

JOB DESCRIPTION

1. JOB TITLE: Senior Lecturer in Anatomy

2. HRMS REFERENCE NUMBER: 1715-25

3. ROLE CODE: FINLECTSR5

4. DEPARTMENT: Faculty of Health, Medicine and Society – Applied Medicine

5. ORGANISATION CHART: Reports to Head of Division

6. JOB PURPOSE:

- Plan, deliver, and evaluate anatomy teaching and learning of students on the MBChB Graduate Entry Medicine, working collaboratively with colleagues across Chester Medical School (CMS) and the Faculty of Health, Medicine and Society.
- Providing high-quality assessment items and marking in the curriculum areas for which the post holder holds responsibility, and taking part in blueprinting, standard setting, item analysis and review.
- Lead on a Year 1 Block on the MBChB Graduate Entry Medicine programme.
- Ensure compliance with relevant legislation (Human Tissue Act 2004) as a person designated (PD) on the HTA licence for anatomical examination.
- Provide a supportive learning environment for students and act as a personal academic tutor (PAT) to students within CMS.
- Facilitate case-based learning sessions, as required.
- Develop and implement teaching and learning initiatives.
- Support the relevant academic leads in the development and delivery of CPD activities.
- Undertaking, as part of normal duties, miscellaneous administrative and organisational responsibilities as specified by the line manager.
- Undertaking professional development in line with the Chester University workload management processes and personal development plan.

7. BACKGROUND INFORMATION:

Our four-year MBChB Graduate Entry Medicine programme started in September 2024. Our curriculum is based on the highly successful case-based learning model at Warwick Medical School, our contingency partner school. Campus-based facilities include a purpose-built anatomy centre with state-of-the-art facilities and excellent integrated clinical skills, simulation. Clinical placements are provided across a range of hospitals, community placements and general practices throughout the region.

8. WORK PERFORMED AND/OR KEY RESULT AREAS:

8.1 Communicating Effectively

- To facilitate students' learning through lectures, tutorials and seminars at undergraduate, levels, contributing to post graduate and masters levels.

- To produce high quality teaching and learning material to support and develop student learning at undergraduate level and at postgraduate levels.
- To write and publish research papers.
- To contribute to the writing of course validation documents.
- To contribute to the cross-Faculty development of curriculum and course materials.
- Joint or sole authorship of books, publications in refereed journals and other articles, papers and disseminating research results during conference proceedings.
- Develop and disseminate any risk assessments, policies and processes in relation to use of the anatomy facility and report any concerns to the line manager.
- Provide guidance to staff and students regarding the appropriate use of the anatomy facility in accordance with the relevant standard operating procedures (SOPs).
- To write and publish research papers and represent CMS at conferences both nationally and internationally.

8.2 Leadership and Working Collaboratively

- To exercise academic leadership for larger or more complex programmes with full accountability for planning and organising, co-ordinating the efforts of colleagues to deliver programme objectives.
- To liaise with the anatomy teaching delivery team, MBChB programme team, external partners and service users involved with the delivery of anatomy teaching.
- To produce high quality teaching and learning materials collaboratively with the anatomy team.
- To collaborate with academic colleagues on curriculum development and curriculum changes and reflect these in the delivery of anatomy teaching.
- To act as an MBChB year 1 block lead.

8.3 Liaison and Networking

- To be an active member of relevant departmental committees.
- To initiate and lead short term internal networks for co-ordinating teams of staff from university/department and external examiners; to oversee the development of new activity/courses, write documentation.
- To participate in & develop external networks, for example, generate income, obtain consultancy projects, or build relationships for future activities.
- To lead or chair external networks as required as part of the role.
- To engage in external academic professional benchmarking (e.g. GMC, external examiner, QAA reviewer, validation panels).

8.4 Delivering a High Quality Standard of Service

- To enhance the quality of anatomy on taught and research programmes at undergraduate and/or postgraduate levels.
- To act upon peer observation feedback, student feedback, and external examiner feedback to maintain high quality in learning and teaching.
- To take responsibility for developing ideas for generating income and promoting the subject.

8.5 Effective Decision Making

- In the context of the role-holder's teaching duties, to make independent decisions on the content of individual learning activities and marking for student assessment purposes, and to provide advice to colleagues on such matters.
- To sit on student selection panels as required.

- To make collaborative decisions with programme teams on the content of taught and research programmes at undergraduate and/or postgraduate levels.
- To provide advice on issues such as malpractice and other assessment issues which will impact on the students, and to ensure consistency across departments.
- To provide advice on issues to other members of the anatomy delivery team to influence operational decisions within the immediate work area.

8.6 Planning and Organising Self and Others

- To undertake elements of departmental leadership in areas such as organisation of staff development activities, use of technology to support learning, or curriculum or student development roles.
- To make significant and sustained contributions to the management of the subject area, including planning and resource allocation, policy development and improvement of procedures.
- To contribute to cross-Faculty programme organisation, contributing to strategic decisions as required.
- To work autonomously to plan and prioritise own work in accordance with anatomy teaching requirements.
- To act as a Year 1 Block lead as required, co-ordinating the work of staff to ensure the block is delivered to the standards required & co-ordinate the work of colleagues to identify & respond to students' needs.
- To ensure HTA compliance through regular review and update of policies and procedures, audits and supporting all staff and students who work under the regulation of the HTA.

8.7 Innovation and Improvement (Effective Problem Solving)

- To deal with problems e.g. a students' academic progress and personal issues (e.g. responding to needs of students with learning difficulties through referral to the appropriate support departments within the University).
- To devise new programmes of study to meet market demand and academic advancement in the subject or to resolve problems of poor recruitment or retention if required.
- To resolve problems regarding the delivery of teaching programmes, and to identify opportunities for the strategic development of these activities.
- To identify areas of need and obtain external funding for learning and teaching or research developments, leading the resulting research team where appropriate.
- To actively contribute to the design, production and maintenance of innovative technologies that enhance the teaching of gross anatomy.
- Ensure appropriate use of the anatomy facility and equipment/resources and suggest solutions at time of high demand.

8.8 Analysis and Research

- To have an active involvement in research, in line with the department's research strategy, including presenting at conferences, publication in journals etc at least once per year.
- To research teaching materials and to identify and utilise current best practice in the relevant subject area.
- To conduct subject specific research and scholarship as appropriate, engaging in pedagogical research and implementing results to develop the learning and assessment process and the learning environment.

- Actively investigating funding opportunities within relevant area if research, as appropriate, including submitting external research grant applications to obtain support. Leadership of the resulting research may be required.
- To contribute to innovation, engagement and knowledge transfer.
- Contribute to the successful commercialisation of patents, inventions and any other exploitable intellectual property where appropriate.
- To conduct subject specific research and scholarship relating to anatomy, engaging in pedagogical research and implementing results to develop the learning and assessment process and the learning environment.

8.9 Sensory and Physical Demands

- As expected for office or practical classroom role.
- Set-up and take down of practical classes, to include the movement of large models and specimens under relevant SOP.

8.10 Work Environment

- Responsible for health and safety of self and students in own area of responsibility, reporting any such concerns as per policy and line manager.

8.11 Pastoral Care and Welfare

- To deal with sensitive issues concerning students and provide support.
- To act as a Personal Academic Tutor (PAT).
- To take responsibility for dealing with referred issues for students within own programmes.

8.12 Team Development

- To undertake peer mentoring and review of colleagues.
- To work with colleagues to shape a vision, provide a sense of direction, guide others towards achievement and enable them to develop their own and team potential.

8.13 Teaching and Learning Support

- To design inductions to modules and programmes for students, adapting delivery to suit learners' needs.
- To design and deliver one off lectures or workshops as required, providing feedback on performance.
- To develop and design course content and materials on a long term basis, ensuring compliance with the quality standards and regulations of the University and department.
- To conduct seminars and tutorials, introducing new methods of delivery where required, and to supervise students at all levels across the breadth and depth of the subject area.
- To assess students overall performance, through setting/ marking programme work, practical sessions, supervisions, fieldwork and examinations, providing appropriate feedback to students.
- Integrate separate topics into a cohesive whole linked closely to the curriculum.
- Responsible for the overall quality auditing of course provision
- To contribute to overall curriculum development and course design in specific area of curriculum.
- Pioneer and promote the introduction of new learning experiences and

environments.

8.14 Knowledge and Experience

Qualifications

- Will be required to have a Masters level qualification and membership of a relevant professional body (HEA).
- Will be required to obtain a doctoral level qualification or equivalent professional qualification/recognition within an agreed timescale.
- Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar.

Experience

- Must have suitable expertise to deliver lectures in relevant subject area.
- Previous teaching experience in higher education.
- Proven and sustained track record of contribution to the development of policy and practice in teaching and learning support.

Skills/Attributes

- An ability to keep abreast of, and lead developments in, teaching and scholarship specific to the subject area, demonstrated through e.g. attendance at conferences, external contacts and publication of research.
- An ability to support students both academically and pastorally.
- Organisational and administrative skills.
- IT skills.
- An ability to lead and/or work as part of a team.

8.15 General

To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.

To take responsibility for upholding and complying with the University's Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.

To comply with all University Health and Safety policies.

PERSON SPECIFICATION

Job Title: Senior Lecturer

Department: CMS - MBChB

Criteria

**Essential /
Desirable**

**Method of
identification**

Qualifications:

Good first degree in relevant subject

Essential

Application Form

Masters level qualification

Essential

Application Form

Membership of a relevant professional body (e.g.HEA)

Essential

Application Form

PhD or willingness to achieve this within an agreed timescale.

Essential

Application Form

Proven Experience:

Must have suitable expertise to deliver lectures in relevant subject area - experience of teaching gross anatomy to medical, biomedical or other health-related course students

Essential

Application Form/
Interview

Previous teaching experience in higher education.

Essential

Application Form/
Interview

Proven and sustained track record of contribution to the development of policy and practice in teaching and learning support.

Essential

Application Form/
Interview

Suitable expertise to supervise undergraduate and postgraduate research dissertations in medical/biomedical science

Essential

Interview

Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar.

Essential

Interview

An ability to keep abreast of, and lead developments in teaching and scholarship specific to anatomy, demonstrated through e.g. attendance at conferences, external contacts and, where appropriate, publication of research.

Essential

Application Form/
Interview

Delivering academic and service excellence: An ability to support students both academically and pastorally. Ability to create and utilise technological innovations within gross anatomical teaching. Knowledge and experience of working under the regulations of the Human Tissue Act.	Essential Essential Essential	Interview Application form/interview Application form /interview
Managing self and inspiring others: An ability to lead and/or work as part of a team. Organisational and administrative skills. IT skills.	Essential Essential Essential	Interview Interview Interview
Working together: Ability to work in a team and collaborate with colleagues Helpful attitude and an ability to relate / empathise with students and colleagues Strong communication skills	Essential Essential Essential	Interview Interview Interview
Organisational and stakeholder awareness: A working knowledge of the academic and regional healthcare environment and of the national medical student regulatory processes.	Desirable	Application form/Interview

Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Method of identification is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test)

**UNIVERSITY OF CHESTER
FACULTY OF HEALTH, MEDICINE AND SOCIETY
APPLIED MEDICINE**

**SENIOR LECTURER, 1.0FTE
PERMANENT
BASED AT CHESTER**

SALARY SCALE

TSR5, points 40 – 43, £51,753 to £56,535 per annum.

HOLIDAY ENTITLEMENT

35 days per annum. In the annual leave year in which employment commences annual leave entitlement will accrue on a pro-rata basis. Two extra statutory days during the Christmas period.

MEDICAL EXAMINATION

The successful candidate will be required to complete an Occupational Health Questionnaire and may also be required to undergo a medical examination.

ESSENTIAL CERTIFICATES

Short-listed candidates will be asked to bring to interview, proof of qualification as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by Human Resources.

DISCLOSURE & BARRING SERVICE CHECKS

The successful applicant will have to undergo a DBS check before an appointment can be made.

PENSION SCHEME

All academic staff will be enrolled in the Teachers' Pension Scheme from their first day of employment, in accordance with the scheme rules. If staff do not wish to remain a member of the scheme, they will be entitled to opt out after enrolment.

EQUAL OPPORTUNITIES

The University has a policy of equal opportunity aimed at treating all applicants for employment fairly.

SMOKING POLICY

The University operates a No-Smoking policy.

PROBATIONARY PERIOD

A twelve months' probationary period applies to all Academic posts.