

JOB DESCRIPTION

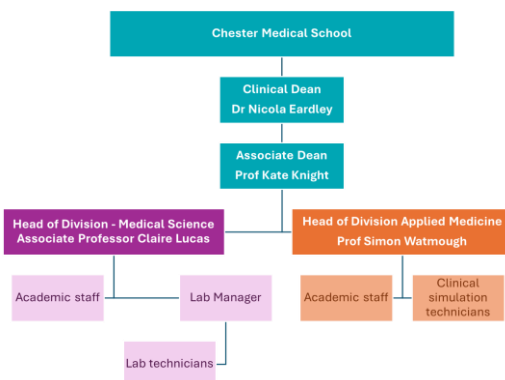
1. **JOB TITLE:** MBChB Senior Lecturer – Clinical Skills & Simulation (0.4FTE)

2. **HRMS REFERENCE NUMBER:** 1989-26

3. **ROLE CODE:** FINLECTSR4

4. **DEPARTMENT:** Applied Medicine

5. **ORGANISATION CHART:**



6. JOB PURPOSE:

The MBChB curriculum is a four-year graduate-entry medicine programme. A Senior Lecturer in Clinical Skills and Simulation will contribute to the delivery, development, and evaluation of teaching, learning, and assessment in clinical and communication skills and simulation within the Chester Medical School MBChB programme.

The postholder will assist in the delivery of clinical skills and simulation-based education on the University campus and will work collaboratively with partner local education providers to support the coordination and quality of provision across sites. They are expected to deliver teaching and facilitate learning sessions in line with the published timetable, ensuring consistency, engagement, and high-quality student experience.

Working under the guidance of the Clinical Skills and Simulation Lead and Deputy Clinical Skills and Simulation Lead, the postholder will help ensure that the curriculum provides sufficient opportunities for students to develop the practical and procedural skills and competencies required by the General Medical Council (GMC), as set out in *Outcomes for Graduates* and associated guidance.

The role will include contributing to the delivery and quality assurance of practical and procedural clinical assessments, including OSCEs, and supporting learning and continuous improvement.

Main Responsibilities:

- Contribute to the planning, delivery, and review of clinical skills and simulation learning, teaching, and assessment within the MBChB curriculum, with awareness of content and assessment requirements set by the GMC.

- Deliver clinical skills teaching sessions, practical workshops, and simulations as directed by the Clinical Skills and Simulation Lead, adapting sessions to meet the needs of diverse student groups.
- Contribute to the preparation, administration, and marking of assessments, including OSCEs and workplace-based assessments, providing timely and constructive feedback to students.
- Support the induction and orientation of medical students to clinical skills teaching and simulation environments.
- Assist in developing and updating teaching materials and resources to ensure they are current, evidence-based, and aligned with curriculum objectives.
- Provide guidance and support to students in practical skills acquisition and professional development.
- Work with the team to support equality, diversity, and inclusion, including consideration of disability and reasonable adjustments in clinical skills teaching and assessment.
- Collaborate with colleagues, including technicians and Senior Lecturers within the Clinical Skills team, to ensure smooth delivery of sessions and optimal use of simulation facilities and digital equipment.
- Participate in quality assurance activities, including peer review of teaching, student feedback analysis, and supporting curriculum evaluation initiatives.

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 integrated clinical skills, simulation and anatomy centre with state-of-the-art facilities. Clinical placements will be provided across a range of hospitals, community placements and general practices throughout the region.

This post forms part of an initiative to substantially increase our teaching and research staff as the Medical School develops. The successful candidate will join a growing team in this exciting area and will be expected to positively contribute to the development of the various educational activities of the Medical School.

8. WORK PERFORMED AND/OR KEY RESULT AREAS:

8.1 Communicating Effectively

- To facilitate students' learning through lectures, tutorials and seminars at undergraduate, postgraduate and masters levels.
- To produce high quality teaching and learning material to support and develop student learning at undergraduate and postgraduate levels.
- To write and publish research papers.
- To contribute to the writing of course validation documents as required.
- To contribute to the cross-Faculty development of curriculum and course materials.

8.2 Leadership and Working Collaboratively

- To exercise academic leadership, coordinating the efforts of colleagues to deliver module and programme objectives.

8.3 Liaison and Networking

- To be an active member of relevant departmental committees.
- To initiate and lead short term internal networks for e.g. new foundation degrees, co-ordinating teams of staff from university/department and external examiners; to oversee the development of new courses, write documentation, gain accreditation, and secure approval of new courses.
- To chair departmental working groups as required.

8.4 Delivering a High Quality Standard of Service

- To enhance the quality of taught and research programmes at under-graduate and/or postgraduate levels.
- To act upon peer observation feedback, student feedback, and external examiner feedback to maintain high quality in learning and teaching.

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.
- Provide advice on issues to other members of the department 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, programme leadership, assessment, students with specific learning needs, use of technology to support learning, or curriculum or student development roles.
- To act as module and programme leader as required, co-ordinating the work of module/ programme team to ensure modules are delivered to the standards required & co-ordinate the work of colleagues to identify & respond to students' needs.
- 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 be responsible for the co-ordination of administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress & student attendance.

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 design new modules as required.
- To develop suites of new modules and contribute to overall programme design.
- Work with others to develop ideas for generating income and promoting the subject.

8.8 Analysis and Research

- To research teaching materials and to identify and utilise current best practice in the relevant subject area.

- To conduct subject specific, professional & pedagogy research & scholarship at national level, leading to publications or other outputs as appropriate; identify new trends in best practice in the relevant subject area.

8.9 Sensory and Physical Demands

- Standard office environment and equipment reflecting the needs of classroom, laboratory, studio, field and placement activities as appropriate.

8.10 Work Environment

- To be responsible for the health and safety of students in their immediate working environment, conducting risk assessments as required.

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.
- Support the learning of colleagues through coaching and mentoring.

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.
- Supervise students' projects, fieldwork and placements at all levels.
- 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.
- Responsible for the overall quality auditing of course provision to identify areas where current provision is in need of revision or improvement.
- To contribute to overall curriculum development and course design in specific area of curriculum.

8.14 Knowledge and Experience

Qualifications

- Will be required to have, or achieve 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.

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, where appropriate, 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: Applied Medicine	
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. GMC, NMC, HCPC)	Essential	Application Form
PhD or willingness to achieve this within an agreed timescale	Essential	Application Form
PGCert in Higher Education or Fellowship of the HEA (or willingness to achieve within 3 years).	Essential	Application Form
Proven Experience:		
Must have suitable expertise to deliver lectures in Clinical Skills and Simulation.	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
Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar.	Essential	Interview
Delivering academic and service excellence:		
An ability to support students both academically and pastorally.	Essential	Interview
Managing self and inspiring others:		
An ability to lead and/or work as part of a team.	Essential	Interview
Organisational and administrative skills.	Essential	Interview
IT skills.	Essential	Interview

<p>Working together:</p> <p>Ability to work effectively as part of a team, and support students and academic staff.</p>	<p>Essential</p>	<p>Application Form/Interview</p>
<p>Organisational and stakeholder awareness:</p> <p>A working knowledge of the regional healthcare environment and of the national medical student regulatory processes.</p>	<p>Desirable</p>	<p>Application Form/Interview</p>

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, 0.4FTE
PERMANENT
BASED AT CHESTER**

SALARY SCALE

TSR4, points 35 – 39, £44,746- £50,253 per annum pro rata.

HOLIDAY ENTITLEMENT

35 days per annum pro rata. 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.