

Role Profile

Job title:	Principal Lecturer in Medical Sciences
Grade:	9
Responsible to:	Institute Director
Responsible for:	Academic staff as determined by the Institute Director
Job purpose:	<p>Lead others in the design and development, staffing, delivery and quality assurance of a range of programmes of study (sometimes entirely new course) at various levels. To ensure the implementation of teaching and learning, widening participation and other strategies in order to ensure the provision of high quality learning and opportunities and the best possible student experience. To develop external links eg to foster collaboration and in pursuit of academic research and enterprise activity.</p> <p>To actively engage in and encourage others to engage in the medical science disciplines, to engage with professional and pedagogical research and scholarship as required to support teaching activities and to extend, transform and apply knowledge acquired from scholarship to teaching and research.</p> <p>To effectively balance priorities relating to line management and to programme leadership and management.</p> <p>Delegation and the ability to ensure all staff are clear about the responsibilities that relate to their own role are key skills needed by the post.</p>
Main duties and key responsibilities:	
Teaching and learning support	<ul style="list-style-type: none"> • Lead the design and development of, and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials, initiating updating when required. • As above, lead the development and application of innovative and appropriate teaching techniques and material, which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the University and any relevant professional bodies.
Research, scholarship and enterprise	<ul style="list-style-type: none"> • Engage in pedagogic and practitioner research and other scholarly activities. • Contribute to the development of teaching and learning strategies. • Work in conjunction with others to apply subject knowledge to practice. • Create and foster collaborative partnerships to enhance research capacity and capability and also look to generate enterprise activity and income.
Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
Liaison and networking	<ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in Institutional committees.

	<ul style="list-style-type: none"> • Act as an external examiner to other Institutions and provide professional advice. • Lead and develop external networks for example with external examiners and assessors. • Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.
Managing people	<ul style="list-style-type: none"> • Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans/workloads to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals (including as line manager as appropriate) through the appraisal system and providing advice on personal development. • Contribute to the development of academic staff in relation to the University's CPD Scheme, the associated U.K. Professional Standards and the requirement for all academic staff to develop a 3-year scholarship action plan • Act as a personal mentor to peers and colleagues. • Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.
Teamwork	<ul style="list-style-type: none"> • Lead and enhance performance of teams within areas of responsibility. • Ensure that teams work together effectively. • Act to resolve conflicts within and between teams. • Participate in peer review process.
Pastoral care	<ul style="list-style-type: none"> • Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
Initiative, problem solving and decision making	<ul style="list-style-type: none"> • Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions, which have an impact on other related programmes. • Monitor student progress and retention. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters. • Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
Planning and managing resources	<ul style="list-style-type: none"> • Responsible for the delivery of own educational programmes. • Contribute to the overall management of the Faculty as appropriate in areas such as resource management including, academic workload, business and programme planning. • Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility. • Be involved in Faculty level strategic planning and contribute to wider strategic planning processes in the institution. • May plan and deliver consultancy or similar programmes and ensure that resources are available. • Be responsible for quality, audit and other external assessments in own areas of responsibility.

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 (e.g. laboratories, workshops, studios etc.) may be expected to take responsibility for conducting risk assessments and reducing hazards.
Expertise	<ul style="list-style-type: none"> • Required to be externally recognised scholar or teacher. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

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:
Higher Degree (or equivalent at least at Masters level) in a related area.	Essential	Application Form/Preliminary Question
Completed or undertaking a PhD (or equivalent).	Desirable	Application Form
Active professional registration with Health & Care Professions Council (HCPC)	Essential	Application Form/Preliminary Question
Experience & Expertise	Essential/ Desirable	To be identified by:
Track record of research and scholarship within appropriate subject discipline.	Essential	Application Form/Interview
Successful experience of curriculum development and/or enterprise activity and delivery of enterprise provision.	Essential	Supporting Statement/ Interview
Experience of successfully managing, leading and developing individuals and teams.	Essential	Supporting Statement/ Interview
Possess sufficient breadth or depth of specialist knowledge in the primary discipline to successfully deliver within established teaching programmes.	Essential	Supporting Statement/ Interview
Commitment to continuous professional development.	Essential	Application Form
Knowledge and understanding of best practice linked to flexible & distributed Learning and the support of such developments within the academic practice of the discipline area.	Essential	Supporting Statement/ Interview
Effective verbal, written and presentational skills.	Essential	Interview
Proven application of research and scholarship to underpin course delivery.	Essential	Supporting Statement/ Interview
Commitment to facilitating students' learning including an aptitude to utilise and adapt to a range of delivery techniques (e.g. through e learning) in order to enthuse and engage students.	Essential	Supporting Statement/ Interview
Other	Essential/ Desirable	To be identified by:
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.	Essential	Interview

