolar Disorder Module Lead | |
| Background Information/Relationships  Summary of the role:  Teaching fellows will be responsible for providing high quality teaching, assessing and module management within the programmes, including supporting practice development and assessment. The teaching fellows will work with and through module leaders. They will work closely with DoS’s Nursing, Integrated Care according to own areas of responsibility. They will engage with activities as required in line with the School’s strategy. In the case of this pathway, the post holder will work closely with the co-module lead within Sussex Partnership Trust to deliver a programme that meets the requirements of Health Education England accreditation.  Responsible for:  Teaching specifically on Family Interventions in Psychosis and Bipolar Disorder Modules, contributing to curricula content development according to own speciality, ensuring excellent student experience within taught sessions and supporting the practice component of the programme. | | |
| Person Specification  This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. This is in addition to the criteria contained within the accompanying generic Job Purpose. | | |
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| Current professional mental health qualification with appropriate professional registration and relevant experience/practice in adult mental health | | E |
| A higher academic qualification (or working towards one), normally a master’s degree | | D |
| NMC registered Teaching qualification or working towards one | | D |
| Evidence of administrative and organisational skills | | E |
| In addition for Teaching Fellow B | |  |
| A higher academic qualification (or working towards one), normally a masters degree (relevant to older adult care) | | E |
| Evidence of innovation in learning and teaching | | E |
| NMC registered Teaching qualification | | E |
| Evidence of research interest or expertise relevant to nursing | | D |
| Key Responsibilities  This document is not designed to be a list of all tasks undertaken but an outline record of any faculty/post specific responsibilities (5 to 8 maximum). This should be read in conjunction with those contained within the accompanying generic Job Purpose. | | |

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| * To ensure programme developments are aligned to School’s vision for education; * To engage in scholarship and support the research activities of the school; * To contribute to relevant programme boards and management meetings; * To extend, transform and apply knowledge gained form scholarship to teaching programme development; * To work with module leaders to deliver high quality teaching as measured by the National Student Survey and module evaluation process; * To ensure that timetabled sessions are provided according to module expectations; * To ensure the programme is relevant and current through contributing own specialist knowledge; * Undertake practice/ placement visits to support student learning, as required. * Attendance at Open Days, Applicant Days on occasional basis.   N.B. The above list is not exhaustive. |