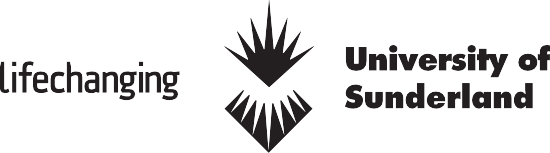
University of Sunderland

# Role Profile

Part 1

|  |  |
| --- | --- |
| **Principal Lecturer – Academic Admissions Lead (School of Medicine)** | |
| **Job Title:** | Principal Lecturer - Academic Admissions Lead, (School of Medicine) |
| **Reference No:** | BLR325 |
| **Reports to:** | Associate Head of School/Phase 1 Lead Medicine |
| **Responsible For:** |  |
| **Grade:** | Grade G |
| **Working Hours:** | 37 hours per week for nominal purposes |
| **Faculty/Service:** | Faculty of Health Sciences & Wellbeing |
| **Location:** | Murray Medical School, City Campus |
| **Main Purpose of Role:** | To provide strategic leadership to all aspects of medical school admissions within the Undergraduate Medical Degree programme. To encompasses the year-long admissions processes while engaging with all aspects of a senior academic role. |
| **Key Responsibilities and Accountabilities:** | **Role Specific**   * As lead for medical school admissions, provide operational management and oversight of medical school admissions, ensuring that all applicants receive all necessary support throughout the admissions process. * Affect programs that support the school’s goals of maximizing widening participation and local student engagement. * Undertake an active role within the School of Medicine Senior Management Team and Management Committee. * Introduce a comprehensive admission process commensurate with the General Medical Councils Promoting Excellence requirements. * Review and update all aspects of Admissions policies and procedures. Lead on the implementation of updated policies and procedures through the Admissions committee and Management Committee. * Chair the Admissions committee being responsible for terms of reference and production of an annual report on the committee’s activities. * Responsible for the generation of the GMCs annual admissions report, and liaise closely with Planning and MI on the OfS tracked 5-year rolling admissions target. * Implement a training programme for staff and lay members who are involved in the admissions process. * Lead and manage a team of academic and administration support staff, within the school and in central services, to deliver the admissions function of the role. * Act as a permanent member of the Medical Schools Council Selection Alliance representing the school of medicine and university of Sunderland at a national level. * Act as a permanent member of the University Clinical Aptitude Test (UCAT) consortium representing the school of medicine and university of Sunderland at a national level. * Act as a permanent member of the Graduate Medical Schools Admissions Test (GAMSAT) consortium representing the school of medicine and university of Sunderland at an international level. * Lead on the implementation of NHS England Education national admissions initiatives. * Assure compliance with regulators of the course, particularly the GMC. This includes contributing to the completion of any required GMC reports e.g. Medical School Annual Return (MSAR).   **To contribute to the provision of excellent academic practice within the Faculty by making a balanced contribution across all areas of academic activity, as appropriate.**   * Design, plan, review and innovate in activities and materials that support student learning and deliver either across a range of modules or within a subject area. * Encourage the use of appropriate teaching, learning support and assessment methods. * Supervise or support the establishment of student projects, student electives and appropriate student clinical placements locally, nationally or abroad, (although the emphasis will be on local engagement to encourage students to take up posts in the locality). * Identify areas where current provision is in need of revision or improvement. * Contribute to the planning, design and development of objectives and material. * Set, mark and assess work and examinations and provide feedback to students. * Develop and implement personal research and reach-out plans. * Conduct individual and/or collaborative research projects, * Identify sources of funding and contribute to the process of securing funds and subsequently plan and deliver projects that are funded, as Co-Investigator or possibly as Principal Investigator. * Extend, transform and apply knowledge acquired from scholarship and research to teaching and to reach-out activities. * Write or contribute to publications or disseminate research and reach-out findings using other appropriate media such as presentations at conferences or exhibition of work in other appropriate events. * Maintain knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice. * Provide expert advice through subject area knowledge, understanding and know-how to students, researchers and other academic colleagues. * Lead, develop and/or participate in internal networks for example by chairing and/or participating in Institutional committees. * Develop, lead and/or participate in external networks, for example with other educational bodies. * Collaborate with colleagues in other institutions directly or through networks such as learned bodies. * 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. * Resolve problems affecting the delivery of academic programmes and/or projects within own areas of responsibility and in accordance with regulations, procedures and good practice. * Make decisions regarding the operational and strategic aspects of own educational programme, contribute pro-actively to decision making within the Academic Area and possibly Faculty and University. * Identify and respond to opportunities for strategic development of new courses, projects, income generation or other appropriate activity. * Contribute to quality assurance and take the lead in quality enhancement processes. |

University of Sunderland

# Role Profile

Part 2

|  |  |
| --- | --- |
| **Part 2A: Essential and Desirable Criteria** | |
| **These criteria are assessed at the short listing stage.**  **The essential criteria must be met in order to be eligible for interview.** | ***Essential***  **Qualifications and Professional Memberships:** |
| * A first degree in a relevant discipline * PhD/Doctorate or equivalent * Membership of a relevant professional and regulatory body |
| **Experience:**   * Significant experience of teaching within a University Medical School. * Significant experience of overseeing the provision of effective student support and mentoring within a University Medical School environment. * Proven experience and understanding of working within and application of GMC Promoting Excellence standards. |
| ***Desirable***  **Qualifications and Professional Memberships:**   * Postgraduate qualification in a relevant discipline |
|  |  |
| **Special Circumstances:** | **Achievement of HEA Fellowship**  Principal Lecturers without Higher Education Academy Fellowship status, will be expected to achieve Fellowship within two years of commencing their role. |
|  | |
| **Part 2B: Key Competencies** | |
| **Competencies are assessed at the interview/selection testing stage** | **Key Knowledge and Expertise (role specific):**  **Academic Leadership and Practice:**   * Contributes to the long term planning and development of learning programmes. * Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms. * Reflects on own and others practice and develops insights into the learning process. * Mentors other staff outside the immediate work team. * Develops the whole curriculum based on the evaluation of current practices, includes new areas of thinking and assesses future needs * Innovates in the design of learning climates and develops ways of enhancing the learning experience. |

|  |  |
| --- | --- |
|  | * Ensures that the diverse needs of learners are reflected in the curriculum. * Develops approaches to assessment, evaluation and quality control that enhance the learning processes. |
| **Achieving Results:**   * Places students at the heart of all we do. * Seeks out, and acts upon, feedback to enhance the student experience. * Accepts personal responsibility for the ongoing quality and enhancement of own work. * Displays a positive, responsive, ‘can do’ attitude. * Demonstrates a strong commitment to continuous improvement. |
| **Navigating Change:**   * Is adaptable in dealing with change both personally and professionally. * Knows how to pro-actively challenge the status quo while respecting the past. * Provides the necessary direction and impetus in leading others to change, being sensitive to the impact of change on others. * Forecasts changes in the market or environment. |
| **Flexible Thinking:**   * Implements creative solutions to problems. * Thinks strategically and with business acumen. |
| **Generic (HERA) Competencies**  **Team Leadership:**   * Creates a culture that facilitates and promotes partnership working and rewards achievement from united effort as well as individual success. * Finds ways to improve individual and team performance through learning and development. * Demonstrates the value of learning by being involved in development activities and taking action to meet own needs. * Ensures that projects and incidents are evaluated and that learning from success and mistakes is abstracted and applied. |
| **Analysis and Research:**   * Integrates concepts and results of research to add to existing body of knowledge. * Develops new areas for research and advances research methods, processes and practices. |
| **Communications:**   * Is regarded as an engaging and well informed communicator. * Excites and enthuses audiences with mixed levels of understanding. * Marshals information and presents compelling arguments. * Negotiates to achieve mutually satisfactory outcomes. * Is regarded as an interesting, readable and well informed conveyor of ideas. * Chooses and uses appropriate styles and media to influence the views of the others. * Actively canvases feedback and adapts approaches accordingly. |
| **Decision Making:**   * Combines rational analysis and experience to take long-lasting and or complex decisions that can be implemented. * Takes account of immediate and potential factors and their possible impact on successful implementation across the Institution or by external bodies. |

|  |  |
| --- | --- |
|  | * Identifies and introduces emerging or concealed issues into consideration to ensure that all impacting factors are assessed. * Enables the group to test options and assess the merits of likely outcomes against the resources needed for implementation and the chances of achievement measured against various success criteria. * Designs processes to assist complex and sustainable decision making. * Identifies and introduces possible options previously not considered and implications that may have wider and longer term impact. * Provides criteria for assessing the merits of decisions. |
| **Liaising and Networking:**   * Recognises the need for and sets up sustainable networks to develop institutional best practice and innovation. * Identifies gaps in existing networks and fills them to develop approaches and partnership working across the Institution. * Recognises when networks have achieved their purpose and acts to replace them appropriately. * Recognises the need for and sets up external networks to promote the work of the Institution. * Identifies gaps in existing external networks and acts to fill them to develop collaborative approaches to promote the Institution and achieve mutual benefit. * Recognises when external networks have achieved their purpose and takes appropriate action to replace them. |
| **Planning and Organising:**   * Ensures that planning processes are robust and well informed. * Gathers intelligence to influence the Institutions internal and external operations. * Uses opportunities to create plan resources to secure the Institutions long term future. * Uses planning processes to involve key stakeholders and gain their commitment to implementation. |
| **Date Completed:** | September 2023 |