
University of Sunderland

Role Profile

Part 1

lifechanging



**University of
Sunderland**

Principal Lecturer: Deputy Undergraduate Programme Lead

Job Title:	Deputy Undergraduate Programme Lead
Reference No:	
Reports to:	Undergraduate Programme Lead
Responsible For:	N/A
Grade:	Clinical Academic Pay Scale
Working Hours:	2 Programmed Activity (PA)
Faculty/Service:	Faculty of Health Sciences & Wellbeing
Location:	School of Medicine, Sciences Complex
Main Purpose of Role:	<p>The school of medicine has two Deputy Undergraduate Programme Leads and the division of labour will be mutually agreed with the Undergraduate Programme Lead</p> <p>Work closely with both your peer Deputy Undergraduate Programme Lead and the Programme Lead</p> <p>Liaise with the GMC and MSC on appropriate issues, including attendance at MSC Educator Lead meetings</p> <p>To be responsible (deputising where required) for the operational management of the Undergraduate Programme Curriculum and overseeing effective implementation. Supporting the Head of School in the continued development of school specific strategies and plans.</p> <p>To lead and chair functions (deputising where required) within the school including (but not limited to) The Programme Studies Board</p> <p>To become a member (deputising where required) of the School of Medicine Management Committee and other committees within the governance structure including (but not limited to) The Joint Curriculum Implementation Board, LEP Liaison Committee(s), Admissions Committee, Staff Student Liaison Committee, Professional Development and Welfare Committee, Health and Conduct Panel, assessment Quality Committee and Progress Panel</p> <p>Contribute to teaching and assessment on the MBChB programme.</p> <p>Supporting the Undergraduate Programme Lead, Academic Leads, Clinical Leads and Clinical Assessment Leads in the continuous development of school specific strategies and plans.</p> <p>Deputise for Undergraduate Programme Lead and Head of School when required</p>

Key Responsibilities and Accountabilities:

Role Specific

- Provide academic leadership to assuring the currency and relevance of the curriculum and provision of opportunities for the development of employability and related graduate attributes.
- Lead implementation of new developments across the programme that ensure innovation and good practice in learning, teaching and assessment and continuous improvement of student performance.
- Liaise with the GMC to ensure ongoing compliance with all requirements to achieve and maintain accredited status. Advising the University of any changes to accreditation status.
- Undertake an active role in a variety of key committees within the School governance structure.
- Establish and maintain effective relationships with Student Representatives as part of gathering and responding to student feedback.
- Engage effectively in recruitment activities, including admissions, summer schools and multi-mini interviews to support selecting for excellence and widening participation.

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 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.
- Contribute to the setting, marking and assessment of 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.



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:

- GMC registered Doctor of Medicine (MBChB/MBBS)
- Postgraduate qualification in a relevant field
- Membership of relevant professional and regulatory bodies in areas of work/education/research

Experience:

- Significant evidence of outstanding contributions to the development of undergraduate or postgraduate student learning in Medicine, including pedagogic practice, design and delivery of units or programmes.
- Proven expertise in curriculum development and understanding of UG medical curriculum planning at professional body and University level.
- Proven and in depth understanding of the NHS and HE environment and the complex dynamics of their relationship.
- Experience of medical student progression and the associated governance arrangements
- Good understanding of the MBChB structure
- Good understanding of student teaching and learning requirements including GMCs Promoting Excellence and MLA requirements.
- Good understanding of student pastoral structures and processes.

Desirable

Qualifications and Professional Memberships:

- PhD/MD/Doctorate
- Higher Education teaching qualification (e.g. Certificate in Medical Education)
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Experience:

- Previous experience within a management role within the NHS and/or Higher Education sector, working across University and NHS organisations with an understanding of associated governance structures.

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:

May 2022