**University of Sunderland**

Role profile

### **Job title:**

Senior Lecturer Medical Sociology

### **Grade:**

F

### **Department:**

Faculty of Health Sciences and Wellbeing

### **Location:**

Sunderland campuses

### **Reports to:**

Principal Lecturer in Health Psychology (Professional Development and Welfare Lead)

### **Working hours:**

37 hours per week for nominal purposes

A cityscape with buildings and a bridge

Description automatically generated

**The role:**

As a Senior Lecturer you will undertake teaching, subject and curriculum development, assessment, research and/or knowledge exchange, academic student support, outreach/recruitment activity and teaching-related management/administration for a range of programmes covering undergraduate, postgraduate and off-campus programmes.

In Year Lead and/ or related School of Medicine leadership roles, provide academic leadership to those working within programme areas. Support the Principal Lecturers and Associate Head of School with appraisals, 1-1s as appropriate where people management duties are allocated.

You will contribute to the development of research strategies in the School through the development of proposals for research projects and by actively seeking and securing research funding.

This will include developing and enhancing subject knowledge and pedagogical practices with the relevant subject area. You will also assist Principal Lecturers and Associate Head in the delivery of key performance indicators around recruitment, retention, graduate progression, achievement and employability.

**Key responsibilities - Faculty Specific**

Within the School of Medicine and in collaboration with the wider faculty you will:

* Contribute to the delivery and development of high quality undergraduate medical education, **training and** **research in the specific area of Medical Sociology and related subjects.**
* You will teach, support and assess students and to ensure a high-quality learning experience throughout the student journey and in compliance with professional regulator standards.
* You will engage with professional practice and scholarly activity to ensure the School’s programmes are informed by research lead current practice.
* Contribute to the administration, management and continuing development of courses within the medical school.
* Develop and deliver a range of teaching and learning activities, including problem based learning and inter-professional learning opportunities within the area of medicine.
* Design and evaluate subject appropriate assessments and provide constructive and timely feedback to students.
* Participate in committee work of the Medical School that affects the policies and procedures with the School/Faculty/University as appropriate.
* Represent the School/Faculty to raise the external profile by establishing close working relationships with local, national and academic groups within medical education.
* Provide of pastoral support to students at all levels acting as personal academic tutor and academic year lead.
* Contribute to the research activity of the School and Faculty by undertaking high-quality (collaborative) research and actively investigating external funding opportunities.
* Supervise undergraduate and postgraduate research projects.
* Participate in outreach activities including Open Days.
* And finally, you will make a significant contribution to deliver the University vision, ambitions and values identified in the Strategic Plan: “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.”
* You may be asked to perform other duties occasionally which are not included above, but which will be consistent with the role.

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 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 core areas of academic activity (teaching and learning and research and innovation).

**Academic Practice:**

* Design, develop and deliver a range of high-quality programmes of study (sometimes for entirely new programmes) at various levels, and aligned to the University’s Student Success Plan.
* Review on a regular basis course content and materials, updating when required.
* Develop and apply innovative and appropriate learning and teaching techniques and materials which create interest, engagement, understanding and enthusiasm amongst students and support student success
* Ensure that course design and delivery comply with the quality standards and regulations of the subject and University and external requirements.
* 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 learning and teaching, support and assessment methods.
* Supervise student projects and, where appropriate, field trips and placements.
* Identify areas where current provision needs revision or improvement, including through the use of data and student feedback.
* Contribute to the planning, design and development of objectives and material.
* Design and mark assessments and provide appropriate feedback to students.
* Develop and implement research and/or knowledge exchange 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 principal investigator.
* Extend, transform and apply knowledge acquired from scholarship and research to teaching and teaching-related activities.

**Communication:**

* Write or contribute to publications or disseminate research and/or knowledge exchange 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.
* Develop and actively contribute to external networks, for example, contribute to student recruitment, secure student placements, facilitate knowledge exchange activity, generate income, obtain consultancy projects or build relationships for future activities.

**Managing People:**

* Mentor colleagues with less experience and advise on personal development.
* Contribute to the development of teams and individuals by supporting the Associate Head of School with appraisals and regular check ins/1-1s.
* Act as a line manager/personal mentor where required.
* Co-ordinate the work of colleagues to identify and respond to students’ needs. Ensure research projects are delivered effectively and help to agree objectives for the team working on your programme.
* Resolve problems affecting the quality of course delivery and student progress within own area of responsibility, referring more serious matters to others, as appropriate.
* As Programme Leader, provide academic leadership to those working within programme areas, including, for example:
* regularly reviewing data in relation to the academic KPIs for the programme and developing and implementing action plans to address any areas of concern
* maintaining accurate programme information for marketing, recruitment, all student record systems and other purposes
* supporting the recruitment of students to the programme
* regular liaison with students about their experience on the programme
* managing Module Leaders to ensure effective delivery/development of modules to meet the needs of the programme, including teaching and learning methods
* ensuring Module Leaders who wish to progress have dedicated time within their workloads to shadow programme leaders and to attend development sessions
* supporting the Associate Head of School with appraisals and 1-1s where appropriate
* advising Programme Boards as required and ensure they are provided with relevant information to produce quality assurance and enhancement reports
* liaising with relevant employers and professional institutions, regarding the development of the programme
* ensuring that academic staff engaged in advising students on the programme are fully informed of the regulations for the programme
* advising students with respect to their choice and progress within the programme and where necessary, approving changes of module choice
* ensuring that all students registered on a programme are informed in advance about all aspects of the programme
* undertaking necessary actions to manage the Programme Enhancement Plan process in accordance with approved procedures

**Academic student support**

* Use listening and interpersonal skills to deal with sensitive issues concerning students and provide support.
* Appreciate the needs of individual students and their circumstances.
* Act as personal academic tutor, giving first line support.
* Refer students as appropriate to services providing further help.

**Initiative, Problem Solving and Decision Making:**

* Develop initiative, creativity and judgment in teaching and learning, research and reach-outactivities.
* Respond to pedagogical and practical challenges.
* Contribute to collaborative decision making with colleagues that may impact on other programmes.
* Comply with the University’s expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development and self-regulation.

**Planning and Managing Resources:**

* Be involved in departmental level strategic planning.
* Contribute to budget management and business planning.
* Contribute to the management of quality, audit and other external assessments.

**Work Environment:**

* Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
* Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.

### **The benefits:**

At The University of Sunderland, we are committed to creating a work environment where you can truly thrive. We recognise that our success is built on the dedication and talent of our people, which is why we have developed a benefits package designed to support you in every aspect of your life.

From generous annual leave and enhanced pay for important life events like maternity, paternity, or adoption, to flexible work options that help you balance life’s demands, we’ve got you covered. Our benefits also include access to our award-winning staff support networks, confidential employee assistance, discounts on major retail brands, leisure activities, travel to work, and more.

At Sunderland, we’re not just offering a job, we’re offering a place where you can grow, connect, and feel truly valued.

**Who we’re looking for:**

Your qualifications include:

* Undergraduate degree in sociology or an appropriately related subject
* A post-graduate/masters degree in medical sociology or in sociology with a clear focus on its application to health and illness or an appropriately related subject
* PhD/Doctorate or related professional qualification
* Higher Education teaching qualification e.g. PG Cert or Higher Education Academy Fellowship status (desirable)
* Membership of relevant professional body (desirable)

Your experience includes:

* Expert knowledge in medical sociology or in sociology with a clear focus on its application to health and illness and allied disciplines.
* Significant teaching experience in medical sociology or in sociology with a clear focus on its application to health and illness and allied disciplines, and/ or significant relevant professional experience.
* Experience of Problem Based Learning.
* Demonstrable track record in research (e.g. contribution to publications, presentations at conferences, grant applications, income generation).
* Experience of collaborative working with a Higher Education Institutions, the NHS or Third Sector organisations (desirable).
* Supervision of undergraduate and/or postgraduate research projects.
* Teaching experience in the Higher Education (HE) sector (desirable).
* Recruitment activity in higher education (desirable).
* People management (desirable).

**What we’re looking for:**

Your expertise includes:

* Knowledge of contemporary learning and teaching methods or work-based learning experience
* Awareness of current trends in the discipline of medical sociology
* The ability to support students in their studies and personal development
* Experience of medical education and the needs of the professional regulator the General Medical Council (desirable).
* Knowledge of key performance indicators in a higher education context (desirable)

**HEA Fellowship**

A Post-Graduate Certificate in Teaching and Learning and/or HEA Fellowship will be expected to be achieved within two years of commencing the role.

A black background with a black squareDescription automatically generated with medium confidence

**Culture Framework**

Our Culture Framework presents the way we do things at the University of Sunderland. It is a living document of our culture. It supports how we apply ourselves at work and it helps with our approach to making decisions and working with each other.

It is woven into all our people policies and procedures, supporting how colleagues are managed, recognised, and developed. Our values are our shared principles as an institution. We undertake actions to make them come to life. If you decide that a career with us is perfect for you, then these principles will lead and motivate your work every single day.

A purple planet in the dark

AI-generated content may be incorrect.

**INCLUSIVE**

We celebrate our diverse culture where everyone's contribution is welcomed and valued.

What leaders do:

RESPECTFUL - Create team environments where it feels safe to ask questions, share views, & challenge non-inclusive situations.

AUTHENTIC - Are consistent & transparent with how colleagues are led & motivated.

DIVERSITY CHAMPIONS - Ensure a diverse range of people are involved with making decisions or generating ideas.

A group of hands with stars and a stick

AI-generated content may be incorrect.

**INSPIRING**

We will provide an inspiring, enterprising, and empowering experience for our students and staff.

What leaders do:

ENTHUSIASTIC - Bring clarity on the vision/purpose of the University & translate that message so teams understand their contribution.

ENCOURAGING - Trust & empower others to grow, giving praise and constructive feedback.

LIFE-LONG LEARNERS - Support others to develop, working with them to seek opportunities to learn.

A drawing of a light bulb and a ball

AI-generated content may be incorrect.

**INNOVATIVE**

We value people for their creativity and update our knowledge and practice to enhance the student experience and improve our institutional performance.

What leaders do:

CREATIVE - Challenge the status quo & encourage others to do the same.

CURIOUS - Create a safe environment where teams can share new ideas.

SOLUTIONS FINDERS - Enable others to make improvements.

A pink cup and a pink cup on a black background

AI-generated content may be incorrect.

**COLLABORATIVE**

We work together as a community with our partners and build lasting relationships to achieve our shared ambition.

What leaders do:

ACCOUNTABLE - Explain the why behind decisions & own the outcome.

COMMITTED - Make regular contact with their team to share information & listen & include others in decision-making & tasks.

RELATIONSHIP BUILDERS - Make space for real collaboration to happen, within or outside the University, bringing the right people together

A yellow medal on a stack of blocks

AI-generated content may be incorrect.

**EXCELLENT**

We strive for EXCELLENCE in all that we do in teaching, learning, research and knowledge exchange, as well as in the services we provide to students and to each other. 

To enable us to be excellent, we seek to act in ways that are INCLUSIVE, INSPIRING, INNOVATIVE & COLLABORATIVE.