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# University of Sunderland

## Role Profile

### Part 1

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lifechanging



**University of  
Sunderland**

#### Principal Lecturer: Intercalated Degrees and Clinical Academic Lead

<b>Job Title:</b>	Intercalated Degrees and Clinical Academic Lead
<b>Reference No:</b>	
<b>Reports to:</b>	Undergraduate Programme Lead
<b>Responsible For:</b>	N/A
<b>Grade:</b>	Clinical Academic Pay Scale
<b>Working Hours:</b>	1 Programmed Activity (PA)
<b>Faculty/Service:</b>	Faculty of Health Sciences & Wellbeing
<b>Location:</b>	School of Medicine, Sciences Complex
<b>Main Purpose of Role:</b>	<p>Lead the process to establish, maintain and develop the Intercalated Degree offering to our MBChB students.</p> <p>Attend Module and Programme studies Boards where necessary</p> <p>Refine and edit tutor and student Intercalated Degree handbooks and review at an appropriate interval.</p> <p>Monitor CANVAS content and work with LEP's to ensure this is properly populated for Intercalated degree content.</p> <p>Support student and tutor engagement with Intercalated Degree processes.</p> <p>Liaise with the GMC and MSC on appropriate Intercalated Degrees related issues</p> <p>Reports to the Programme Studies Board and creates an annual Intercalated Degrees report</p> <p>Communicates to students re: Intercalated Degrees as necessary.</p> <p>To facilitate induction for clinical teachers as necessary, working with LEP's.</p> <p>To arrange and plan with School and LEP Clinical Year Lead/DUCS an Intercalated Degree induction for students on campus Week one Semester 1 and deliver: 1) year 2 Intercalated Degree introduction in year 1 semester 2; and 2) year 4 Intercalated Degree introduction in year 3 semester 2.</p> <p>Work with any year leads in the school or LEP's to support teaching development.</p> <p>Contribute to teaching and assessment on the MBChB programme.</p> <p>Supporting the Undergraduate Programme Lead in the continuous development of school specific strategies and plans.</p> <p>Support and facilitate intercalating students returning to the MBChB programme</p> <p>Lead the School strategy on Clinical Academic Careers</p>

Liaise with the NIHR and appropriate bodies to develop school capacity

Facilitate the process for Visiting, Honorary and Substantive Clinical Academics, including operationalising the Clinical Academic Contract

**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