

Academic Role Profile

Job Title:	Lead for Year 3 & 4 of the Surrey Medical Programme (Associate Professor) (Research and Teaching Track)
Responsible to:	Head of Faculty
Responsible for:	Research and support staff employed on projects for which the post holder is Principal Investigator, and students on programmes and awards that are the responsibility of the post holder.

Job Summary and Purpose

To make a significant contribution to the advancement of own specialist area which is recognised at national and international level. To undertake research in line with the Faculty's research strategy and to contribute to undergraduate and postgraduate teaching programmes.

Main Responsibilities/Activities

To develop the research activities of the Faculty and the University (in collaboration with others in the discipline where appropriate) by:

Demonstrating leadership in research, including postgraduate research supervision.

Planning, co-ordinating and leading research activities in accordance with a specific project plan through a research team or a group of staff involved in research. Managing the financial and physical resources associated with the research activities. Supervising and guiding the work of staff and research and doctoral students on own specialist area.

Leading innovative research proposals and submitting funding bids, winning support for them and planning the research to be taken, self-contained item or as part of a broader programme. Obtaining and sustaining research funding.

Sustaining an extensive track record of published research findings in high quality journals, or other media and at internationally recognised conferences.

Maintaining an expert reputation in own subject area and providing advice and guidance to staff and students.

Engaging in external academic activities in accordance with the Faculty's research strategy at a national level and international level. Such activities will include membership of committees of academic and professional bodies, external examining, editing journals and contribution to professional networks, national and international meetings, societies and bodies (including governmental bodies).

Sustaining and developing professional expertise and maintaining the requirements for registration with the appropriate body (*for academics with clinical links only*).

To support the teaching activities of the Faculty by:

Leading/developing teaching methods, designing undergraduate and postgraduate programmes, pursuing new teaching approaches.

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Teaching, training and supervising students (including research students), tutor industrial/professional training year students and external examining according to own area of subject specialism.

Setting/marking programme work, practical sessions, supervisions, fieldwork and examinations according to own area of subject specialism.

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 specialism. 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 personal administrative duties such as research group leader and roles associated with teaching programmes, as allocated by the Head of Faculty and contributing to the general life and work of the University.

Person Specification

It is essential that the post holder possesses a higher professional qualification, normally a doctoral degree

Demonstrated outstanding qualities and achievements in scholarship and research at a national and international level

Significant academic publication recorded in refereed journals

Evidence of leadership in research, including postgraduate research supervision

Evidence of a record of sustained research funding

Evidence 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 high quality teaching at undergraduate and postgraduate level

Academic Role Profile**Relationships and Contacts**

The post holder will take a leading role in the setting of strategic objectives for their research theme. New appointees will be assigned a senior colleague to guide their development and aid their integration into the Faculty and into the University. Teaching and administrative duties will be allocated by the Head of Faculty, and will include roles related to both taught programmes and research activities across the Faculty.

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 specialism.

To lead major funding bids, which develop and sustain research support for the specialist area and advance the reputation of the Faculty and University.

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

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:

Lead for Year 3 of the Surrey Medical Programme

Background Information/Relationships

The Year 3 Lead has a key role in assisting the Dean, Programme Director and Lead for Assessment in coordinating the development, delivery and assessment of year three of the curriculum for the University of Surrey GEM programme.

This post requires close working relationships with all year leads, other schools within the Faculty of Health and Medical Sciences (FHMS), Local NHS Education Providers and clinical educators, researchers and administrative staff.

Overall responsibility is to the Dean of the Medical School.

Awareness of the impact of the medical school within the faculty, the university and our NHS placement providers is necessary and therefore this post requires good working relationships with the Heads of Schools within the FHMS as well as Chief Executives, Directors of Medical Education, Medical Directors within all our partner trusts.

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**

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

Experience working as a Consultant Physician in General Medicine

Desirable

Technical Competencies (Experience and Knowledge)

**Essential/
Desirable**

Level 1-3

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).

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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
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.

1. To be the academic lead for year 3 of the GEM programme, and to maintain and develop high quality teaching and assessment throughout Year 3.
2. To support the year 3 teaching and administrative staff in development, maintenance, and delivery of the year 3 curriculum.
3. To work closely with the speciality theme leads to ensure the appropriate teaching and learning opportunities for students on specialty rotations.
4. To work closely with local education providers (LEPS) and the LEP undergraduate tutors to ensure the quality of the student placements for the rotating pathways.
5. To support the clinical skills team to ensure the delivery of the year 3 clinical skills programme.
6. To support the programme director in the ongoing development of the student e-portfolio
7. To support the programme director in the development and innovation of year specific teaching modalities and learning resources including technology enhanced learning.

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8. To support the year 3 teaching and administrative staff in the delivery of all year 3 assessments, including standard setting, moderation / verification and mark checking processes.
9. To support the delivery of written, practical, and oral assessments, including question writing, question review, examiner recruitment. Together with the Lead for Assessment the year 3 lead will ensure that assessments are of high quality, valid and responsive to internal and external feedback.
10. To support the quality assurance processes within year 3 of the programme via review of evaluation data, review of external examiner reports, evaluation of assessment results, attendance at module review boards and participation in peer observation of teaching staff.
11. To assist with the timely recruitment of student selected special study unit (SSU) leaders to ensure there are enough places and appropriate academic standards in a variety of SSUs.
12. Regular meetings with the Dean and Programme Director.
13. To be a point of contact for feedback to and from students.
14. To meet, support and advise students with academic difficulties (working alongside the student support team).
15. Where appropriate to attend student professionalism meetings.
16. To liaise with the GP Clinical Tutors as appropriate.
17. Contribute to interviewing prospective students.
18. To attend medical school meetings including admissions board, curriculum development and curriculum management and assessment board, assessment meetings, exam boards and quality assurance events.

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 as well as the postholders main trust for clinical activity.

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.

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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:

Lead for Year 4 of the Surrey Medical Programme

Background Information/Relationships

The Year 4 lead has a key role in assisting the Dean, Programme Director and Lead for Assessment in coordinating the development, delivery and assessment of year four of the curriculum for the University of Surrey GEM programme.

This post requires close working relationships with all year leads, other schools within the Faculty of Health and Medical Sciences (FHMS), Local NHS Education Providers and clinical educators, researchers and administrative staff.

Overall responsibility is to the Dean of the Medical School.

Awareness of the impact of the medical school within the faculty, the university and our NHS placement providers is necessary and therefore this post requires good working relationships with the Heads of Schools within the FHMS as well as Chief Executives, Directors of Medical Education, Medical Directors within all our partner trusts.

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**

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

Experience working as a Consultant Physician in General Medicine

Desirable

Technical Competencies (Experience and Knowledge)

**Essential/
Desirable**

Level 1-3

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).

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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
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.

1. To be the academic lead for year 4 of the GEM programme, and to maintain and develop high quality teaching and assessment throughout Year 4.
2. To support the year 4 teaching and administrative staff in development, maintenance, and delivery of the year 4 curriculum.
3. To work closely with the speciality theme leads to ensure the appropriate teaching and learning opportunities for students on their final year rotations.
4. To work closely with local education providers (LEPS) and the LEP undergraduate tutors to ensure the quality of the student placements for their final year placements.
5. To support the clinical skills team to ensure the delivery of the final year practical skills and procedures programme to satisfy the specific requirements in this domain to be awarded the Medical Licensing Assessment (MLA.)
6. To ensure the delivery of the final year pharmacology, therapeutic and prescribing programme to adequately prepare Surrey students for the Prescribing Safety Assessment (PSA) and the MLA.

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7. To support the programme director in the ongoing development of the student e-portfolio.
8. To support the year 4 students in their application to foundation school training programmes.
9. To support the Director of Student support in the completion of the Supporting Trainees Entering Practice (STEP) form.
10. To support the Lead for Assessment in the delivery of the MLA Applied Knowledge Test and the MLA Clinical and Professional Skills Assessment including question writing, question review and examiner recruitment.
11. To support the quality assurance processes within the final of the programme via review of evaluation data, review of external examiner reports, evaluation of assessment results, attendance at module review boards and participation in peer observation of teaching staff.
12. Regular meetings with the Dean and Programme Director.
13. To be a point of contact for feedback to and from students.
14. To meet, support and advise students with academic difficulties (working alongside the student support team).
15. Where appropriate to attend student professionalism meetings.
16. To liaise with the GP Clinical Tutors as appropriate.
17. Contribute to interviewing prospective students.
18. To attend medical school meetings including admissions board, curriculum development and curriculum management and assessment board, assessment meetings, exam boards and quality assurance events.

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