

Role Profile

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| Job title: | Senior Lecturer – Tissue Viability |
| Grade: | 8 |
| Responsible to: | Principal Lecturer |
| Job purpose: | <p>To work as part of a team with colleagues from University Hospitals Morecambe Bay Trust (UHMBT) developing and delivering high quality multi professional learning environments within the Trust to promote and facilitate education for Tissue Viability.</p> <p>To implement expert teaching and learning, widening participation and other strategies to provide high-quality learning opportunities and the best educational experience for staff of UHMBT.</p> <p>The post holder will be required to work collaboratively across University and Health Care boundaries to improve, deliver and support education programmes for all staff at UHMBT, with a focus on those delivering care to patients.</p> <p>They will be monitoring and reviewing the effectiveness of the education delivered and actively involved with data collection, audit and research.</p> <p>To be involved with appropriate external activities including academic enterprise activity.</p> |
| Main duties and key responsibilities: | |
| Teaching and learning support | <ul style="list-style-type: none"> • Assess the quality of a range of learning environments, determine interventions to sustain and enhance TVN education; ensuring all service areas/ placement providers have access to TVN education and training resources in MBHT across all education tiers of staff (Linked to wound care strategy and post agreed deliverable) • Use highly specialist skills and knowledge to deliver appropriate teaching, learning support and assessment methods • Using expert knowledge, support the TVN team to encourage the improvement of Wound care by encouraging the engagement of Link nurses across the Trust. • Identify areas where the current provision is in need of revision or improvement. • To support staff and empower staff to improve care for patients through enhancing knowledge, using expert knowledge and skills. • Identify opportunities and lead on the planning, structuring, design, delivery and review of inter professional learning opportunities and education in practice for healthcare learners and supervisors, assessors and preceptors, within own organisation and in partnership with the HEIs, meeting the learning needs of different professional groups, ensuring that the facilitation of inter professional learning outcomes are met in line with educational policy. |

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| | <ul style="list-style-type: none"> • Develop a process to inform and enable 'shared evidence' and format to enhance the responsiveness and delivery of a single Quality Assurance process. • Work collaboratively with the University, TVN, Care groups and UHMBT Practice educators to support the education programme. • Produce and maintain a portfolio of education in practice activity within service area(s) including structured inter professional learning activities and teaching packages. • Collect, collate, analyse, evaluate and report information using IT skills • Provide best practice advice in a clinical setting for mentors and staff in relation to education in practice and to encourage the sharing of best practice, knowledge and skills acquired as a result of the education. • Act as a role model and expert advisor in the specialist area of care of tissue viability– and educate as to the benefit of the use of best practice guidance for the management of Pressure ulcers and Leg ulcers. • Monitor, produce and implement action plans to highlight the numbers of failing learners, learner complaints to ascertain trends ensuring the continuous monitoring of practice learning activities against quality assurance standards ensuring. • Collate and produce a monthly progress report sending to the University and UHMB leads for Agreement monitoring and to assess for any changes needed in the approach to education. • Liaise with Information Service departments within UHMBT, including Library Services to inform of resource requirements and widen access to facilities. • Using specialist knowledge and skills, assess and benchmark clinical and other practice educational environments within own organisation and with key external partners. • Adhere to the statutory regulations, codes of practice, local policies and departmental health and safety rules internally within own Trust base and external partner organisations. • Contribute to the development and implement policies, protocols, procedures and guidelines relevant to palliative and end of life care across the Trust. • Network locally, regionally and nationally with peer group's supporting the sharing of best practice. • Manage own workload independently, prioritising as required |
| <p>Research and scholarship</p> | <ul style="list-style-type: none"> • Engage in subject, professional and pedagogy research and development relevant to education in practice and to the learning environment, working alongside the research department of the University of Cumbria and linking with the Lead Nurse for a collaborative approach to research and development of education for UHMBT. • Conduct individual or collaborative research or scholarly projects. • Capture training/education data which might support the audit process, both in terms of effectiveness and efficiency of the programme. • Contribute to publications and disseminate findings using appropriate media |

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| Communication | <ul style="list-style-type: none"> • Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media • The use of expert and advanced communication skills to support staff with their education needs in areas which might be highly emotive. • Ensure effective and appropriate communication with staff of UHMBT on a range of issues relating to Tissue viability. • Communicate effectively with University and Lead nurse for TVN care, producing reports as needed/required |
| Liaison and networking | <ul style="list-style-type: none"> • Liaise with colleagues and students. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and ideas. • Liaise with professional bodies for personal and professional reasons. |
| Managing people | <ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, scholarly and administrative activities, with guidance if required Depending on the area of work, could be expected to oversee and support the work of others. • Co-ordinate the work of others to ensure teaching/learning activities are delivered to the standards required. |
| Teamwork | <ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes. • Attend and contribute to subject group meetings. • Collaborate with colleagues to identify and respond to students' needs. • Participate in peer review process. |
| Pastoral care | <ul style="list-style-type: none"> • Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning staff/participants and provide support. • Appreciate the needs of individual staff/participants and their circumstances. • Refer staff/participants as appropriate to services providing further help. |
| Initiative, problem solving and decision making | <ul style="list-style-type: none"> • Identify the need for developing the content or structure of teaching/learning activities with colleagues and make proposals on how this should be achieved. • Develop ideas and find ways of disseminating and applying the result of scholarship. • Collaborate with the EOL team regarding responsibility for the design and delivery of teaching and learning activities. • 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 | <ul style="list-style-type: none"> • Use teaching resources and facilities as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor. |
| Sensory, physical and emotional demands | <ul style="list-style-type: none"> • Balance the pressures of teaching and administrative demands and competing deadlines |
| Work environment | <ul style="list-style-type: none"> • Depending on area of work and level of training received is required to be aware of the risks in the work environment and their potential impact on their own work and that of others. |

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| Expertise | <ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support • Use a range of delivery techniques to enthuse and engage students |
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Other Information:

On occasions and in line with operational needs you will be required to:

- work different hours including at weekends/evenings;
- travel to other campuses and sites as necessary.

In addition to the main duties listed above, you will be required to perform other duties, which are assigned from time to time. However, such other duties will be reasonable and in relation to the grade.

It is the University’s intention that this job description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change, and your obligations will vary and develop. This job description should be seen as a guide and not as a permanent, definitive, and exhaustive statement.

Our Values:

At the University of Cumbria, our values shape the way we work, our culture and environment.

We are PERSONAL

Individuals are at the heart of what we do, and our culture of belonging recognises and supports every person. As an institution, we have mutual respect for those we work with and for and we care about understanding each other’s challenges and helping one another to thrive.

We are PROGRESSIVE

As a university we have a determination to deliver our mission, which keeps us open to opportunities in front of us. We encourage thoughtful and inspirational ideas, and we tackle problems proactively, with optimism, creativity and courage.

We are ENGAGED

As stewards of knowledge and place, it is our privilege to champion the region and advocate for the value of education. The University of Cumbria is welcoming to different perspectives, expertise and experiences and we are committed to building and nurturing strong links with our communities.

Providing an Inclusive Environment:

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The university recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the

grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Health & Safety Statement

All employees at the University of Cumbria are required to ensure that all duties and responsibilities are discharged in accordance with the University's Health and Safety at Work policy. They should take reasonable care for their own health and safety and that of others who may be affected by what they do or do not do. Employees should correctly use work items provided by the University, including personal protective equipment in accordance with training or instructions.

Person Specification

| Qualifications | Essential/ Desirable | To be identified by: |
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| <p>Active professional registration as a General Nurse with the Nursing & Midwifery Council (NMC).</p> <p>First Degree in a related area.</p> <p>Post registration qualification in Tissue Viability.</p> <p>Teaching Qualification</p> <p>Evidence of engagement in continuing professional development.</p> <p>Postgraduate Degree</p> <p>Advanced skills training.</p> | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> | <p>Application Form</p> <p>Application Form Application Form Application Form</p> <p>Application Form Application Form</p> |
| Experience & Expertise | Essential/ Desirable | To be identified by: |
| <p>Comprehensive post qualification experience in TVN demonstrating extensive breadth and depth of knowledge.</p> <p>Experience of facilitating learning including an aptitude to utilise a range of delivery techniques to enthuse and engage learners.</p> <p>Ability to assess education needs of clinical areas and develop and deliver bespoke education solutions.</p> <p>Practical experience of leading and facilitating change.</p> <p>Experience of developing and implementing new systems and procedures.</p> <p>Experience of subject and professional audit and research activities.</p> <p>Highly skilled communicator with demonstrable people management skills</p> <p>Effective verbal, written and presentational skills.</p> | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> | <p>Statement and interview</p> <p>Statement and interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Statement and Interview</p> <p>Interview</p> <p>Supporting Statements/ Interview</p> |
| Other | Essential/ Desirable | To be identified by: |
| <p>Commitment to the strategic plan and values of the University especially in relation to equality of opportunity at work, a healthy and safe working environment and the expected behaviours of an effective leader.</p> | <p>Essential</p> | <p>Interview</p> |

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