

| Post Details | | Last Updated: 02/03/2026 | |
|--|--|--------------------------|--|
| Faculty/Administrative/Service Department: | Faculty of Health and Medical Sciences (FHMS) School of Health Sciences | | |
| Job Title: | Lecturer (B) (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. | | |
| Job Summary and Purpose | | | |
| To have significant input to teaching at undergraduate and postgraduate level. | | | |
| To make a significant contribution to Faculty/Department management and administration as appropriate. | | | |
| Main Responsibilities and Activities | | | |
| Teaching delivery and development: | | | |
| 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. | | | |
| Student pastoral care | | | |
| 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. | | | |
| Management and Administration | | | |
| 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 B in Adult Nursing (Apprenticeship)

Background Information/Relationships

Summary of the role:

Teaching fellows will be responsible for providing high quality teaching, assessing and module management within the programmes, including supporting practice development and assessment. The teaching fellows will work with and through module leaders. They will work closely with DoS's Nursing, Integrated Care according to own areas of responsibility. They will engage with activities as required in line with the School's strategy.

Responsible for:

Teaching across modules and programmes, contributing to research and curricula content development according to own speciality, ensuring excellent student experience within taught sessions and supporting the practice component 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.

| Qualifications and Professional Memberships | Essential/ Desirable |
|--|-------------------------|
| Current and relevant registration with the NMC | E |
| A higher academic qualification (or working towards one), normally a masters degree (relevant to older adult care) | E |
| Evidence of innovation in learning and teaching | E |
| NMC registered Teaching qualification or working towards one | E |
| Evidence of administrative and organisational skills | E |
| Have demonstrable experience in running, delivering, or coordinating nursing apprenticeship programmes within higher education | E |
| Have experience of supporting students in both academic and practice settings | E |
| Evidence of research interest or expertise relevant to nursing | D |

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 ensure programme developments are aligned to School's vision for education;
2. To engage in scholarship and support the research activities of the school;
3. To contribute to relevant programme boards and management meetings;
4. To extend, transform and apply knowledge gained from scholarship to teaching programme development;
5. To work with module leaders to deliver high quality teaching as measured by the National Student Survey and module evaluation process;
6. To ensure that timetabled sessions are provided according to module expectations;
7. To ensure the programme is relevant and current through contributing own specialist knowledge;
8. Undertake practice/ placement visits to support student learning, as required.
9. Attendance at Open Days, Applicant Days on occasional basis.

N.B. The above list is not exhaustive.