

Post Details	Last Updated 01/09/2022
<b>Faculty/Administrative/Service Department:</b>	Faculty of Health and Medical Sciences
<b>Job Title:</b>	Course Lead for Assessment (Medicine)
<b>Job Family</b>	Research and Teaching
<b>Responsible to:</b>	Head of Department or Faculty
<b>Responsible for:</b>	Teaching staff in the Department or School. May supervise other staff.
<b>Job Summary and Purpose</b>	
<p>To have extensive and sustained excellence and academic experience in learning and teaching and be a leader of educational initiatives and activities within the University and nationally/internationally.</p> <p>To provide leadership in the development and enhancement of learning innovation in line with the Faculty/University's teaching and learning strategy.</p> <p>To attract and secure funds for pedagogic research projects, project proposals and consultancy.</p> <p>To undertake, lead and influence Faculty staff in the use of new and innovative learning environments.</p>	
<b>Main Responsibilities and Activities</b>	
<b>Teaching Innovation, Learning Environment, Delivery and Development</b>	
<p>Provide academic leadership at Department, Faculty and where appropriate at University level in relation to the leadership, development and enhancement of teaching, learning and assessment.</p> <p>Identify opportunities for strategic development of new curricula, courses, or areas of activity and lead the development of such ideas.</p> <p>Deliver innovation that enhances the design and delivery of teaching and learning activities, methods, materials, assessment, and evaluation of impact on student learning, contributing to high quality undergraduate and postgraduate programmes.</p> <p>Lead and influence the practices for setting and marking programmes of work, practical sessions, supervisions, fieldwork and examinations according to own area of subject specialism, and providing timely, appropriate feedback and feed forward to students.</p> <p>Contribute significantly to postgraduate taught programmes where appropriate attracting students on a continuing basis, and successfully supervising them to completion of studies.</p> <p>Act as an external validator and examiner for associated institutions and engage with external professional and accredited bodies.</p> <p>Where appropriate act as a University delegate during teach out period with Associated institutions.</p>	
<b>Esteem and Contributions</b>	
<p>Evidence of international recognition for the development and enhancement in learning and teaching in subject specialism.</p> <p>Lead independent pedagogical research related to discipline and disseminate internationally. Sustain an extensive track record of published findings in appropriate, peer reviewed research journals and/or monographs to maintain and enhance expert subject reputation.</p> <p>Lead, develop and deliver innovative pedagogical proposals and projects. Secure funding and plan the research undertaken. Secure and develop project consultancy. Manage the resources associated with research activities.</p>	

Develop pedagogical collaboration with staff in Faculty and multidisciplinary research links with staff which extend current thinking in the subject area, thereby enhancing the reputation of the Faculty and the University.

Lead in the contribution to public understanding of the discipline.

Evidence of being an internationally recognised expert in own subject area continually updating knowledge and understanding and disseminating this learning to local, regional, national and international communities.

Attend appropriate national/ international conferences for the purpose of disseminating research results and maintaining academic credibility.

Where appropriate sustain and develop professional expertise and maintain requirements for registration with professional bodies.

#### **Student pastoral care**

Use pastoral care skills to support the sensitive needs issues and circumstances of students.

Act as personal tutor and give first line support before referring students on to appropriate services.

#### **Leadership and Administration**

Engage with educational issues in accordance with the Faculty's learning and teaching strategy at an international level e.g. membership of international committees associated with learning environments and pedagogical development of their discipline.

Evidence of influencing national bodies related to the development of learning and teaching.

Lead on strategic educational innovations within the Faculty, and where appropriate the University. Develop professional collaborations that may influence workforce planning development locally, nationally and where appropriate internationally.

Perform very senior administrative and managerial duties such as Director of Programmes which contribute to the overall effectiveness and running of the work of the Faculty or University.

Undertake and lead on the advice, supervision and guidance to peers and colleagues and direct support for their innovations within pedagogical developments.

#### **Person Specification**

The post holder will be expected to hold a doctoral degree, a formal recognised teaching qualification and where appropriate professional qualifications of standing.

May be a holder of a University of National Teaching and Learning Award.

Will hold an HEA Senior Fellowship or equivalent.

Outstanding qualities and achievements in scholarship and pedagogy at a national and international level which have made a significant contribution to the advancement of their subject.

High quality pedagogical and/or subject related publications of international standard.

Evidence of leadership in scholarly or pedagogic activities, including postgraduate supervision.

Evidence of sustained, innovative and high quality teaching at undergraduate/postgraduate level.

Evidence of designing and developing learning environments and publication record of internationally recognised textbooks or highly regarded teaching materials.

Proven management, leadership and administrative ability at a very senior level.

Evidence of contributions to conferences, professional meetings and societies at an international level and evidence of achievements in other external activities at an international level.

Evidence of External Examining.

Evidence of National Committee membership.

### **Relationships and Contacts**

Accept invitations to serve on national and international bodies and governmental bodies.

Take on roles that enable the University to meet its administrative needs.

Liaise with existing and potential sponsors.

Teaching and administrative duties are allocated by the Dean of Faculty.

### **Special Requirements**

The post holder is expected to work outside normal office hours as necessary.

The post holder will be expected lead and contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.

### **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:**

**Course Lead for Assessment (Medicine)**

This is a permanent position; however, these duties may be subject to change.

### **Background Information/Relationships**

The core focus of this role will be the development and delivery of a high quality, reliable and valid medical undergraduate assessment programme; that ensure the standards required for students to graduate with a primary medical qualification in the UK.

In addition to lead the development of novel formative and summative assessments in the Surrey GEM programme, including use of work-based place assessments and professional portfolios, using evidence-based contemporary assessment theory and methods. The assessment programme will have a particular emphasis on student feedback and feedforward mechanisms that support individual student learning needs

The Lead for assessment, working closely with the Dean for Medicine, will be responsible for the development of the assessment programme and the student experience across Medicine, in line with the University's Learning and Teaching Strategy and other institutional policies.

The post holder will make significant contribution to the leadership and project development of a community-facing new Medical School, and delivery of its undergraduate medical programme.

The role includes leading, developing and delivering the BMBS assessment programme with its team of teachers, and developing successful relationships with NHS partners. The post holder is also expected to represent the programme internally within the university and externally to a wide range of stakeholders at a senior level.

In addition to the above roles the Course Lead for Assessment (medicine) will be required:

- To lead Surrey Medical School in the introduction and delivery of the Medical Licensing Assessment for final year students.

- To contribute to the teaching of relevant biomedical and clinical medicine to medical undergraduates within their field of interest in the core curriculum, student selected components, and student research projects
- To contribute to the peer observation of teaching and assessment.
- Attend relevant meetings concerned with undergraduate management and development including visits from the General Medical Council and other internal or external bodies.
- To represent Surrey Medical School at local, regional and national meetings relevant to medical education with internal and external bodies, and develop leadership in this domain.
- Support module leaders in exam question writing
- Support the development of staff with OSCE question writing and lead on the innovative use of electronic marking and student feedback for OSCE examination
- Lead the teams managing the SBA and OSCE exam question databases, maintaining links with national experts in the domain.
- Support teachers in their teaching and use of new digital technologies to improve student learning student feedback and feedforward opportunities.
- To support educational appraisal for NHS teachers with significant roles in the BMBS programme
- Horizon scanning for new policies/initiatives in medical assessment and their impact on teaching and learning

#### 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.

#### Qualifications and Professional Memberships

**Essential/  
Desirable**

Full registration with the GMC

Essential

A higher professional qualification, normally a doctoral degree or equivalent

Essential

Senior Fellowship of the Higher Education Academy or Academy of Medical Educators

Desirable

**Technical Competencies (Experience and Knowledge)** This section contains the level of competency required to carry out the role (please refer to the competency framework for clarification where needed and the Job Families Booklet).

**Essential/  
Desirable**

**Level  
1-3**

Significant academic publication record.

E

3

Evidence of leadership in medical learning and teaching in an academic environment with deep knowledge of medical education principles and practice.

E

3

Experience of course accreditation and quality assurance processes in a medical education field.

E

3

Evidence of high quality teaching and extensive experience of curriculum development.

E

3

Evidence of having made a recognised contribution to Medicine through professional activities.

E

3

Excellent verbal and written communication, inter-personal and networking skills, and evidence of ability to build effective working relationships at all levels.

E

3

Evidence of scholarly contributions to conferences, professional meetings and societies at a national or International level.

E

3

#### 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.

1. Provide significant contribution and leadership to the design, development and delivery of a new medical assessment programme, and its accreditation process with the GMC.
2. Provide leadership for the medical undergraduate programme team as it is recruited and developed, and Identify opportunities for strategic development of new curricula, courses or areas of activity and lead the development of such idea.
3. Take responsibility for the implementation of the Faculty's learning and teaching strategy and associated policies and provide day-to-day management of the programme and all its internal committees.
4. Directly contribute to the undergraduate teaching programme and the Physician Associate Postgraduate Diploma programme (including interviews, lectures, tutorials, practical classes, project supervision, marking etc).
5. Ensure that the School places the necessary emphasis on innovative assessment by keeping up-to-date with pedagogical research developments. Facilitate the development and use of technology enhanced learning and promote the identification and dissemination of good practice in the School's teaching and learning environment. To provide advice, supervision and guidance to peers and colleagues with direct support for their innovations within pedagogic developments.
6. Overall responsibility for quality management and enhancement of taught provision with participation in the School/ Faculty teaching governance committees to provide quality assurance for the Medical School.
7. Liaise as appropriate with the GMC and any other professional and statutory bodies and liaison with relevant members of teaching teams on matters relating to the Personal Tutor System and student development.