
University of Sunderland

Role Profile

Part 1

Lifechanging



**University of
Sunderland**

Type Job Title here	
Job Title:	Principal Lecturer -Programme Leader Pre- registration Adult Nursing
Reference No:	
Reports to:	Team Leader Health
Responsible For:	
Grade:	Grade G
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Faculty of Health Sciences and Wellbeing -School of Nursing and Health Sciences
Location:	City Campus
Main Purpose of Role:	<p>To lead the continual development and delivery of the Sunderland School of Nursing, pre-registration adult nursing programme, ensuring excellence in student experience both on campus and in placement.</p> <p>To enhance the reputation of the Sunderland School of Nursing as a centre of excellence by engaging with teaching, reach-out and research programmes in nursing and health related topics.</p> <p>To support the delivery and continual development of under-graduate, post-graduate and CPD nursing provision and, related studies, within the Faculty of Health Sciences and Wellbeing.</p> <p>To proactively cooperate and collaborate with key external partners in order to develop high quality teaching, research and publications in the field of nursing, which have relevance to academic, policy and practitioner audiences, and which will contribute towards the future Research Excellence Framework and Teaching Excellence Framework.</p>
Key Responsibilities and Accountabilities:	<p>Faculty Specific:</p> <ul style="list-style-type: none">Actively contribute to deliver the University's vision "...To be bold and inspirational in providing education, research and creative practice which offers transformative experiences to students, staff, communities and business partners in the UK and across the world.."Effectively undertake the lead role in the management, development, validation, accreditation and delivery of modules on the BSc (Hons) Adult Nursing Practice.<ul style="list-style-type: none">Lead the innovation and development of placement learning for the programme through effective communication with clinical tutors and external partners.Setting/marking programme work, practical sessions, supervisions, OSCEs and examinations according to own area of subject specialism, and providing appropriate, timely feedback to students.

- Contribute to the enhancement of quality in teaching, development of curricula and innovative learning and teaching methods.
- Oversee the continuous improvement of the programme and placement portfolio, ensuring the programme meets the internal, external and NMC quality drivers.
- Actively contribute to a variety of other health and pharmacy related modules across the Faculty of Health Sciences and Wellbeing. Engaging in the preparation of high quality teaching and learning materials and the delivery of assessment of these in lectures, seminars and other means of teaching and learning.
- Establish and maintain professional links with nursing colleagues at a regional, national and, international level, participating in and increasing effective networks of health professionals.
- Contribute to Faculty reach out activities, with an emphasis on employability and in creating practice placements for nursing programmes.
- Actively engage in the recruitment of students to programmes.
- To undertake, sustain and develop a comprehensive research profile related to nursing, through peer reviewed publication.
- Maintain an understanding of policy developments in nursing and health research and service provision to inform developments within the University.
- Collaboratively work across academic subject areas to develop initiatives to enhance the student experience.
- Provision of pastoral support to students at all levels through the PDP process
- You may be asked to perform other duties occasionally which are not specifically included above, but which will be consistent with the role, including representing the Health Team at relevant external events.

Special Circumstances:

Part 1 B:

Generic to all Principal Lecturer roles (building on Senior Lecturer Role Profile):

Individuals carry out a range of duties and have responsibility taken from the following. Whilst it is not anticipated that all of the activities listed below will be covered by one individual, it is expected that over time all individuals will make a balanced contribution to the three areas of academic activity (research, teaching and learning and reach-out).

Academic Practice

- 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.
- Use appropriate teaching, learning support and assessment methods.
- Supervise student projects and, where appropriate, field trips and placements.
- 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.

- Communication
- 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.
- Encourage in others commitment to learn.

Liaison and Networking

- 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.

- Managing People
- Provide academic leadership to those working within subject areas, as programme leader or equivalent, by for example: co-ordinating the work of others to ensure that academic programmes are delivered effectively; by organising the work of a team by agreeing objectives and work plans; by chairing groups/Boards/committees at Academic Area or Faculty level.
- Contribute to the development of teams and individuals through the appraisal system, provide advice on personal development and/or act as mentor.
- Could act as a line manager (eg of research teams or of staff teams) and/or manage devolved resources.
- Contribute to effective management of the Academic Area and/or Faculty by performing duties outside of immediate academic practice, as agreed with the staff team leader or Associate Dean.

Teamwork

- Lead teams within areas of responsibility.
- Ensure that teams within the Academic Area work together.
- Act to resolve conflicts within and between teams.

- Pastoral Care
- 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
- 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.
- Comply with the University's expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development

Planning and Managing Resources

- Responsible for the delivery of own educational programmes.
 - Contribute to the overall management of the department in areas such as budget management and business planning.
 - Be involved in departmental level strategic planning and contribute to the Institution's strategic planning processes.
 - Plan and deliver research, consultancy or similar programmes and ensure that resources are available.
 - Contribute to the management of quality, audit and other external assessments.
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- Sensory, Physical and Emotional Demands
 - Balance the pressures of teaching, research, reach-out, academic leadership management and administrative demands and competing deadlines.
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- Work Environment
 - Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.



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:

- 1st degree in Nursing or a related discipline
- Higher degree/further qualification in relevant discipline
- Registered Nurse with the Nursing Midwifery Council
- NMC recordable teaching qualification
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Experience:

- Experience of current trends in teaching and learning in the field of nursing
- Relevant experience of working with NMC approved programmes

Key Knowledge and Expertise:

- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching, reach-out and research programmes.
- Able to make informed judgments on complex issues in specialist fields, often in the absence of complete data.
- Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Desirable

Qualifications and Professional Memberships:

- PhD / Doctorate
- Higher Education teaching qualification (e.g. PG Cert)
- Higher Education Academy Fellowship status

Experience:

- Previous teaching experience within the higher education sector and specifically within the nursing discipline

Key Knowledge and Expertise:

- Commitment to lifelong learning and continuing professional development in nursing practice.
- Understanding of inter-professional learning and ability to develop relationships with other HEIs providing relevant disciplines
- The potential to develop and lead an active research group in nursing
- Versatility in responding to the changing patterns and demands in higher education.

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 (generic):

Required to be an externally recognised scholar / teacher or authority in the subject area.

Track record developing of peer-reviewed published work or peer-reviewed public exhibition and/or of delivering and designing academic programmes.

Able to make informed judgements on complex issues in specialist fields, often in the absence of complete data.

Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Skills in managing and motivating staff and in project management.

Analysis and Research

Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge

Develops hypotheses and concepts to explain data, events and phenomena

Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.

Communication

Oral

- Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs.
- Uses appropriate styles and arguments to influence and negotiate satisfactory outcomes.
- Monitors understanding of others develops approach and takes corrective action if required.
- Written
- Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others.
- Presents complex information in formats appropriate to non-

specialists without comprising meaning.

- Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.

Decision Making

- Independent decisions
- Considers wider impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgement to make decisions with limited or ambiguous data and takes account of multiple factors.
- Distinguishes between the need to make a decision, when to defer and when not to take a decision.
- Collaborative decisions
- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success considered.
- Challenges decisions, appropriately to ensure consideration and processes are robust.
- Contribute to the decision making of others
- Anticipates and highlights issues that need to be taken into account.
- Outlines possible impacting factors, assessing their degree of influence on the choice of options.
- - Ensures previous learning is included.

Initiative & Problem solving

- Initiates processes and procedures to resolve new problems.
- Anticipates possible implementation difficulties and identifies practical ways of overcoming or preventing them.
- Takes account of others and the broader context when generating options.

Liaison and Networking

- Liaison
- Ensures that accurate information is passed on to the most appropriate people in a timely fashion to improve working practices.
- Co-ordinates own effort with that of others so the work is completed effectively in line with team objectives.
- Promotes a positive image of the Institution.
- Building Internal Networks
- Actively seeks to build productive and enduring relationships between teams to strengthen working relationships and foster collaboration.
- Leads and develops internal networks to pursue a shared interest and influence events or decisions.
- Building External Networks
- Leads and builds role related external networks to enhance the work of the Institution.
- Actively seeks to build productive relationships between external bodies to benefit the Institution.

Pastoral Care and Welfare

- Calms and reassures those in distress.
- Deals with difficult situations or confidential matters, according to policy and procedures.
- Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.

Planning and Organising Resources

- Gathers information to identify future demands and opportunities and develops longer term plans.
- Co-ordinates the work of others to improve performance and use of resources.
- Involves other areas appropriately and co-ordinates effort and resources so performance standards and shared objectives are achieved.
- Reviews performance and uses experience to make improvements to planning and organisation.

Service Delivery

- Adapts services and systems to meet customers needs and identifies ways of improving standards.
- Learns from complaints and takes action to resolve them.
- Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.
- Actively promotes services.

Teaching and Learning Support

- 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.
- Mentors other staff outside the immediate work team.
- Reflects on own and others practice and develops insights into the learning process.
- Engages in pedagogical research and implements the results to develop the learning and assessment processes and the learning environment.
- 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.

Team Development

- Plans and generates training and development opportunities to meet team members current and future learning needs.

	<ul style="list-style-type: none">• Enables team members to apply their learning.• Evaluates learning and development activities with those involved.• <ul style="list-style-type: none">• Suggests constructively ways in which other team members could improve their performance.
	<p>Teamwork and Motivation</p> <ul style="list-style-type: none">• Develops objectives in ways that enable team members to contribute and identify with collective objectives.• Finds ways for individuals to achieve their objectives and development plans without compromising the teams priorities.• Encourages contribution and involvement from staff at all levels.• Recognises and rewards individual and collaborative achievement.
Date Completed:	August 2017