

Academic Role Profile

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| Job Title: | Senior Lecturer Clinical (Research and Teaching Track) |
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| Responsible to: | Head of Faculty |
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| Responsible for: | Research staff employed on funded projects and awards directed by the post holder. May have supervisory responsibility for other staff. |
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| Job Summary and Purpose |
| To generate significant improvements in healthcare practice through practice development research and teaching to inform best practice. To provide leadership in strengthening the link between theory and practice to support the advancement of practice. Develop a personal research and practice portfolio in line with the Faculty's research strategy. To contribute to the administration of the Faculty and the University |

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| Main Responsibilities/Activities |
| <p>To develop the research activities of the Faculty and the University (in collaboration with others in the discipline where appropriate) by:</p> <p>Planning and co-ordinating a broad research and practice activity/theme or programme, sustaining a track record of published research findings, maintaining an expert reputation in own subject area and providing guidance to staff and students in an area of clinical speciality.</p> <p>Leading a research project/team or a group of staff involved in research and managing the financial and physical resources associated with the research activities</p> <p>Developing and advising academic, healthcare organisations and practitioners on clinical practice and innovation that integrates theory and practice and reflects changing patterns of healthcare.</p> <p>Publishing original research in appropriate journals or other media, as appropriate.</p> <p>Engaging in external academic activities in accordance with the Faculty's research strategy at a national level. Such activities may include publications, creative work, the generation of research funding, and contribution to professional meetings and societies.</p> <p>Contributing to the wider academic community general life and work of the University through, for example, editing journals, refereeing papers, external examining, and involvement in professional bodies.</p> <p>To attend appropriate conferences for the purpose of disseminating research results or personal development.</p> <p>To develop the teaching activities of the Faculty by:</p> <p>Leading and developing the teaching role, including undergraduate and postgraduate programme design, that emphasises the importance of current research based practice knowledge and experience. Pursue new teaching approaches that will provide opportunities for practice based learning and support of students and mentors in the practice setting.</p> |

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Planning, delivery and critically reviewing a range of teaching and assessment activities including lectures. Taking responsibility for the quality of programme units.

Training and supervising of students (including research students) and acting as a tutor for industrial/professional training students, where relevant and appropriate, and acting as an external examiner, according to own area of subject specialty.

Setting/marking programme work, practical sessions, supervisions, fieldwork and examinations according to own area of subject and clinical specialty, and providing appropriate feedback to students.

Taking part in activities such as validating and examining in relation to the University's associated institutions.

To engage in scholarship by:

Continually updating knowledge and understanding in the field or specialty. Extending, transforming and applying knowledge acquired from scholarship to teaching, research and appropriate external activities.

To undertake pastoral care of students by:

Using listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. Appreciating the needs of individual students and their circumstances. Acting as personal tutor and giving first line support. Taking responsibility for dealing with referred issues for students within own educational programmes, and providing first line support for colleagues, referring them to sources of further help if required.

To contribute to the efficient management and administration of the Faculty, the University and the wider academic community by:

Performing such personal administrative duties throughout the Faculty and the University as are recognised by the University as properly within the remit of the work of academic staff, such as Director of Studies, Examination Office, and Timetabling Officer.

Advising, supervising and giving guidance to other staff.

To develop and maintain knowledge of clinical practice by:

Maintaining and developing personal professional and clinical expertise through an active association with a healthcare organisation and by undertaking clinical practice/project work.

Undertaking personal practice and subject development through research activities and where appropriate through Faculty structures to promote and develop practice.

Person Specification

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The post holder must have:

A higher academic qualification, normally a PhD, related to an area of clinical expertise.

Registration with an appropriate professional healthcare organisation

Proven practice, teaching or academic leadership

Achievement in scholarship and practice based research at a national level

Evidence of making a significant contribution to the administration and general life and work of a practice based or academic institution

Relationships and Contacts

The post holder will be a member of such Faculty Committees as may be relevant to their administrative duties, for example Board of Studies and Examination Boards. New appointees will be assigned a senior colleague to guide their development and aid their integration into the Faculty and university. Research priorities will be agreed within the strategic framework of the research theme of which they are a member. Teaching and administrative duties will be allocated by the Associate Head of Programmes, within the context of the teaching programmes agreed by the Faculty Learning and Teaching Committee. They will be required to establish strong and effective clinical and practice links with external healthcare organisations and practitioners according to their area of clinical expertise.

Special Requirements

To attend national and international conferences for the purpose of disseminating research results. To be able to participate in residential field work, in the UK or overseas, according to own area of subject and clinical speciality.

To lead funding bids which develop and sustain research support for the specialist area.

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.
- 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
- Undertake such other duties within the scope of the post as may be requested by your Manager.

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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:

Clinical Senior Lecturer in Medical Education (Clinical Skills)

Background Information/Relationships

This position focuses on teaching and learning for communication and clinical skills in the Surrey medical undergraduate curriculum.

Assessment of a doctor's clinical skills and acumen is vital for safe and compassionate patient care. Surrey Medical students will be taught and assessed across the four years on a range of clinical skills, including history and examination, communication skills, practical procedures and resuscitation skills. Assessments take place on clinical placements and in the Surrey Simulation Centre. Students will be summatively assessed in Observed Structured Clinical Examinations (OSCEs), work place based assessments (WPBAs) and direct observation of procedures (DOPs)

The post-holder will particularly support Surrey medical students in team-based learning, small group teaching, including history taking, examination, communication, and practical skills, with simulated and direct patient contact. In addition, we would expect the post holder to contribute to our admissions process, to support teaching in related areas e.g. general medicine, OSCE writing and examining, alongside WPBAs and DOPs to ensure that Surrey students reach the standards required by Outcomes for Graduates and are successful in the Medical Licensing Assessment.

This post requires close working relationships with academic teaching staff, professional development group tutors, year leads, theme leads, community and primary care teams, NHS education providers, clinical educators, and administrative staff.

Overall responsibility is to the Dean of the Medical School.

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 Membership | Essential/ Desirable |
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| Full registration with the GMC | Essential |
| A higher professional qualification, normally a doctoral degree or equivalent | Essential |
| Fellowship of the Higher Education Academy or Academy of Medical Educators | Desirable |

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| 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 |
| Experience of student support systems for medical students | E | 3 |
| Knowledge of the professional requirements of the GMC, with expert knowledge in matters relating to health, disability and fitness to practice. | E | 3 |
| Evidence of high quality teaching and extensive experience of curriculum development. | 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 |
| Effective decision-making skills including the ability to make and convey difficult decision. | E | 3 |
| The ability to influence, persuade and negotiate effectively. | E | 3 |
| The ability to use tact, diplomacy and empathy effectively. | E | 3 |
| Experience of financial planning and resource allocation. | D | n/a |
| 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. This should be read in conjunction with those contained within the accompanying generic Job Purpose. | | |

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1. To deliver high quality teaching in clinical and communication skills to Surrey medical students via small group sessions.
2. Support clinical and community educators in innovative ways to deliver student learning including simulation.
3. Ensure teaching is inclusive and supports interprofessional learning wherever possible.
4. Ensure that University of Surrey medical students are trained to the highest standards in all aspects of clinical and communication skills.
5. Support the year leads and the Lead for Assessment in the planning and delivery of clinical examinations in keeping with the requirements of Outcomes for Graduates and the Medical Licensing Assessment content map.
6. Support students with assessing work-based place assessments and providing feedback of their performance.
7. Oversee student e-portfolio requirements.
8. Contribute to the admissions process as an MMI assessor.
9. Support the year leads and course directors in quality assurance processes to support the delivery of the clinical practice theme.

N.B. The above list is not exhaustive.

Equality and diversity

To perform the duties in a manner which supports and promotes the Surrey Medical School commitment to equality and diversity.

Appraisal

To participate in annual appraisal within the medical school.

Obligations

In the course of his/her duties the postholder will acquire knowledge of many confidential matters; the constant exercise of discretion and tact and the maintenance of confidentiality are therefore crucial.

General

The above list is not intended to be exhaustive. The postholder may be required to cover other necessary duties appropriate to his/her level and skills. You must handle personal and other electronic and manual data in accordance GDPR and relevant university policies. Data will be stored and handled confidentially and securely, utilised for only agreed purposes and be subject to the access rights of individuals.