

JOB DESCRIPTION

1. **JOB TITLE:** Senior Lecturer
2. **HRMS REFERENCE NUMBER:** 1975-26
3. **ROLE CODE:** FINLECTSR5
4. **DEPARTMENT:** Applied Medicine
5. **ORGANISATION CHART:**
6. **JOB PURPOSE:**

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

The postholder will contribute to the organisation and 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 assurance of provision across sites.

In partnership with the 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 design, delivery, and quality assurance of practical and procedural clinical assessments, including OSCEs, and engaging in the provision and review of student feedback to support continuous improvement.

Main responsibilities:

- Providing strategic oversight of clinical skills and simulation learning, teaching and assessment within the MBChB curriculum, including review and development of the curriculum, ensuring the delivery, content and assessment meets the requirements set out by the GMC.
- In partnership with the Clinical Skills and Simulation Lead, contribute on the quality development, setting and delivery of assessments of clinical skills, including OSCEs and workplace-based assessments, ensuring students receive timely feedback in partnership with the Assessment Leads.
- Work with the team to identify and address equality and diversity, disability and reasonable adjustments relating to clinical skills acquisition.
- Liaise with clinical skills educators in other Schools, Faculties within the University, other HEIs and with those in clinical placement providers.
- Attend relevant MBChB meetings and key committees, and, in the absence of the Clinical Skills and Simulation Lead, prepare and present reports as required.

- Attend and disseminate at national meetings as required to ensure clinical skills and simulation teaching at CMS reflect contemporary best practice.
- Support the effective day-to-day operation of the Clinical Skills Hub and its team, ensuring activities and responsibilities are delivered to a consistently high standard.

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, 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.

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 support the Head of Department and other programme leaders in the department to manage the ongoing strategic development of programmes in the department.

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 participate in & develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
- To chair Subject Assessment Boards as required.
- To lead or chair external networks as required as part of the role.

- To engage in external academic professional benchmarking (e.g. external examiner, QAA reviewer, OFSTED inspector, validation panels).

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.
- To take sole 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.

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.
- 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.

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.

8.9 Sensory and Physical Demands

- Standard office environment and equipment.

8.10 Work Environment

- 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.
- 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 clinical skills and simulation.
- 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:

Criteria

**Essential /
Desirable**

**Method of
identification**

Qualifications:

Good first degree in relevant subject

Essential

Application Form

Masters level qualification in healthcare or related sciences (or equivalent experience and willingness to work towards a Masters 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 and/or medical/health professions' education and training.

Essential

Application Form/
Interview

Proven and sustained track record of contribution to the development of policy/practice in the teaching, learning and assessment of clinical skills and simulation, including providing support for learners.

Essential

Application Form/
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 relevant to clinical skills/simulation demonstrated through e.g. attendance at conferences, external contacts and, where appropriate, publication of research.

Essential

Interview

Delivering academic and service excellence:		
An ability to support students both academically and pastorally.	Essential	Interview
Prior experience of practice learning / student assessment platforms.	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
Working together:		
Ability to work effectively as part of a team, and support students and academic staff.	Essential	Interview
Organisational and stakeholder awareness:		
A working knowledge of the regional healthcare environment and of the national medical student regulatory processes.	Desirable	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.