

Role Profile

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| Job title: | Clinical Lecturer in Paramedic Apprenticeships |
| Grade: | Secondment |
| Responsible to: | Apprenticeship Principal Lecturer |
| Job purpose: | <p>To work as part of a team developing and delivering high quality academic provision through implementation of teaching and learning, widening participation and other strategies in order to contribute to the provision of high quality learning and opportunities and the best possible student experience.</p> <p>To engage in scholarly activity and knowledge transfer activities.</p> |
| Main duties and key responsibilities: | |
| Teaching and learning support | <ul style="list-style-type: none"> • Teach as a member of a team in a developing capacity mainly within an established programme of study, with the assistance of a mentor if required • May act as a module leader and /or leader of some minor awards • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures • Transfer knowledge in the form of practical skills, methods and techniques • Identify learning needs of students and define appropriate learning objectives • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives • Develop own teaching materials, methods and approaches with guidance • Develop the skills of applying appropriate approaches to teaching • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking • Supervise the work of students, provide advice on study skills and help them with learning problems • Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback • Undertake examination duties • Participate in course development |
| Research and scholarship | <ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills • Continually update knowledge and understanding in field or specialism • Translate knowledge of advances in the subject area into the course of study <p>and/or</p> <ul style="list-style-type: none"> • Conduct individual and collaborative research projects • Write up research work for publication |
| Communication | <ul style="list-style-type: none"> • Deal with routine communication using a range of media • Communicate complex information, orally, in writing and electronically • Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes |

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| | <ul style="list-style-type: none"> • Communicate material of a specialist or highly technical nature |
| 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 • Could be expected to supervise students' projects, fieldwork and placements • Act as a mentor for students in capacity of personal tutor |
| 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 students and provide support • Appreciate the needs of individual students and their circumstances • Act as personal tutor, giving first line support • Refer students as appropriate to services providing further help |
| Initiative, problem solving and decision making | <ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities • Respond to pedagogical and practical challenges • Share responsibility in deciding how to deliver modules and assess students • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work |
| 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 • Involvement in recruitment activity e.g. open days and interviews |
| Sensory, physical and emotional demands | <ul style="list-style-type: none"> • Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills • Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines |
| Work environment | <ul style="list-style-type: none"> • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others |
| Expertise | <ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes • Engage in continuous professional development • Able to engage the interest and enthusiasm of students and inspire them to learn • Develop familiarity with a variety of strategies to promote and assess learning • Understand equal opportunity issues as they may impact on academic content and issues relating to student need |

Other Information:

It is a condition of employment that all academic staff are either already accredited by Advance HE as a Fellow against Descriptor 2 of the National Framework of professional standards for teaching and supporting learning or complete such accreditation within 3 (full-time) years of commencement.

Where relevant, an acceptable Disclosure via the Disclosure and Barring Service is required prior to confirmation of appointment offer (successful candidate only).

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>Honours Degree (or equivalent) in a related area (i.e. Paramedic/Nurse or Health related programmes)</p> <p>Higher Degree (or equivalent at least at Masters level) in a related area.</p> <p>Active professional registration with the Nursing & Midwifery Council (NMC), Health & Care Professions Council (HCPC), Social Work England (SWE) or British Association for Behavioural and Cognitive Psychotherapies (BABCP).</p> <p>Accredited by the Higher Education Academy to meet standard two of the National Framework of professional standards for teaching and supporting learning or complete such accreditation within 2 (full-time) years of commencement. This is normally achieved via PgC Teaching and learning in higher education</p> | <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Desirable</p> | <p>Application Form/Preliminary Question</p> <p>Application Form</p> <p>Application Form</p> <p>Application Form/ Preliminary Question</p> |
| Experience & Expertise | Essential/ Desirable | To be identified by: |
| <p>Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.</p> <p>Ability to recognise, apply and evaluate effective learning and teaching methods within the appropriate context, utilising technology wherever appropriate.</p> <p>Commitment to engage in continuing professional development and advanced scholarly activity in order to develop area of practice through critical engagement with relevant pedagogical theory.</p> <p>Ability to care for the pastoral needs of students.</p> <p>Effective verbal, written and presentational skills.</p> <p>Ability to work effectively as part of a team or self-directed.</p> | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> | <p>Supporting Statement/ Interview</p> <p>Supporting Statement /Interview</p> <p>Supporting statements /Interview</p> <p>Supporting Statement /Interview</p> <p>Interview</p> <p>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> |

