Job Description:
Senior Clinical Learning Facilitator in Cardiac Physiology
Education Pathway

Faculty:	Faculty of Medicine Health and Life Sciences
Department/Subject:	To be completed
Salary:	Grade 9: £47,389 to £56,535 per annum with pro rata together with USS benefits
Hours of work:	10.5 hours a week (0.3 fte)
Number of positions:	1
Contract:	Fixed-term position until 01/10/2028
Location:	This position will be based at the Singleton Campus (although work will take place in Cardiff and Vale University Health Board).

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. Ensure NHS placement provision is in place, providing clinical service delivery at the same time as mentoring students. 2. Education: Designs, delivers, evaluates and assesses teaching to a high standard, engages effectively with students and collaborate with colleagues to enhance teaching or the engagement of students, the development of educational practice of colleagues, local policy and/or guidance development, or change in educational practice 3. Research: Able to undertake and support research and innovation to a good standard. 4. Innovation, Engagement & Enterprise: Significant, impactful and growing contributions in innovation, engagement or enterprise 5. Collegiality, Leadership, Management & Service: Able satisfactorily to contribute across a variety of administrative roles relating to academic activity
General Duties	6. Promote equality and diversity in working practices and maintain positive and collaborative working relationships. 7. 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.

	8. Ensure that risk management is an integral part of any decision-making process, by ensuring compliance with the University's Risk Management Policy. 9. 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 post-graduate award in the relevant subject area or a degree and relevant professional experience or qualification	*Pre-registration/post-registration award to allow one to register with professional body.*
2. Recognised teaching qualification that would lead to Fellowship of the Higher Education Academy (HEA) or a commitment to achieve this	*Fellowship of HEA or equivalent, other recognised teaching qualification, or a commitment to work towards Fellowship of the Higher Education Academy (HEA) or equivalent.*
Education	
3. Knowledge and Professional Values.	*Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator.*
4. Curriculum development and learning environment.	*Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners.*
5. Learner support, community and impact.	*Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact.*
6. Influence on wider academic/learner communities.	*Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students.*
Research	
7. Contribution to the generation of knowledge.	*Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity.*
8. Contribution to the development of individuals.	*Highlighting how expertise has been provided to teams, individual researchers and staff within the R&I ecosystem to support their advancement.*
9. Contribution to the wider research and innovation community.	*Progressing the R&I community through activities across disciplines, institutions and/or countries.*
10. Contribution to broader society.	*Exchanging knowledge with relevant stakeholders and with demonstrable impact.*
Innovation, Engagement & Enterprise	
11. Outcomes & impact.	*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.*
12. Projects & Activities.	*Designing, planning, managing and successfully delivering innovative project activities, including securing required internal and external resources from sponsors to underpin projects and the activities.*

13. Communication & Partnerships.	*Delivering and engaging in internal and external productive/purposeful communication. Identifying and developing meaningful partnerships with external stakeholders.*
Collegiality, Leadership, Management & Service	
14. Collegiality/Service.	*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.*
15. Developing, Mentoring & Managing Others.	*Management and development of others which may include mentoring, line management, or management of groups and units.*
16. Leading in the University.	*Participation and leadership internal to the University that may be around a particular portfolio or responsibility for whole areas of activity.*
Subject Specific	
17. Registered with either AHCS/RCCP/HCPC in the field of Cardiac Physiology.	*Registration number*
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.	