

Job Description: Senior Lecturer – Education & Research (Education) Pathway

Faculty:	Faculty of Medicine, Health and Life Sciences (FMHLS)
Department/Subject:	Simulation and Immersive Learning Centre (SUSIM)
Salary:	Grade 9: £47,389 to £56,535 per annum with USS benefits
Hours of work:	Full time, however, applications for part time work will be considered
Number of positions:	1
Contract:	This is a 2-year fixed term position
Location:	This position will be based at the Singleton Campus with requirements to work at our Saint David's Park campus and at Hywel Dda University Health Board sites.

Academic Career Pathways	The Academic Career Pathways (ACP) scheme is designed to ensure that academic strengths across a broad range of activities, such as research, teaching, student experience, innovation, engagement, enterprise, leadership, management and broader collegiality are all appropriately recognised, developed, valued & rewarded. There are four career pathways: • Education • Education & Research (Education) • Education & Research (Research) • Research For more information on Academic Career Pathways, please click here. The criterion for each pathway provides indicative performance levels for academic staff at each level, from Lecturer to Professor, which will be used throughout the recruitment process. Evidence provided against each criterion will be considered in light of the stage of career, hours of work, individual circumstances or work-related activities outside of academia, such as in industry or a clinical setting. You are very welcome to provide context regarding any relevant individual circumstances such as career breaks, extended periods of leave or absence, or caring responsibilities, for example, and how these have had an impact on your career development.
Main Purpose of Post	1. <u>Education</u>: Able to design, deliver, evaluate and assess teaching to a good standard, engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices 2. <u>Research</u>: Demonstrated ability to undertake and disseminate or publish original, high quality, research which makes a significant contribution to the field 3. <u>Innovation, Engagement & Enterprise</u>: Significant, impactful and growing contributions in innovation, engagement or enterprise 4. <u>Collegiality, Leadership, Management & Service</u>: Able satisfactorily to contribute across a variety of administrative roles relating to academic activity
General Duties	5. Promote equality and diversity in working practices and maintain positive and collaborative working relationships. 6. Conduct the job role and all activities in accordance with safety, health and sustainability policies and management systems, in order to reduce risks and impacts arising from the work activity. 7. Ensure that risk management is an integral part of any decision-making process, by ensuring compliance with the University's Risk Management Policy. 8. Any other duties as agreed by the Faculty / Directorate / Service Area. A satisfactory DBS certificate must be provided before a start date can be confirmed

Person Specification Criteria:	Typically evidenced by:
Qualifications	
1. A PhD in a relevant subject area or a degree and relevant professional experience or qualification	<i>PhD, Professional Doctorate, Chartered membership of professional body, Medical or healthcare registration with relevant professional experience.</i>
2. Recognised teaching qualification that would lead to Fellowship of the Higher Education Academy (HEA).	<i>Master of Education or Simulation or relevant teaching qualification. Fellowship of HEA or equivalent, other recognised teaching qualification.</i>
Education	
3. Knowledge and Professional Values.	<i>Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator.</i>
4. Curriculum development and learning environment.	<i>Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners.</i>
5. Learner support, community and impact.	<i>Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact.</i>
6. Influence on wider academic/learner communities.	<i>Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students.</i>
Research	
7. Contribution to the generation of knowledge.	<i>Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity.</i>
8. Contribution to the development of individuals.	<i>Highlighting how expertise has been provided to teams, individual researchers and staff within the R&I ecosystem to support their advancement.</i>
9. Contribution to the wider research and innovation community.	<i>Progressing the R&I community through activities across disciplines, institutions and/or countries.</i>
10. Contribution to broader society.	<i>Exchanging knowledge with relevant stakeholders and with demonstrable impact.</i>
Innovation, Engagement & Enterprise	
11. Outcomes & impact.	<i>Delivering demonstrable outcomes and impact adding value through ideation and/or translation of ideas, methods, products, services or solutions for example to business, government, health and wellbeing, the environment, society, cultural life internally and externally.</i>
12. Projects & Activities.	<i>Designing, planning, managing and successfully delivering innovative project activities, including securing required internal and external resources from sponsors to underpin projects and the activities.</i>
13. Communication & Partnerships.	<i>Delivering and engaging in internal and external productive/purposeful communication. Identifying and developing meaningful partnerships with external stakeholders.</i>
Collegiality, Leadership, Management & Service	



14. Collegiality/Service.	<i>Provide reflective examples of how you have demonstrated sustained citizenship and participated consistently your period of appointment. Please provide evidence of impact appropriate to the level.</i>
15. Developing, Mentoring & Managing Others.	<i>Management and development of others which may include mentoring, line management, or management of groups and units.</i>
16. Leading in the University.	<i>Participation and leadership internal to the University that may be around a particular portfolio or responsibility for whole areas of activity.</i>
Subject Specific	
17. Current registration in Medicine or Healthcare. 18. Demonstrated knowledge in various key modalities of simulation including manikin-based simulation, simulated/standardized patients, gaming and virtual reality training and forms of hybrid simulation. 19. Demonstrated implementation of clinical, education or SBE research and innovative projects. 20. Demonstrated knowledge of principles and methods of delivery of simulation education or quality improvement projects. 21. Demonstrated senior clinical education experience. 22. Skilled in simulation pedagogic approaches and can teach other these key principles. 23. Can provide ongoing mentorship and faculty development to support staff to integrate simulation-based learning into their programmes. 24. Integrates national simulation accreditation standards into all programmes of work. 25. Can complete audits of programmes to ensure a system wide simulation educational compliance to simulation-based education accreditation requirements. 26. Demonstrates a learner centred approach in the delivery of simulation-based education programmes. 27. Is skilled in the development of simulation-based learning curriculum development including uni and interprofessional scenario development, piloting, implementation and evaluation. 28. Promotes high standards of clinical educational care, advocating patient safety and teamwork principles. 29. Demonstrates high level of effective team performance and communication skills aligned to what we promote with our culture and within our curriculum. 30. Demonstrated knowledge and experience of translational simulation projects that promotes quality and system improvements. 31. Evidence of a skilled communicator within project implementation with IPE healthcare teams and senior leaders.	<i>Evidence of GMC, NMC or HCPC current registration.</i> <i>Knowledge of the requirements of HEIW standards and ASPIH accreditation requirements for simulation-based education that conforms to the highest clinical standards, is quality assured meeting pedagogical excellence.</i> <i>Knowledge of relevant projects completed, evaluated and impacts with a focus on education, and/ or simulation, and/ or quality improvement/translational simulation programmes.</i>



Welsh Language

Level 1 – ‘a little’ - pronounce Welsh words. Able to answer the phone in Welsh (good morning / afternoon). Able to use very basic every-day words and phrases (thank you, please etc.). Level 1 can be reached by completing a one-hour training course.

For more information about the Welsh Language Levels please refer to the Welsh Language Skills Assessment web page, which is available [here](#).

