

Post Details		Last Updated: 01/06/2016	
Faculty/Administrative/Service Department:	School of Veterinary Medicine		
Job Title:	Lecturer (B) in Veterinary Clinical Practice (LVCP) (Teaching Track)		
Job Family & Job Level	Research and Teaching	5	
Responsible to:	Head of Department or Faculty		
Responsible for:	Teaching staff in the Department or School. May supervise other staff.		
<b>Job Summary and Purpose</b> To have significant input to teaching at undergraduate and postgraduate level.  To make a significant contribution to Faculty/Department management and administration as appropriate.			
<b>Main Responsibilities and Activities</b>			
<b>Teaching delivery and development:</b>  Develop teaching methods, materials, technologies and learning environments which enhance the students learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.  Assist in the development of curricula and lead on programme and course innovations whilst taking responsibility for the quality of programmes developed.  Plan, deliver and critically review a range of teaching and learning activities including lectures. Contribute to the development of the Faculty's Teaching and Learning Strategy.  Develop and apply innovative and relevant teaching, learning and assessment techniques including peer review and other recognised metrics.  Develop appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students.  Continually update knowledge and understanding in subject specialism and apply to course of study.  Extend transform and apply new knowledge from pedagogic developments to teaching and appropriate external activities as part of an integrated approach to academic practice.  Engage in professional and pedagogical research to support subject specialism teaching and learning activities.  Conduct individual or collaborative projects related to discipline or pedagogy.  Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.			
<b>Student pastoral care</b>  Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.  Act as personal tutor and give first line support before referring students on to appropriate services.			
<b>Management and Administration</b>  Take on administrative duties such as Examination Officer and Timetabling Officer which contribute to the efficient management and administration of the Faculty/Department.  Be fully involved with students at all levels of support.			

Active involvement in academic, professional or clinical networks in the discipline and start to undertake leadership roles in these networks.

### **Person Specification**

Post holders are expected to hold a degree, higher degree or appropriate equivalent professional qualification (with an expectation of holding a higher degree for those teaching at post graduate level).

Post holder to demonstrate:

- Evidence of high level of teaching and presentational skills
- Evidence of administrative/organisational skills
- Evidence of knowledge and understanding of current developments in the relevant discipline or profession.

A Teaching Qualification e.g. Postgraduate Certificate in Learning and Teaching in HE or equivalent is essential.

### **Relationships and Contacts**

Post holder to be a member of Faculty committees relevant to administrative duties, e.g. Faculty Board of Studies and Examination Board.

Teaching and Administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching Committee or similar body.

### **Special Requirements**

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

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

If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly.

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.

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

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

## 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:** Lecturer in Veterinary Clinical Practice (LVCP)

### **Background Information/Relationships**

Intramural rotations (IMR) at Surrey Vet School run throughout the final year and are hosted at partner practices and other veterinary organisations. The appointee will be part of an integral team of clinical tutors who will support practice-based trained clinical mentors in the delivery of workplace-based clinical education, fostering the individual development, progression, and evaluation of final year students toward attainment of day-one competences. Through regular and frequent practice visits to meet with practice clinical mentors and through the provision of one-to-one feedback and coaching of students, the appointee will form strong working relationships with a group of practice partners, assuring the quality of the clinical educational experience. They will oversee the successful development of the students' portfolio and act to remediate where necessary.

The team of LVCPs sit within the Department of Veterinary Clinical Sciences and are directly line managed by the Director of Clinical Education who has responsibility for pedagogical planning and delivery of final year, accountable to the Head of Education and the Programme Director.

They will engage in partner practice training and contribute to the quality assurance of IMR delivery through participation in annual review and feedback cycles.

They will contribute to the additional final year teaching and assessment activities that surround and support IMR and participate in the delivery of relevant clinical teaching in the earlier years of the programme.

### **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.

<b>Qualifications and Professional Memberships</b>		<b>Essential/ Desirable</b>
Member of the Royal College of Veterinary Surgeons (or eligible to become member)		Essential
Relevant Diploma or comparable PG experience		Desirable
Postgraduate Certificate in Learning and Teaching or equivalent		Essential
<b>Technical Competencies (Experience and Knowledge)</b> 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).	<b>Essential/ Desirable</b>	<b>Level 1-3</b>
Experience in relevant veterinary clinical practice	Essential	2
An interest in/experience of teaching and/or clinical coaching of veterinary professionals	Essential	1
Evidence of leadership and communication skills	Essential	2
<b>Special Requirements</b>		
Due to the dispersed location of many of our practice partners, the post holder will need to have a valid driving licence at all times.		Essential n/a
Depending on their national location relative to the University, and the allocation of practice partner groups, the post-holder will be required to spend night(s) away from home during specified periods.		Essential 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. Oversee educational aspects pertaining to delivery of IMR within a defined practice partner group/s, delivery of 'transition into the profession' workshops and involvement in summative clinical assessments at the School.
2. Complete a bespoke pedagogical training for the role of LVCP and participate in programme teaching and assessment activities during this phase.
3. Contribute to the development, delivery and monitoring of outcomes of an ongoing training programme for partner practitioners through online materials, in-practice sessions and engagement events.
4. Engage quality assurance activities that validate the effectiveness of clinical teaching and assessment in IMR.
5. Act as personal tutor for clinical students in years 4 & 5.
6. Act as first point of contact for student-related matters within practice.
7. Engage fully with the School's requirements to achieve RCVS accreditation for the BVMSci Programme.
8. Participate in the delivery of relevant clinical aspects of the BVMSci programme in earlier years of the programme as appropriate.

**N.B. The above list is not exhaustive.**