
University of Sunderland

Role Profile

Part 1

Lifechanging



**University of
Sunderland**

| Senior Lecturer – Pharmaceutical Chemistry | |
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| Job Title: | Senior Lecturer - Pharmaceutical Chemistry |
| Reference No: | |
| Reports to: | Team Leader – Pharmaceutical Sciences |
| Responsible For: | |
| Grade: | Grade F |
| Working Hours: | 37 hours per week for nominal purposes |
| Faculty/Service: | Health Sciences and Wellbeing / School of Pharmacy and Pharmaceutical Sciences |
| Location: | Sciences Complex, City Campus |
| Main Purpose of Role: | <p>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.</p> <p>To contribute to the delivery and development of high-quality teaching, reach-out and research programmes in the broad area of pharmaceutical sciences.</p> |
| Key Responsibilities and Accountabilities: | <p>Faculty Specific:</p> <ul style="list-style-type: none">• To make a significant contribution to deliver the University vision, ambitions and values identified in the Strategic Plan: <i>“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.”</i>• Contribute to the research activity of the Faculty by undertaking high-quality (collaborative) research and actively investigating external funding opportunities.• Contribute to the administration, management and continuing development of programmes in pharmacy, pharmaceutical sciences and related disciplines.• Develop and deliver a range of teaching and learning activities within pharmacy, pharmaceutical sciences and related disciplines.• Design and assess subject appropriate assessments and provide constructive and timely feedback to students.• Supervise undergraduate and postgraduate research projects.• Provide pastoral support to students at all levels.• Contribute to the continued engagement with employers and professional bodies to ensure programmes meet internal and external quality drivers.• Represent the Faculty to raise the external profile by establishing close working relationships with local, national and international industrial and academic partners.• Participate in University committees that may affect the policies and procedures within the School/Faculty/University as appropriate.• You may be asked to perform other duties occasionally which are not included above, but which will be consistent with the role of a senior lecturer. |

Special Circumstances:

- Be prepared to undertake any appropriate and necessary staff development training, including in teaching and learning in Higher Education

Part 1 B:

Generic to all Senior Lecturer roles (Building on the demands of Lecturer):

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

- Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate reach-out, generate income, obtain consultancy projects, or build relationships for future activities.
- Engage in some external discipline-related responsibilities such as subject network activity, peer review, refereeing.

Managing People

- Engage in some supervisory or managerial responsibility for researchers, other grant-funded staff or research students and provide support for other staff in their own personal development activities including acting as mentor for colleagues with less experience and advising on personal development.
- Contribute to effective management of the Academic Area by performing duties outside of immediate academic practice, as agreed with the staff team leader or Associate Dean.

Teamwork

- Act as a responsible team member in Academic Area, School and University groups and develop productive working relationships with other members of staff.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral Care

- Could be expected to act as a module or personal tutor.
- Be responsible for the pastoral care of students within a specified area.

Initiative, Problem Solving and Decision Making

- Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income.
- Develop ideas and find ways of disseminating and applying the result of research and reach-out.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality assurance and enhancement processes.
- Contribute pro-actively to decision making within the academic staff team and possibly within the Academic Area.
- 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

- As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
- Manage personal tasks including planning and delivery of teaching, research student programmes, research projects and other projects.

Sensory, Physical and Emotional Demands

- Balance the pressures of teaching, research, reach-out, academic management/administrative demands and competing deadlines.

Work Environment

- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.



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:

- Degree in chemistry or pharmacy (**with a specialism in organic, medicinal and/or biological chemistry**).
- Postgraduate qualification (normally doctorate) or equivalent in a relevant field.

Experience:

- Expert knowledge in pharmaceutical/medicinal chemistry
- Developing, supporting and delivering undergraduate teaching and associated assessments.
- Demonstrable track record in research (e.g. contribution to publications, presentations at conferences, income generation, grant applications).

Key Knowledge and Expertise:

- Possess sufficient breadth or depth of specialist knowledge in areas such as organic or medicinal chemistry to develop and deliver both general and discipline-specific teaching and learning activities, reach-out and research programmes.
- Supervision of undergraduate and/or postgraduate research projects
- Awareness of health and safety issues related to laboratory teaching and research activities.

Desirable

Qualifications and Professional Memberships:

- Membership of relevant professional body e.g. RSC, GPhC, RPS
- Higher degree/further qualification in a relevant discipline
- Higher Education teaching qualification (eg PG Cert)
- Higher Education Academy Fellowship status

Experience:

- Experience of working in the academic sector or relevant experience within the pharmaceutical industry
- Ability to engage with students so as to ensure a high quality student experience
- Evidence of research/scholarship in an appropriate area at post-doctoral level or equivalent supervisory level.

Key Knowledge and Expertise:

- Integrated knowledge across a range of inter-disciplinary subject areas to contribute to teaching within a range of curricula, and reach-out and research activities of the Faculty.

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| | <ul style="list-style-type: none"> • Versatility in responding to the changing external environment to ensure work integrated learning is relevant, outstanding and differentiating. • Understanding of inter-professional learning and ability to develop strategic relationships with industrial partners, healthcare bodies and other HEIs providing relevant disciplines. |
| Special Circumstances: | <p>Achievement of HEA Fellowship</p> <p>Senior Lecturers without Higher Education Academic Fellowship status will be expected to achieve Fellowship within two years of commencing their role.</p> |

Part 2B: Key Competencies

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| Competencies are assessed at the interview/selection testing stage | <p>Key Knowledge and Expertise (generic):</p> <ul style="list-style-type: none"> • 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. • Skills in managing and motivating staff (as appropriate) and in project management. |
| | <p>Analysis and Research:</p> <ul style="list-style-type: none"> • 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. |
| | <p>Communication:</p> <p>Oral</p> <ul style="list-style-type: none"> • 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. <p>Written</p> <ul style="list-style-type: none"> • 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. |
| | <p>Decision Making:</p> <p>Independent decisions</p> <ul style="list-style-type: none"> • Considers wider impact of decisions, assesses possible outcomes and their likelihood. • Uses judgment 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. <p>Collaborative decisions</p> |

- 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.

Provision of advice

- 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.

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.

Participation in networks

- Works across team boundaries to build and strengthen working relationships.
- Shares information and ideas to help others develop their practice.
- Is involved in networks to pursue a shared interest as a requirement of the role.

Building internal 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

- Actively seeks information to support planning and prioritisation of work.
- Ensures that time and resources are used effectively to their maximum efficiency.
- Checks and reports on progress and achievement against plans to key parties.
- Develops plans to take account of problems, delays and new priorities.
- 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.

Date Completed:

June 2022