

Academic Role Profile

Job Title:	Director of Assessment (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:

Director of Assessment

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 ensures the standards required for students to graduate with a primary medical qualification in the UK.

The Director of Assessment will ensure the development of novel formative and summative assessments in the Surrey GEM programme, alongside evidence-based assessment methods, using contemporary assessment theory including knowledge tests, OSCEs, work place based assessments and professional portfolios, The assessment programme will have a particular emphasis on student feedback and feedforward mechanisms that support individual student learning needs.

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

The post holder will make a 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.

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

Full registration with the GMC

Essential

A higher professional qualification, normally a doctoral degree or equivalent

Essential

Academic Role Profile

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, interpersonal 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. This should be read in conjunction with those contained within the accompanying generic Job Purpose.		
<ol style="list-style-type: none"> 1. To lead the delivery of the four-year assessment programme for the School of Medicine. 2. Provide overall leadership to the year leads, academics and professional services colleagues in delivering the knowledge tests, OSCEs and other summative exams in each academic year. 3. To lead the School of Medicine in the introduction and delivery of the Medical Licensing Assessment (AKT&CPSA) for final year students. 4. Attend relevant meetings concerned with undergraduate management and development including visits from the General Medical Council and other internal or external bodies. 5. To represent the School of Medicine at local, regional and national meetings relevant to medical education with internal and external bodies and develop leadership in this domain. 6. To train and support year leads, academics and clinicians in knowledge test question 		

Academic Role Profile

writing

7. To train and support year leads, academics and clinicians with OSCE question writing and examining.
8. To lead on the use of electronic marking and student feedback for OSCE examinations.
9. To contribute to the peer observation of teaching and assessment in the School of Medicine
10. To provide overall leadership to the teams managing the question databases, maintaining links with national experts in the domain.
11. To lead the psychometric analysis of summative assessments, the writing of exam board reports and leading the assessment quality assurance processes.
12. 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
13. To support educational appraisal for academic colleagues/NHS teachers with significant roles in the BMBS programme
14. Horizon scanning for new policies/initiatives in medical assessment and their impact on teaching and learning
15. 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 ideas.
16. 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.
17. 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.
18. Overall responsibility for quality management and enhancement of assessment provision with participation in the School/ Faculty teaching governance committees to provide quality assurance for the Medical School.

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 postholder's 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

Academic Role Profile

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 with 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.