# University of Sunderland
# Role Profile
## Part 1

**lifechanging** — University of Sunderland

| Principal Lecturer: Mental Health Clinical Liaison Lead | |
|---|---|
| **Job Title:** | Mental Health Clinical Liaison Lead |
| **Reference No:** | |
| **Reports to:** | Undergraduate Programme Lead |
| **Responsible For:** | N/A |
| **Grade:** | Clinical Academic Pay Scale |
| **Working Hours:** | 1 Programmed Activity (PA) |
| **Faculty/Service:** | Faculty of Health Sciences & Wellbeing |
| **Location:** | School of Medicine, Sciences Complex |
| **Main Purpose of Role:** | Take a strategic view of the mental health curriculum content requirements for an MBChB curriculum fit for the future<br><br>Refine and edit tutor and student handbooks and review at an appropriate interval.<br><br>Review and develop ILO's and link these to the GMC Outcomes for Graduates 2018 and the MLA Content map.<br><br>Monitor CANVAS content and work with LEP's to ensure this is properly populated.<br><br>Liaise with the GMC and MSC on appropriate Mental Health curricula issues<br><br>Works with assessment team to ensure assessment links to learning.<br><br>Communicates with students about mental health curricula issues as required.<br><br>To facilitate induction for clinical teachers as necessary, working with LEP's.<br><br>Contribute to teaching and assessment on the MBChB programme.<br><br>Supporting the Undergraduate Programme Lead and Clinical Assessment Leads in the continuous development of school specific strategies and plans.<br><br>Attend and work with the Medical Schools Council on Mental Health curricula issues as required |
| **Key Responsibilities and Accountabilities:** | **Role Specific**<br><br>• 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.<br>• 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.

# University of Sunderland
## Role Profile
## Part 2

lifechanging

**University of Sunderland**

| Part 2A: Essential and Desirable Criteria | |
|---|---|
| These criteria are assessed at the short listing stage.<br><br>The essential criteria must be met in order to be eligible for interview. | **_Essential_**<br>**Qualifications and Professional Memberships:**<br><br>• GMC registered Doctor of Medicine (MBChB/MBBS)<br><br>• Postgraduate qualification in a relevant field<br><br>• Membership of relevant professional and regulatory bodies in areas of work/education/research |
| | **Experience:**<br><br>• 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.<br>• Proven expertise in curriculum development and understanding of UG medical curriculum planning at professional body and University level.<br>• Proven and in depth understanding of the NHS and HE environment and the complex dynamics of their relationship.<br>• Experience of medical student progression and the associated governance arrangements<br>• Good understanding of the MBChB structure<br>• Good understanding of student teaching and learning requirements including GMCs Promoting Excellence and MLA requirements.<br>• Good understanding of student pastoral structures and processes. |
| | **_Desirable_**<br>**Qualifications and Professional Memberships:**<br><br>• PhD/MD/Doctorate<br>• Higher Education teaching qualification (e.g. Certificate in Medical Education)<br>• |
| | **Experience:**<br><br>• 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:** |
| | <ul><li>Contributes to the long term planning and development of learning programmes.</li><li>Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.</li><li>Reflects on own and others practice and develops insights into the learning process.</li><li>Mentors other staff outside the immediate work team.</li><li>Develops the whole curriculum based on the evaluation of current practices, includes new areas of thinking and assesses future needs</li><li>Innovates in the design of learning climates and develops ways of enhancing the learning experience.</li><li>Ensures that the diverse needs of learners are reflected in the curriculum.</li><li>Develops approaches to assessment, evaluation and quality control that enhance the learning processes.</li></ul> |
| | **Achieving Results:** |
| | <ul><li>Places students at the heart of all we do.</li><li>Seeks out, and acts upon, feedback to enhance the student experience.</li><li>Accepts personal responsibility for the ongoing quality and enhancement of own work.</li><li>Displays a positive, responsive, 'can do' attitude.</li><li>Demonstrates a strong commitment to continuous improvement.</li></ul> |
| | **Navigating Change:** |
| | <ul><li>Is adaptable in dealing with change both personally and professionally.</li><li>Knows how to pro-actively challenge the status quo while respecting the past.</li><li>Provides the necessary direction and impetus in leading others to change, being sensitive to the impact of change on others.</li><li>Forecasts changes in the market or environment.</li></ul> |
| | **Flexible Thinking:** |
| | <ul><li>Implements creative solutions to problems.</li><li>Thinks strategically and with business acumen.</li></ul> |
| | **Generic (HERA) Competencies** |
| | **Team Leadership:** |
| | <ul><li>Creates a culture that facilitates and promotes partnership working and rewards achievement from united effort as well as individual success.</li><li>Finds ways to improve individual and team performance through learning and development.</li><li>Demonstrates the value of learning by being involved in development activities and taking action to meet own needs.</li><li>Ensures that projects and incidents are evaluated and that learning from success and mistakes is abstracted and applied.</li></ul> |

| | **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 |