



SECTION A: THE ROLE

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| Job Title: | Pears Cumbria School of Medicine (PCSM) Senior Technician |
| Institute/Service: | PCSM |
| Job Grade: | Grade 06 |
| Job Family: | Learning |
| Job Location: | Fusehill St |
| Responsible To: | Lead Technician (dotted line to PCSM Head of Operations) |
| Role Purpose: | |
| <p>As Senior Technician, you will support all sessions of the medicine graduate entry programme, these include classroom-based sessions, clinical skills and anatomy sessions, laboratory sessions and all other planned teaching sessions used in the delivery of the medical school graduate entry programme. You will set up and clear down before and after sessions, purchase consumables and equipment, set up cameras, record and store recordings of assessments, maintain equipment inventories, create manuals, standard operating procedures and instructional videos, ensure equipment servicing and compliance checks are completed as required, in collaboration with academic colleagues ensure health and safety requirements are met including risk assessments, COSHH assessments for equipment and specialist spaces</p> <p>This post will require a detailed understanding of clinical environments, IT and simulation software, simulation models and manikins, technical equipment, knowledge of GDPR, understanding of health and safety procedures, and experience working in a learning environment.</p> <p>You will support students in self-directed practice sessions and lectures, setting up equipment and supervising if required.</p> <p>You will work closely with other members of the Fusehill Technical Team to co-ordinate equipment bookings for sessions, ensure teaching and storage spaces are well maintained and rooms are set up and cleared down in readiness for the next session.</p> <p>You will be part of the Fusehill St Campus Technical Services Team and may be required to work in other areas of the university as and when required.</p> | |

SECTION B: PRINCIPAL DUTIES/KEY OBJECTIVES

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| 1. | To work in close collaboration with academic colleagues to support all sessions of the medicine graduate entry programme, these include classroom-based sessions, clinical skills and anatomy sessions, laboratory sessions and all other planned teaching sessions used in the delivery of the medical school graduate entry programme. |
| 2. | To take responsibility for the everyday running of the medical school teaching rooms, including clinical simulation spaces, laboratories, out of hours clinical spaces, classroom settings, digital technologies including AR/VR, storerooms and shared spaces. This will include set ups, clean downs, replenishing supplies and maintenance and compliance of equipment. |

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| 3. | To support students in self-directed practice sessions, setting up equipment and supervising if required. |
| 4. | To monitor stock and control of consumables and equipment, maintaining clinical skills laboratories, ensuring equipment is checked for compliance and servicing requirements. Ordering of equipment and consumables as required. |
| 5. | To manage and support the recording and secure uploading of student assessments. |
| 6. | To compile, maintain and update as necessary all relevant health safety documentation and operating procedures and ensure use of equipment and spaces is in line with safe working practice. |
| 7. | To effectively communicate with academic teams and other technicians to ensure equipment, teaching spaces, storerooms and consumables are set up/cleared down as required. |

Additional Information:

You may on occasions and in line with operational needs:

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

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

It is the University's intention that this role 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 the post holder's obligations will vary and develop. The 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.

| Criteria for: PCSM Senior Technician | Essential/ Desirable | To be identified by: |
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| <p>Qualifications</p> <p>Educated to RQF Level 3 (A level standard or equivalent) or equivalent experience.</p> <p>Educated to RQF Level 6 (degree level or equivalent) or equivalent experience.</p> <p>Health/medical/allied health profession related HE qualification.</p> | <p>Essential</p> <p>Desirable</p> <p>Desirable</p> | <p>Application Form</p> <p>Application Form</p> <p>Application Form</p> |
| <p>Experience</p> <p>Experience working in a healthcare, laboratory or clinical environment, using a range of monitoring/observational equipment. Understanding of medical and anatomical terminology with an understanding of basic medical procedures and observational procedures.</p> <p>Demonstrating and assisting students and academics to use a range of simulation equipment using static and computerised procedural trainers or simulation equipment.</p> <p>Previous experience in a similar role requiring understanding of the relevant subject technology and health and safety processes. Experience of generating, maintaining, recording and storing Health and Safety documentation.</p> <p>Experience of working in higher education and awareness of wider University, HE issues and external changes such as innovations, changes in legislation/regulation which impact on the role.</p> <p>Previous experience in a similar role and/or knowledge of medical/healthcare/clinical setting in a learning and teaching environment.</p> | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> | <p>Supporting Statement/Interview</p> <p>Supporting Statement/Interview</p> <p>Supporting Statement/Interview</p> <p>Application Form/Interview</p> <p>Application Form</p> |
| <p>Knowledge, skills and abilities</p> | <p>Essential</p> | <p>Application Form/Interview</p> |

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| <p>Knowledge and ability to act as a main point of contact/ point of referral for subject specific information, procedures, systems and processes.</p> <p>Ability to organise own work and work of others and to propose and implement improvements to systems and working methods.</p> <p>Excellent communication skills with the ability to collaborate effectively with students, other members of the technical services team and academic colleagues.</p> <p>Strong knowledge of equipment used in healthcare and laboratory teaching settings. In particular:</p> <ul style="list-style-type: none"> - Child, adult and midwifery simulation models, anatomy models, manikins and clinical skills trainers. - Equipment and software in a clinical healthcare setting. - Dummies for catheterization, DVT, airways and feeding simulation sessions. - Laboratory equipment, including prepared slides and microscopes. - Cameras and video recording. <p>Skills to research collate and edit material for inclusion in instructional videos, manuals and reports/procedural documents.</p> <p>Detailed knowledge of subject specific technology and procedures. Ability to adapt/transfer skills to develop and use new subject technology.</p> <p>Professional approach to work and work colleagues and an ability to work independently and show initiative.</p> <p>Ability to provide a high level of customer care and demonstrate problem solving skills, whilst providing outstanding customer focused service.</p> <p>Knowledge of immersive technologies, AR/VR and immersive rooms.</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>Desirable</p> | <p>Supporting Statement/Interview</p> <p>Application Form/Interview</p> <p>Supporting Statement/Interview</p> <p>Application Form/Interview</p> <p>Interview</p> <p>Interview</p> <p>Supporting Statement/Interview</p> <p>Application Form/Interview</p> |
| <p>Other</p> <p>Commitment to the strategic plan and values of the University especially in relation to equality of opportunity at work and a healthy and safe working environment.</p> | <p>Essential</p> | <p>Interview</p> |