



Job Description

Job Title:	Lecturer/Senior Lecturer Cardio-respiratory Physiotherapy
Programme:	MSc Physiotherapy (pre-registration)
Department:	Faculty of Sport, Health and Applied Science
Reports To:	Physiotherapy Programme Director
Hours:	18 hours per week (0.5 FTE) – willing to be flexible
Grade:	Lecturer Band I, Senior Lecturer Band J
Starting Salary:	Lecturer £18,672.50 per annum (based on the full time salary of £37,345 per annum) Senior Lecturer £21,018 per annum (based on the full time salary of £42,036)
Term:	Permanent

Faculty/Service Information:

The Faculty of Sport, Health and Applied Science is an internationally-recognised centre with established expertise and resources in running undergraduate and postgraduate programmes in the areas of sport, health and exercise sciences.

The following undergraduate programmes are offered: Sport Science, Sport Rehabilitation, Sports Coaching Science, Strength & Conditioning Science, Health, Exercise and Physical Activity, Nutritional Science and Physics. Postgraduate provision is offered in the areas of Human Nutrition, Applied Sports Nutrition, Applied Sport & Exercise Physiology, Sport & Exercise Rehabilitation, Applied Sport Psychology and Strength & Conditioning Science. Furthermore, the Faculty's Centre for Short Courses and CPD offers a range of vocational courses for members of the local community wishing to develop careers in the area of sport, health and fitness.

The Faculty is committed to offering students vocationally-relevant programmes of study with the highest academic standards. It has undergone rapid expansion in recent years, with the building of new facilities to support the programmes, and the employment of expert staff in the various fields of sport, health and exercise science.

All of the Faculty's teaching and learning activity is underpinned by significant research and enterprise (consultancy/knowledge transfer) work, and staff are actively involved in professional associations.

Job Purpose:

To lead and manage the cardio-respiratory and -pulmonary related modules within the Physiotherapy pre-registration programme, ensuring a high-quality student experience and successful student outcomes. Other responsibilities will include teaching and marking, an academic and personal tutor role, clinical visiting, and being part of the physiotherapy team in curriculum development and quality monitoring. Input to CPD modules will be expected. Also, the post-holder will assist with physiotherapy students' admissions.

As a lecturer, they will engage in research and/or scholarly/professional activity to enhance and inform the teaching design, delivery and curriculum development.

Main Duties and Responsibilities:

- a) Contribute to collaborative links with other programmes/modules, and to the collegiate life of the subject group, department, and university.
- b) Collaborate with colleagues (e.g. curriculum development and design, joint research project).
- c) Develop internal and external networks. To form relationships for future collaborations, for example, to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
- d) Teach as a member of the Physiotherapy teaching team at a post graduate level, across a range of modules or within a subject area, and contribute to the delivery of cross departmental modules (where appropriate). Teach in a variety of settings from small group tutorials to large lectures.
- e) Identify learning needs of students and define appropriate learning objectives and ensure that these are met through content, methods of delivery and learning materials.
- f) Contribute/lead the planning and design of new modules and new delivery modes to support curriculum development across a range of modules/programmes.
- g) Supervise the work of students (including projects, clinical observation trips and where appropriate, placements) and provide advice and support on study skills and help with learning problems.
- h) Continually improve and enhance teaching design and delivery by reflecting on own teaching practice and obtaining and analysing feedback from students and peer observation.
- i) Select formative and summative assessment methods/approaches to monitor and measure students work against learning objectives.
- j) Mark and assess students work and monitor their progress by reference to the assessment criteria, providing timely and effective feedback in line with University quality standards.
- k) Contribute to exam and award boards.
- l) Undertake the pastoral and academic care of students through the academic and personal tutor role, referring students to professional services where appropriate.
- m) Act as a module/programme leader and co-ordinate with others (academic and professional service staff) to ensure student needs and the operational requirements of the module or programme are met.
- n) Undertake a developing role in supporting and mentoring colleagues in development of their research
- o) Co-ordinate the work of others to ensure cardio-respiratory and -pulmonary related modules are delivered to the standards required
- p) Mentor colleagues with less experience and advise on personal development.
- q) Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff.

PERSON SPECIFICATION

	Essential	Desirable
Knowledge and Qualifications		
Postgraduate level academic qualification in a relevant area	X	
PhD, working towards a PhD or significant clinical experience as a Physiotherapist		X
Member Chartered Society of Physiotherapy (CSP)	X	
Registered with the HCPC	X	
Membership of the relevant specialist interest group(s)	X	
A recognised teaching qualification or professional recognition (FHEA) or willingness to attain this within 18 months of appointment.	X	
To possess the experience, ability, and knowledge to teach cardio-respiratory and -pulmonary related modules within the Physiotherapy pre-registration programme	X	
Experience of teaching and curriculum development	X	
Current experience of working in the NHS/HEI in the clinical area of cardio-respiratory and pulmonary conditions	X	
A sound knowledge of critical life functions and organs and how their pathology impacts on physiotherapeutic intervention across the lifespan	X	
Willingness and ability to undertake research and/or knowledge transfer activity.		X
An understanding of the emerging trends in the HE sector in its political, national and international context, and the implications of these for the programme	X	
A commitment to teaching and learning grounded in scholarship	X	
Skills and Competencies		
You will be able to plan, develop and deliver programmes using a wide range of teaching, learning and assessment approaches.	X	
You will have the ability to motivate, coach and support students and have knowledge of individual learning styles and development needs.	X	
You will be able to work effectively as a member of a team, effect change where necessary and establish and maintain good relationships with colleagues and students.	X	
You will be able to facilitate discussions and offer support and guidance to colleagues and students.	X	
You will possess a high level of communication, interpersonal and presentation skills.	X	

University Policies and Procedures

All staff are expected to undertake their work in an inclusive, fair, safe and respectful manner, particular consideration should be given to the University values.

St Mary's University reserves the right to change and amend this job description/person specification in accordance with the changing requirements of the organisation.

Senior Lecturer role profile

(Senior Lecturer role profile builds on the level of demand of Lecturer profile)

1. Communication

Oral

- Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.
- Communicate, research finding at research seminars
- Communicate research findings at national (or above) conferences

Written

- Write papers for delivery at Research seminars.
- Write papers for delivery at appropriate subject- specific conferences and colloquia.
- Write or contribute to publication or disseminate research findings using other appropriate media.

2. Teamwork and Motivation

- a) Collaborate with colleagues (e.g. curriculum development and design, joint research project).
- b) Undertake a developing role in supporting and mentoring colleagues in development of their research
- c) Advising others, where appropriate, on their scholarly activity.
- d) Co-ordinate the work of others to ensure cardio-respiratory and -pulmonary related modules are delivered to the standards required
- e) Mentor colleagues with less experience and advise on personal development.
- f) Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff.
- g) Demonstrate innovation (e.g. module development, cross curricular working, planning and improvement)

3. Liaison and Networking

- Liaise with colleagues and students on a daily basis and build and participate in internal networks for the effective exchange of information (e.g. University committees and working groups,
- Participate in external networks to share information and ideas (e.g. with external examiners and assessors).
- Identify and develop ideas for generating income and promoting the subject and the University (e.g. Research funding, consultancy work)
- Participate in networks in order to influence events (e.g. membership of University committees, active membership of committees at regional or national level in area of subject expertise.
- Develop links with external professional bodies such as other educational bodies, HEA and employers to foster collaboration, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

4. Service Delivery

- Play an active part in the MSc Physiotherapy pre-registration programme curriculum development under the supervision of the Programme Director.
- Responsible for the design and delivery of own modules and assessment methods.

5. Decision making Processes and Outcomes

- Collaborate with colleagues on the implementation of the MSc Physiotherapy pre-registration programme assessment procedures.
- Advise others on strategic issues such as student recruitment.
- Take independent decisions (e.g. approaches to teaching and learning strategy).
- Contribute to decisions that have an impact on other related programmes.

6. Planning and Organising Resources

- Plan and prioritise own work or resources and contribute to Faculty strategic planning.
- Participate in the planning and organisation of small projects ensuring effective use of resources (e.g. conferences or research projects).
- Contribute to the management of quality, audit and other external assessments.

7. Initiative and Problem Solving

- Use initiative to resolve diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data, income generation).
- Recognising opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.

8. Analysis and Research

- Identify appropriate existing methods of analysis or investigation (e.g. when developing teaching materials).
- Ensure that teaching materials remain current and reflect recent research in the area of cardio-respiratory physiotherapy.
- Conduct and publish research in a format that is appropriate to the discipline.
- Recognise and interpret data trends and patterns in data (e.g. analysing student destination statistics, student results, analysis of research data).
- Analyse or research complex ideas, concepts or extensive data from different perspectives for the purpose of making a contribution to knowledge through original thought.
- Engage in subject, professional and cardio-respiratory and -pulmonary pedagogy research as required to support teaching activities.
- Disseminate research at conferences or other relevant subject-specific forum.

9. Sensory and Physical Demands

As Lecturer profile

10. Work Environment

As Lecturer profile

11. Pastoral Care and Development

As Lecturer profile

12. Team Development

- Participate in working with senior colleagues to help mentor new and/or less experienced team members within the MSc Physiotherapy pre-registration programme, to advise on professional development (e.g. peer review, participate in joint bid-writing, provide oral and/or written feedback at research groups).

13. Teaching and Learning Support

- Develop suitable approaches to the learning experience and the curriculum and originate content methodology.
- Design, and review on a regular basis, content of learning material updating when required, while ensuring content complies with the quality standards of the Faculty and University.
- Identify areas where current provision is in need of revision or improvement.
- Identify learning needs of students and define learning objectives.
- Challenge thinking, foster debate and encourage the development of intellectual reasoning and rigour.
- Monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance.
- Supervise students' projects, fieldtrips and where appropriate, placements.
- Where appropriate and the opportunity exists, supervise the work of postgraduate students carrying out physiotherapy related research.

14. Knowledge and Expertise

- A Master's degree is essential.
- In depth understanding of own specialism to enable the development of new knowledge and understanding with particular field.
- Required to be an externally recognised authority in own subject area.

Lecturer role profile

1. Communication

Oral

- Receive, understand and convey information, using media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering lectures at undergraduate level or, where appropriate and the opportunity exists at postgraduate level).
- Convey concepts and theories effectively in lectures.
- Provide feedback to students at undergraduate level or above.

Written

- Receive, understand and convey information, using a range of written material, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. write, or contribute to the production of validation documents and other papers for committees or external bodies for funding and accreditation purposes).
- Actively participate in scholarly activity or research (e.g. write up research outcomes for presentations/conferences)

4. Teamwork and motivation

- h) Collaborate with colleagues, discuss and agree, taught content, teaching methods, co-teaching. Timetabling and other issues on an ongoing basis in team meetings.
- i) Work in conjunction with other Faculty Staff (e.g. learning support and administrative staff).
- j) Attend and contribute to team meetings.

5. Liaison and Networking

- Participate in appropriate internal networks (e.g. Faculty teaching and learning groups).
- Participate in appropriate accreditation or professional bodies and attend meeting or workshops for CPD and networking purposes.
- Build internal contracts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Liaise with colleagues and students across the University.
- Develop networks with academic colleagues in the UK and abroad.

4. Service Delivery

- Provide a service to students i.e. preparing for and delivering teaching and learning that covers the curriculum outline.
- Review the summative and formative feedback and student assessments. Attend Programme Boards. Adapt modules appropriately to ensure quality.

5. Decision making Processes and Outcomes

- Make independent decisions about content and teaching methods providing that they continue to meet the overall curriculum as laid down in the course handbook.
- Provide input and advise to support the decision making of others
- Make decisions collaboratively with colleagues.

6. Planning and Organising Resources

- Plan and prioritise own work or resource where it impacts on own responsibilities (e.g. module delivery, scholarly and research activity), with guidance if necessary.
- Work with others to plan and organise small projects ensuring effective use of resource (e.g. research projects, seminars).

7. Initiative and problem solving

- Use initiative and creativity to identify areas and contribute to the resource of diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data).
- Respond to pedagogic and practical challenges.

8. Analysis and Research

- Identify and develop appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
- Develop, with the help of a mentor if required, proposals for own or collaborative research projects.
- Conduct scholarship in own subject area (e.g. by keeping up to date with literature).
- Ensure that teaching materials remain current and reflect recent research in the area.
- Write up research work for publication.
- Continually update knowledge and understanding in field or specialism.
- Work with partners in non – academic organizations to produce demonstrable economic, public policy or quality of life benefits.

9. Sensory and Physical Demands

- Carry out tasks at a level appropriate to the discipline and type of work.
- Acquire where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, geography, drama and psychology.)

10. Work Environment

- Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; undertake staff development opportunities as they relate to the health and safety of others).
- Be aware of the potential impact of their own work on others.
- Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, Faculty visits, laboratories and media studies)
- Be aware of ethical issues relating to research.
- Depending on area of work and level of training received, may be expected to conduct risk assessment and reducing hazards.

11. Pastoral Care and Development

- Provide support and advice on standard welfare and sensitive issues through the use of listening, interpersonal and pastoral skills.
- Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor).
- Show sensitivity to students and know to whom to refer to for further help.
- Responsible for dealing with referred issues for students with own educational programme.

12. Team Development

- Assist with the development of new team members (e.g. at induction and co-tutoring).
- Participate with colleagues to ensure effective team work.
- Act as a mentor in capacity of personal tutor.

13. Teaching and Learning Support

- Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials to meet defined learning outcomes.
- Select appropriate assessment criteria, assess the work and progress of students by reference to those criteria and provide constructive feedback to students.
- Teach as a member of a teaching team in developing capacity within an established programme of study, with the assistance of a mentor if required.
- Teach effectively both in the context of small groups and in that of a larger groups of students.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Identify learning needs of students and define learning objectives (consulting with more experienced staff as appropriate).
- Supervise the work of students, provide advice on study skills and help them with their learning outcomes.
- Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding possible improvements

14. Knowledge and Experience

- HE teaching qualification or willingness to commence appropriate study programme during first year in role. Existing staff without relevant qualification will need to provide evidence of professional expertise through the HEA professional accreditation framework.
- PhD or D Phil
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Take opportunities for continuous professional development both as related to own discipline and in generic learning and teaching skills.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity issues as they may impact on academic content and issues relating to students' needs.
- Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.