

THE POST

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| College /Service: | University of Exeter Medical School http://medicine.exeter.ac.uk/ |
| Post: | Lecturer/Senior Lecturer in Biomedical Sciences with interest in Human Anatomy (Education & Scholarship) |
| Reference No: | P38924 |
| Grade: | F/G |
| Reporting To: | Director Medical Sciences (or nominee) or Deputy Director BMBS |

The above full-time, permanent post is available from 1 January 2018, or sooner in the University of Exeter Medical School. Applicants with content expertise in human anatomy or general biomedical science with interest in human anatomy are particularly welcome at this stage. Applicants who wish to work less than 1.0 FTE on a pro rata basis will also be considered.

Job Description

Main purpose of the job:

You will join a vibrant and experienced team of educators and contribute to the development and implementation of innovative teaching practices across the University of Exeter Medical School. You will join at an important time in the development of our medical school, with its expanding portfolio of undergraduate and postgraduate programmes. As an experienced educator, your responsibilities will be for the design, development and delivery of teaching, learning and assessment across all Medical School programmes, including Medical Sciences (BSc/MSci) and Medicine (BMBS) programmes. You will work with key academic staff within the University of Exeter Medical School, and our NHS partners, to ensure the efficient and effective delivery of teaching programmes in accord with the College's education strategy.

Main duties:

1. Teach as a member of the education team on the undergraduate and postgraduate degree programmes of the University of Exeter Medical School.
2. Teach in a variety of settings from small group tutorials to large lectures, ensuring content, methods of delivery and learning materials meet the defined learning objectives for individual teaching sessions.
3. Develop own teaching materials, methods and approaches.
4. Supervise the work of students, provide advice on study skills and help them with learning problems.
5. Set and mark assignments and set assessment questions as well as assessing the work and progress of students by reference to defined criteria; and provide constructive feedback to students.
6. Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
7. Provide and supervise students' projects under guidance and supervision.

Accountabilities at Lecturer level:-

1. Use appropriate teaching, learning support and assessment methods.
2. Identify areas where current provision is in need of revision or improvement and contribute to the planning, design and development of objectives and material.
3. Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.

4. Ensure that module design and delivery comply with the quality standards and regulations of the University and College.
5. Participate in / lead the development of new modules and undergraduate programmes.

Liaison and Networking

Participate in and 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.

Managing people

1. Mentor colleagues with less experience and advise on personal development
2. Co-ordinate the work of others to ensure modules are delivered to the standards required

Initiative, problem-solving and decision-making

1. Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
2. Develop ideas for generating income and promoting the subject.
3. Exercise sole responsibility for the design and delivery of own modules and assessment methods.
4. Contribute to the accreditation of programmes and quality control processes.
5. Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

Planning and managing resources

1. As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
2. Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.

Accountabilities at Senior Lecturer level:

Teaching and Learning Support

1. Responsibility for managing taught programmes, including oversight of day-to-day operational processes (e.g. timetabling, assessment, examination systems), and programme accreditation processes.
2. Work with key staff within the College and / or University to ensure enhancement and quality assurance of the curricula and regularly review programme content and materials, updating when required.
3. Support the College in the development and implementation of the College's Education Strategies and contribute to the development of academic policies across the College in line with University aims and relevant performance indicators.
4. Develop, promote and implement innovative teaching practices (with support from the University's Education & Quality Enhancement Unit), including technology enhanced learning in particular.
5. Oversee the monitoring of student progress and provide advice and guidance to academic/personal tutors and students as appropriate, including oversight of the needs of students with special requirements and processes pertaining to mitigating circumstances.
6. Engage with the University Centre in working groups and committees as required.

Managing people

1. Contribute to the development of teams and individuals through the appraisal system and provide advice on personal development.
2. Act as a personal mentor to peers and colleagues.
3. Resolve problems affecting the quality of programme delivery and student progress.

Scholarship

1. Conduct individual or collaborative scholarly projects.
2. Identify sources of funding and contribute to the process of securing funds for scholarly activities.
3. Be aware and informed of developments in higher education relevant to the development of teaching and learning strategies within the College.

Communication

1. Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.

Liaison and Networking

1. Lead and develop internal networks for example by chairing and participating in College or University committees or working groups.

2. Act as an external examiner to other Institutions and provide professional advice as appropriate.

3. Lead and develop external networks for example with external examiners and assessors.

4. Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.

Teamwork

1. Lead teams within areas of responsibility.

2. Ensure that teams within the College work together.

3. Act to resolve conflicts within and between teams.

Pastoral care

1. Deal with referred issues relating to pastoral care of students, referring them to sources of further help if required.

2. Provide first line support for colleagues, referring them to sources of further help if required.

Initiative, problem solving and decision-making

1. Resolve problems affecting the delivery of programmes and modules in accordance with regulations.

2. Make decisions regarding the operational aspects of educational programmes.

3. Monitor student progress and retention.

4. Identify opportunities for strategic development of new programmes or appropriate areas of activity and contributing to the development of such ideas.

Planning and managing resources

1. Contribute to the overall management of the College in areas such as resource management, business and programme planning.

2. Be responsible for setting standards and monitoring progress against agreed criteria for area of responsibility.

3. Be involved in College level strategic planning and contribute to the Institution's strategic planning processes.

4. Plan and deliver consultancy or similar programmes and ensure that resources are available.

This job description summarises the main duties and accountabilities of the post and is not comprehensive: the post-holder may be required to undertake other duties of similar level and responsibility. Please visit the Human Resources website to view the Education and Scholarship role profiles at <http://www.exeter.ac.uk/staff/employment/academicroles/youteach/roleprofiles/>

Person Specification

| Competency | Lecturer | Senior Lecturer |
|--|---|---|
| <p>Attainments/Qualifications</p> <ul style="list-style-type: none"> • Possess a depth or breadth of specialist knowledge demonstrated by a PhD in biomedical science, or equivalent, of the core knowledge relating to academic area in order to teach and support learning on academic area modules • Possess a sound awareness of contemporary educational theory and principles • Fellow/Senior Fellow/Principal Fellow of HEA • Postgraduate Certificate of Education (PGCE) or equivalent teaching qualification | <ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable | <ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable |
| <p>Skills and Understanding</p> <ul style="list-style-type: none"> • Possess an in-depth understanding of own specialism to enable the development of new knowledge and understanding within the field • Evidence of excellent teaching identified by peer review and have made an impact at discipline programme level beyond their own teaching • Able to establish an effective, student-centred learning environment • Able to develop and implement innovative / technology-enhanced learning resources • Able to provide effective academic student support • Possess sufficient breadth or depth of specialist knowledge in a relevant discipline to work within established teaching programmes • Have experience of managing teams and/or functions in a busy environment with conflicting priorities | <ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Desirable | <ul style="list-style-type: none"> • Essential |
| <p>Prior Experience</p> <ul style="list-style-type: none"> • Have experience of teaching, curriculum development and quality management and enhancement in an HE environment • Evidence of successful engagement & teaching of undergraduate students • Experience of postgraduate teaching and supervision. • Have proven Leadership qualities in an HE environment • Have experience of line management | <ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable • Desirable | <ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable • Essential |

| Behavioural Characteristics | | |
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| <ul style="list-style-type: none"> • Excellent written and verbal communication skills | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Able to communicate complex and conceptual ideas to a range of groups and across disciplines | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Be able to demonstrate independent and self-managing working styles | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Demonstrates a dynamic and creative approach to education | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Have knowledge of tertiary education and be able to use a range of delivery techniques to enthuse and engage students | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Able to communicate material of a specialist or highly technical nature | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Be able to work within teams and to liaise with colleagues and students to achieve set goals | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Able to build contacts and participate in internal and external networks for the exchange of information and collaboration | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Engage in continuous professional development. | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Be able to engage the interest and enthusiasm of students and inspire them to learn | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Develop familiarity with a variety of strategies to promote and assess learning | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Understand equality and diversity issues as they may impact on academic appointments, promotion, and content and also issues relating to student need. | <ul style="list-style-type: none"> • Essential | <ul style="list-style-type: none"> • Essential |
| <ul style="list-style-type: none"> • Be a strategic thinker | <ul style="list-style-type: none"> • Desirable | <ul style="list-style-type: none"> • Essential |

Terms & Conditions

Our Terms and Conditions of Employment can be viewed [here](#).

Further Information

Please see our [website](#) for further information on working at the University of Exeter.