

Academic Role Profile

Job Title:	Lead for Year 3 & 4 of the Surrey Medical Programme (Clinical Senior Lecturer) (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

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 specialty.</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>

Academic Role Profile

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

Academic Role Profile

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 specialty.

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.

Academic Role Profile

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)

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

Academic Role Profile

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.

Academic Role Profile

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)

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

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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.

Academic Role Profile

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.
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