Post Description

<table>
<thead>
<tr>
<th>Position</th>
<th>Senior Lecturer (Education) - Academic Lead for Team Based Learning &amp; Educational Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directorate/College/Institute</td>
<td>College of Health, Medicine and Life Sciences (CHMLS) Brunel Medical School</td>
</tr>
<tr>
<td>Grade</td>
<td>H5 (£54,131 - £59,135 per annum plus £2,166 per annum London Weighting)</td>
</tr>
<tr>
<td>Contract type</td>
<td>Full-time, permanent</td>
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<tr>
<td>Accountable to</td>
<td>Director, Academic Affairs, Brunel Medical School</td>
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<tr>
<td>Reports</td>
<td>N/A</td>
</tr>
<tr>
<td>Internal stakeholders</td>
<td>Academic Heads of Year, Curriculum Development Lead, Student Support Manager, Lead for Assessment, CHMLS Associate Dean for Student Experience</td>
</tr>
<tr>
<td>External stakeholders</td>
<td>Healthcare Partner NHS Trusts.</td>
</tr>
<tr>
<td>Date reviewed</td>
<td>January 2021</td>
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</tbody>
</table>

Main accountabilities:

The post holder will lead the development and implementation of a programme of Team Based Learning (TBL) and oversee a 'training the trainers' programme, with an initial focus on training in TBL. The post holder will also contribute to teaching as a TBL facilitator and as a Content Expert and/or Module Lead, according to their area of expertise.

Key duties and responsibilities:

1) TBL & Educational Development
   - Lead the development of TBL for the MBBS programme, ensuring the BMS pedagogical approach to TBL is informed by international standards of best practice.
   - To devise a programme of TBL implementation, advising on appropriate technological integration, and use of learning analytics to enhance the student experience and the quality of the curriculum.
   - Oversee a programme of training in medical education learning and teaching, with a focus on TBL, including TBL curriculum development.
   - Contribute to the development of educational innovations to enhance the quality and distinctiveness of the MBBS programme.
   - Promote interdisciplinarity and/or interprofessional learning within BMS, the wider College of Health, Medicine & Life Sciences (CHMLS) and with the local healthcare providers.

2) Module Lead and/or Content Expert
   - Contribute as Module Lead and/or Content Expert to part of the taught curriculum in Year 1 or 2. This may involve a team-based learning (TBL) module (biomedical, social or clinical sciences) or other pedagogical approaches.
   - The precise nature of the Module Lead/Content Expert role will depend on the scientific or clinical background of the post holder.

3) Other key areas of academic contribution
   - Student selection by Multiple Mini Interview (MMI): contribute to scenario writing and interviewing.
• Student assessment: contribute to planning and writing of assessments and to marking, where appropriate.
• Faculty development: training academic and clinical colleagues in relation to pedagogical areas of expertise

General Responsibilities:

Teaching Practice
• Design, develop and deliver learning and teaching materials.
• Develop and apply innovative and appropriate teaching techniques and materials.
• Regularly review and update programme content and materials.
• Ensure that programme design and delivery comply with the quality standards set by the GMC and are compatible with University regulations.
• Identify opportunities for strategic development of new programmes.
• Contribute to development of academic policies across the Institution.

Student and Staff Support
• To work collaboratively with all staff in the Medical School and in the CHMLS.
• Work with team members to supply grades to student tracking systems via the advised mechanism; monitor the progression and academic performance of students and provide statistical data on performance in assessment elements for external examiners.
• Contribute to student assessment eg item writing, standard setting.
• Contribute to student engagement activities eg staff student liaison committees.
• Participate in student marketing and selection processes, including Multiple Mini Interview (MMI).
• Undertake personal tutor duties
• Adopt an approachable and accessible attitude to students, mentor colleagues and advise on personal development.

Administration and Management
• Academic management of the agreed learning areas within the medical school.
• Contribute to specific administrative duties such as admissions, personal tutoring, appeals and disciplinary cases.
• Participate in medical school, College or University committees.
• Be responsible for quality, audit and other external assessments in own areas of responsibility.
• Contribute to Departmental and College levels’ strategic planning.

Communication
• Liaise, establish and maintain links with external agencies and providers, especially with our NHS Partner Trusts in relation to learning and teaching for an integrated medical curriculum.
• Communicate complex and conceptual ideas in an accessible format.

Scholarship
• Participate in educational scholarship activities within the BMS and the CHMLS, ensuring that learning and teaching practices are informed by best practice in medical education.
• Contribute to educational research and scholarship.
• Present outcomes of educational projects at appropriate internal meetings and external conferences.
• Conduct collaborative or individual scholarly projects that support the College/University strategy.

External Engagement
• Participate in stakeholder engagement activities, including those involving CHMLS, the wider University, local education providers and the GMC.
• Participate in marketing initiatives to promote the medical school.
• Represent the medical school or the CHMLS on external groups/committees at regional/national levels.
• Act as external examiner to other Institutions and/or provide professional advice.

**Professional Development**
• Undertake continuous professional development (CPD) in medical education, according to prior experience and performance.

**Effective Behaviours**
• Timeliness
• Meeting Deadlines
• Communication and Networking
• Networking group across colleges
• Ability to negotiate and influence
• Ability to plan and organise own workload
• Ability to adapt to a flexible approach to the demands of a busy College/Department in order to accommodate changes in priorities when required

**University Employment Policy**

1. Undertake any other reasonable duties as required and commensurate with the grade of post.

2. Adhere to and comply with the provisions of the Data Protection Act and the Health and Safety at Work Act in accordance with University policies.

3. Undertake all duties and responsibilities in compliance with the rules and regulations encompassing equal opportunities to help foster a diverse workforce.

4. Adhere, comply and work in accordance with University and Departmental policies, procedures and codes of conduct.

5. Promote the University's Environmental Policy and demonstrate commitment to it through actions and decision making.

6. Actively participate in on-going professional development activities as requested
The organisational chart comprises the role, the manager of the role and any direct reports to the role.
Person Specification

Disabled applicants meeting the Essential criterion will be guaranteed an interview as part of the University’s commitment to the Disability Confident Scheme.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Criteria</th>
<th>Essential /Desirable</th>
<th>How measured</th>
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</thead>
<tbody>
<tr>
<td>Education, qualifications &amp; training</td>
<td>First degree or equivalent in relevant subject area</td>
<td>E</td>
<td>Certificates checked at pre-employment stage</td>
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<tr>
<td></td>
<td>Have gained / be near completion of a PhD or equivalent professional qualification in relevant discipline</td>
<td>E</td>
<td></td>
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<tr>
<td></td>
<td>Fellow or Senior Fellow of Higher Education Academy</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Experienced teacher in a discipline cognate to medicine</td>
<td>E</td>
<td>Application form, interview and references</td>
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<tr>
<td></td>
<td>Externally recognised as a scholar, practitioner or teacher</td>
<td>E</td>
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<tr>
<td></td>
<td>Significant experience of teaching a range of topics in the subject area to UG/PG students or equivalent experience of training at this level in the workplace</td>
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<td></td>
<td>Experience of producing high-quality teaching materials and resources</td>
<td>E</td>
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<td></td>
<td>Significant involvement in scholarly/educational and/or professional/practice-based projects</td>
<td>E</td>
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<tr>
<td></td>
<td>Experience of interactive learning such as problem-based or team-based learning</td>
<td>D</td>
<td></td>
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<tr>
<td></td>
<td>Sustained experience of managing significant administrative duties linked to teaching/instruction</td>
<td>E</td>
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<td></td>
<td>Experience of managing the work of others</td>
<td>E</td>
<td></td>
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<tr>
<td>Knowledge, skills and abilities</td>
<td>Possess appropriate in-depth understanding of own specialism to enable development of new knowledge and understanding for the MBBS delivery</td>
<td>E</td>
<td>Application form, interview and references</td>
</tr>
<tr>
<td></td>
<td>Good knowledge of academic quality and standards assurance</td>
<td>E</td>
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<td></td>
<td>Good understanding of issues affecting HE sector</td>
<td>E</td>
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<td></td>
<td>Ability to provide leadership at programme/discipline level</td>
<td>E</td>
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<tr>
<td>Ability to coordinate and prioritise a range of activities effectively</td>
<td>E</td>
<td></td>
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<tr>
<td>Communicate new and complex information effectively engaging the interest and enthusiasm of the target audience</td>
<td>E</td>
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<tr>
<td>Ability to provide clear and constructive feedback, advice and support to students and colleagues</td>
<td>E</td>
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<tr>
<td>Ability to respond positively to constructive feedback</td>
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<tr>
<td>Ability to chair meetings/committees</td>
<td>E</td>
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</table>

| Additional Attributes Required (not included above) | Professional approach to work | E |
| Familiar with the expectation for the education of medical and allied health professionals in terms of knowledge, skills and professional behaviours | D |
| To be a positive role model to students with respect to professional attitudes and conduct | E |

Application form, interview and references
### Job Hazard Assessment

Any identified hazards have undergone appropriate Risk Assessments.

Please tick all relevant workplace hazards identified with this post.

Currently the University, as a minimum runs Health Surveillance programmes for staff working with skin and respiratory sensitisers, Biological Agents Class 2 and above and GMOs.

<table>
<thead>
<tr>
<th>Display screen equipment</th>
<th>Manual handling</th>
<th>Prolonged standing e.g. 1 hour plus</th>
<th>Prolonged sitting e.g. 1 hour plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological agents: Class 2 and above and GMO Class 1</td>
<td>Human blood, tissue or fluids</td>
<td>Respiratory sensitisers or laboratory allergens e.g. animals</td>
<td>Skin Irritants/Chemicals</td>
</tr>
<tr>
<td>Work in confined Places</td>
<td>Ionising radiation</td>
<td>Noise (more than 80 Dba-8 hrs. taw)</td>
<td>Lone working</td>
</tr>
<tr>
<td>Use of dangerous machinery</td>
<td>Electrical hazards</td>
<td>Shift work/night work</td>
<td>Work outdoors</td>
</tr>
<tr>
<td>Neck &amp; arm vibrating equipment</td>
<td>Fork lift truck driving</td>
<td>Work at heights</td>
<td>Lasers</td>
</tr>
</tbody>
</table>

Any other hazards (e.g. food handling) please specify and ensure that appropriate guidance has been received from the Health & Safety office:

- **Physical demands of the job**
  - Lifting ❑
  - Carrying ❑
  - Bending ❑
  - Pushing ❑

If lifting/carrying duties expected, please give details of heights/weight load(s) the individual is expected to lift/carry and frequency:

- **Travel/Off-site working**
  - < 10% of time
  - UK ❑
  - Overseas ❑

- **Driving for work**
  - None ❑
  - Occasionally ❑
  - Weekly ❑
  - Daily ❑

- **Management responsibility**
  - Supervisor ❑
  - Non-supervisory ❑

- **Hours of work**
  - 35 hours
  - Full time ❑
  - Part time ❑

- **Non-standard contractual hours? (evenings/weekends)**
  - Night work

- **Other – including occasional or possible work hazards (please specify nature and frequency)**