

<b>Position / Job Title:</b>	<b>Senior Lecturer in Diagnostic Radiography*<sup>1</sup></b>
<b>Our Reference:</b>	REQ00279
<b>School:</b>	<b>Radiology</b>
<b>Duration:</b>	<b>Permanent</b>
<b>Location:</b>	<b>Parkwood Campus</b>
<b>Normal hours per week:</b>	<b>1.0 FTE</b>
<b>Band:</b>	<b>E+</b>
<b>Reports to:</b>	<b>Head of School</b>

**Job Purpose/Summary:**

- To contribute to the University College becoming a leading specialist health sciences university providing excellent education, clinical care and applied research.
- To bring your established experience and knowledge, as suggested in the Key Responsibilities section, to the University College to help achieve our vision of becoming recognised nationally and internationally as a centre of excellence, serving Dorset and our local communities.
- To uphold the values of the University College and develop your own established career, aligned to our academic framework\*<sup>2</sup>, as suggested in the Key Responsibilities section.
- To contribute to an outstanding student experience, delivering excellent graduate outcomes for all.
- To develop an established body of research and professional practice in line with the expectations of our academic framework, as suggested in the Key Responsibilities section.

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**Values:**



- Caring
- Professional
- Passionate
- Inclusive
- Collaborative

**Main Responsibilities/Key Tasks for Senior Lecturer:**

**Values**

- Uphold the five values of AECC University College at all times.
- Lead others by example to contribute to an enhanced student or external stakeholder experience.
- Lead others within the school on achieving the relevant strategic aims of the University College by inspirational practice.

**Education**

- Demonstrate established evidence of educational delivery and good practice as defined in the academic framework.

**This might include, for example:**

- a) Attendance of relevant training and induction sessions.
- b) Satisfactory unit delivery including both teaching and assessment.
- c) Engagement with assessment boards and programme team meetings.
- d) Satisfactory peer observation of teaching.
- e) Positive teacher/subject/course evaluations.
- f) Developing examples of good practice adopted by others.
- g) Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects.
- h) Number of successful undergraduate or taught postgraduate research project completions.
- i) Institutional or national teaching awards.

- Make an established contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity as defined in the academic framework.

**This might include, for example:**

- a) Innovation around student engagement.
- b) Example of recognised good practice being adopted by colleagues within your School.
- c) Individual and leadership of team-based enhancement initiatives.
- d) Leadership of extracurricular activity.

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- Make an established contribution to curriculum innovation and use of educational technology and simulation as defined in the academic framework.

**This might include, for example:**

- a) Developing new units and components thereof.
- b) Innovations around such things as curriculum design, delivery and assessment that are commended via peer adoption or by external examiners.
- c) Use of learning platforms as appropriate including but not restricted to Moodle.
- d) Contributing to programme revisions and/or the development of new programmes via team meetings and attendance as appropriate at validation events.
- e) Evaluation of new curriculum and/or learning technologies.
- f) Prizes and commendations for curriculum innovation and use of e-technology.
- g) Successful introduction and development of major curriculum innovations including new programmes.
- h) Development of new programme accreditations and enhancements.
- i) Development of international educational partnerships.

- Make an established contribution to education in your academic subject area at this level could include.

**This might include, for example:**

- a) Unit leadership and appropriate administration.
- b) Course Leader or similar roles.
- c) Framework leadership of small and simple structures
- d) Participation/leadership in open days and direct educational recruitment activity including international trade missions.
- e) Participate in the development of international partnerships around education.
- f) Lead/contribute to curriculum design and validation both within your own discipline area and in others.
- g) Participating in peer teaching observation.
- h) Active role in Academic Quality processes, such as Scrutiny Group.
- i) Membership of Academic Quality working groups, Education committee, Student Experience committee or ASQC and other such committees and working group.
- j) Membership of AECC wide educational working groups.

- Successfully undertake leadership roles as required by the Head of School e.g. Framework Leader or Course Leader, Education Lead or Research Lead.

**This might include, for example:**

- a) Engaging with Advance HE, such as becoming an HEA Fellow as appropriate to level of experience.
- b) Participating in external learning and teaching events.
- c) Act as external examiner for taught programmes at other HEI's.
- d) Applying/receiving for institutional teaching awards.
- e) Applying/receiving internal grants for learning and teaching projects.
- f) Development and support of placement activity including coordinating roles within Schools.



g) Activity linked directly to the student employability and excellent graduate outcomes.

## Research

- Maintain an established body of published work relevant to your discipline and aligned to the Research Strategy of the University College, building international recognition, as defined in the Academic Career Framework.

### This might include, for example:

- An established body of published work commensurate with discipline and sector norms validated by external benchmarks.
- Clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least two peer reviewed journal publications (or equivalent) per year or a book every two years is provided in way of guidance.
- For professional disciplines between 3 and 4 publication in professional outlets.
- Publication of textbooks, professional manuals/books and technical reports.
- Evidence annually of at least two conference presentations.
- Evidence of active publishing/collaboration with students and international colleagues with at least two co-authored publications with a student or international colleague every three years.

- Continue to have an established track record of external research and knowledge exchange bids as defined in the Academic Career Framework.

### This might include, for example:

- Submission of more than one external quality approved RKE bids per annum as Co- or Principal Investigator. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
- Submission of more than one external research and knowledge exchange bids with colleagues within or beyond AECC University College as a co-investigator or collaborator/contributor.
- Successful applications for internal research and knowledge exchange funding.

- Have an established record of PGR supervision as defined in the Academic Career Framework.

### This might include, for example:

- A growing number of PGR students with some completions.
- Involved in AECC University College based Research and Innovation Committee and with PGR student activities.
- Acting as internal examiners.
- Regular applications for studentship funding both internally and externally.

- Establish leadership and mentorship of other research staff within AECC University College as defined in the Academic Career Framework.

### This might include, for example:

- Providing internal peer review.

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<ul style="list-style-type: none"> <li>b) Active participation in the relevant research themes.</li> <li>c) Serving on relevant research committees.</li> <li>d) Attending School research events.</li> </ul>
<ul style="list-style-type: none"> <li>• Make an established and externally recognised contribution to your academic subject as defined in the Academic Framework.</li> </ul>
<p><b>This might include, for example:</b></p> <ul style="list-style-type: none"> <li>a) Journal reviewer for a range of different journals.</li> <li>b) Participating in the organisation conference/workshops.</li> <li>c) Editing collected works, conference proceedings and special issues.</li> <li>d) Member of academic committee for learned societies.</li> </ul>
<p><b>Professional Practice</b></p>
<ul style="list-style-type: none"> <li>• Maintain an established contribution to professional practice in your subject area at regional/national level as defined in the Academic Framework.</li> </ul>
<p><b>This might include, for example:</b></p> <ul style="list-style-type: none"> <li>a) Practicing as a professional either through AECC University College as a consultant or in private practice with contractual approval.</li> <li>b) Holding relevant professional qualifications outside education and research.</li> <li>c) Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.</li> <li>d) Maintain own professional qualifications/accreditation through a programme of CPD activity.</li> <li>e) Programme of personal self-development around leadership.</li> <li>f) Business/industry or other non-academic secondments.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain an established contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a regional/national level as defined in the Academic Framework.</li> </ul>
<p><b>This might include, for example:</b></p> <ul style="list-style-type: none"> <li>a) Membership of regional/ national professional bodies and participation in working groups and committees.</li> <li>b) Development of impact case studies suitable for REF or for use in external promotion.</li> <li>c) Invited speaker at regional business/industry or other relevant non-academic events.</li> <li>d) Participation via the use of appropriate media tools, in conjunction with the Marketing team at AECC University College, in the dissemination of research, academic learning or appropriate critical comment.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain an established public and professional engagement involving the dissemination of research or education and practice to business or industry, government bodies, schools and colleges and the general public at a regional and national level as defined in the Academic Framework.</li> </ul>
<p><b>This might include, for example:</b></p>

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<ul style="list-style-type: none"> <li>a) Participation, organisation/leadership in/of school/college outreach activity promoting a subject area, profession and HE participation.</li> <li>b) Participation in public engagement sessions.</li> <li>c) Speaking to amateur groups and special interest societies.</li> <li>d) Participation/leadership in/of professional workshops, conferences and briefings.</li> <li>e) Participation/leadership in/of business/industry briefing events.</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintain an established contribution to the organisation of professional practice activity within AECC University College as defined in the Academic Framework.</li> </ul>	
<p><b>This might include, for example:</b></p> <ul style="list-style-type: none"> <li>a) Engaging in alumni activity.</li> <li>b) Development and support of placement opportunities and activity including undertaking relevant coordinating roles within Schools.</li> <li>c) Activity linked directly to the student employability and excellent graduate outcomes agenda.</li> <li>d) Clear evidence of acquisition of professional/business/industry needs/intelligence and its use to inform either personal research and education or that of others.</li> </ul>	
<p><b>Additional Duties:</b></p> <ul style="list-style-type: none"> <li>• Undertake any other duties as assigned by the Head of School.</li> <li>• To demonstrate support for the University College's commitment to equal opportunities and its Equality, Diversity and Inclusion Policy.</li> <li>• To undertake other activities identified from time to time commensurate with the level of the post, as defined in the Academic Framework.</li> <li>• Occasional weekend or out of hours work may be required to support specific projects e.g. Open Days.</li> <li>• To undertake and co-ordinate administrative duties as required by the Head of School.</li> <li>• Maintain a personal development plan in line with agreed annual review.</li> </ul>	
<p><b>Selection Criteria</b></p>	
<p>Essential/ Desirable</p>	
<p><b>Education, Training and Qualifications</b></p>	
An appropriate undergraduate and/or postgraduate qualification	E
Relevant professional qualifications and/or current registration of a Professional Statutory Regulatory Body, PSRB (if applicable) relevant to HCPC accredited courses (if applicable).	E
Doctoral qualification/doctoral candidate	D
Postgraduate qualification in Education or Fellowship of the Higher Education Academy or significant experience in education	D
Commitment to obtaining a relevant Doctorate or professional qualification in Education within an agreed timescale (if applicable)	E
<p><b>Skills and Knowledge</b></p>	
An established ability to use a variety of suitable assessment techniques, in-class, online and using simulation	E

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Established knowledge of relevant developments in learning and teaching practices, including programme validation and, if applicable, professional body requirements	E
An established reputation in own discipline for excellence in learning and teaching, research and/or professional practice	E
An established knowledge of local, national and international stakeholders to expand our collaborations in education, research and professional practice	E
An established ability to develop and deliver proposals and bids for external funding	E
Established activity within Research and/or Professional Practice with clear evidence of such	E
Established experience in administering taught programmes and procedures	E
Established experience of provide guidance, support, supervision and assessment of students	E
Highly developed communication and interpersonal skills	E
Effective team-working on projects and establishing leadership	E
Practiced IT skills	E
<b>Experience</b>	
Established evidence of experience in education and research or education and professional practice	E
Evidence of established leadership within Higher Education, private practice or an NHS setting	E
Development of successful learning, teaching and assessment activities including lecturing, small group seminars, problem-based learning, simulation and clinical skills development	E
Established teaching experience in higher education	E
Contributed to research publications in peer reviewed journals	E
Taking part in staff development sessions	E
Preparing documents as part of a team and as the lead for external submission	E
An established track record of external funding	E
<b>Personal Attributes</b>	
Caring, Professional, Passionate, Inclusive, Collaborative	E
Excellent interpersonal skills with staff, students and external stakeholders	E
Drive and energy to deliver targets in a fast-paced environment;	E
An ability to adapt and work flexibly to meet the demands of the Strategic Plan, Fit for the Future	E
Maintain an outstanding student educational experience, be professional and reflective	E
<b>Abilities</b>	
Enhance the University College community and contribute to the development of the institution	E
Commitment to developing academic excellence and an outstanding student experience	E

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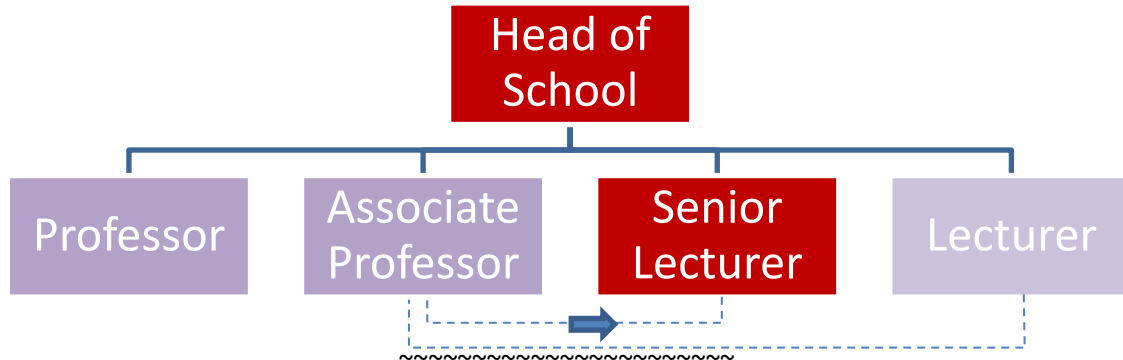


Self-motivated, proactive and innovative	E
Embrace change and personal development	E



Line management ———

Influence or selected line management - - - - -



***NB: The purpose of the job description is to indicate the general level of responsibility of the position. The duties may vary from time to time without changing their general character or level of responsibility.***

The University College is committed to equality of opportunity and welcomes applications from everyone regardless of ethnicity, gender, age, faith or sexual orientation.