



UNIVERSITY OF PLYMOUTH

JOB DESCRIPTION AND PERSON SPECIFICATION

Role: Lecturer in Mental Health Nursing
Faculty and School: School of Nursing and Midwifery, Faculty of Health and Human Sciences
Career Pathway: Balanced
Grade: 7/8
Reports to: Associate Head of School, Nursing and Midwifery

Role Purpose:

To undertake research and teaching in line with University/School's strategy and to carry out leadership, management and engagement activities.

All activities undertaken within this role will be compliant with the University's policies, including Health & Safety, Equality and Diversity, Ethics, Data Protection etc.

The post holder will contribute to the ongoing development and delivery of the pre-registration nursing curriculum as well as our post registration degree and masters level programmes. This includes leading and supporting modules and short courses across the School alongside supervision for undergraduate and post graduate research and scholarly activity.

Posts are subject to a Disclosure and Barring Service enhanced check and travel will be required.

Key Accountabilities/Primary Responsibilities:	Indicators of Success:
<p>Research and Enterprise:</p> <ul style="list-style-type: none"> Engage in the development of research objectives, projects and proposals, conducting research individually or collaboratively and ensuring that the outputs of research are used to enhance teaching where relevant. Identify suitable sources of funding and contribute to the process of securing funds. Develop a national and international reputation for research, including thorough and regular dissemination and explanation of high quality findings through internationally-leading peer reviewed publications. Represent the School/Faculty/University externally in relevant research communities contributing to the field and the University's profile within it. Develop and sustain links with relevant industries and organisations to grow collaborations, employability and funding support. Where relevant, contribute to enterprise in the University, drawing on internal and external partnerships. Develop 	<ul style="list-style-type: none"> Research group, Faculty, School and University reputation Individual contribution to the REF and external review of outputs High quality research outputs as judged by accepted standards of excellence in relevant discipline Levels of external funding secured that include a proportion of PI level funding Peer review External profile and reputation including external invitations

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<p>ideas for generating income and promoting a subject area and contribute to the process of securing.</p> <ul style="list-style-type: none"> • Participate in research supervision and pastoral support for undergraduate and postgraduate students. 	<ul style="list-style-type: none"> • Personal Development Review (PDR) feedback • Research student satisfaction survey outputs • Research student studentship completion rates • Staff turnover and satisfaction rates
<p>Education/Teaching:</p> <ul style="list-style-type: none"> • Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars and participate in field trips. • Contribute to delivery nationally and internationally as appropriate and in line with University policies and guidelines. • Provide pastoral care (through the role of personal tutor where appropriate). • Supervise students on projects, field trips, placements, including where appropriate in clinical or professional practice Ensuring that a high quality learning and research environment is provided. • Set and mark coursework and exams within required timescales, and provide constructive feedback to students in line with University guidelines/policy. • Engage with relevant professional bodies, organisations and industries to support their work and inform teaching to enhance the student experience and student employability. • Contribute to the development of new programmes of study. • Monitor, evaluate and review course and programme design ensuring suitable for on-campus and distance learning delivery, and revise as necessary to ensure excellence and coherence. Identify areas of existing provision in need of revision or improvement and take forward as appropriate. • Develop and promote innovative teaching and learning approaches, media and material, which create interest, understanding and enthusiasm amongst students. 	<ul style="list-style-type: none"> • Student satisfaction survey outputs • Student recruitment outcomes • Student completion rates • Student learning outcomes • Module evaluations • Teaching observation and peer review • Compliance of courses with regulation • PDR feedback
<p>Leadership, Management and Engagement:</p> <ul style="list-style-type: none"> • Work as a team member, developing productive relationships with colleagues and leading modules, programmes and activities where appropriate. • Manage administrative tasks as appropriate relating to research, enterprise, education and teaching, including risk assessment of activities and contribute to project meetings and report writing. • Actively participate in national/international recruitment and marketing activities in the School and other student events as appropriate. • Participate in and develop external networks and build the reputation of the organisation through disseminating learning through appropriate fora. 	<ul style="list-style-type: none"> • Staff satisfaction surveys • Staff turnover • Student learning outcomes • Student satisfaction survey outputs • PDR feedback • Research group, Faculty, School and University reputation • Teaching observation and peer review • Profile in the practice area • Participation in relevant Institutes and Societies

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	<ul style="list-style-type: none">• Collaboration with industry partners
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PERSON SPECIFICATION

Criteria	Essential	Desirable	Point at which information used in recruitment process
<p>Knowledge, Education and Training:</p> <ul style="list-style-type: none"> • PhD or equivalent international qualification or commensurate level of recognition/international profile in a relevant discipline. • In depth knowledge of a specific discipline sufficient to enable innovation and new understanding in the field. • Recognised NMC and HE teaching qualification or accreditation, or ability to gain this within a defined timescale, usually within 2 years from the date of appointment • Current registration on Sub Part 1 of the Nursing and Midwifery Council register as a mental health or Learning Disabilities nurse • Knowledge and understanding of the contemporary healthcare context • In depth understanding of contemporary mental or learning disabilities health practice 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>x</p> <p>X</p>	<p><i>Shortlisting</i></p>
<p>Experience:</p> <p><i>Select from bullet points listed below and tailor person specification to needs within the context of each recruitment campaign. Highlight whether each is essential or desirable.</i></p> <ul style="list-style-type: none"> • Experience of delivering high quality research led teaching at undergraduate and/or postgraduate level. • Able to demonstrate the delivery of high quality research outputs at the appropriate quality level for the discipline and has developed, or has clear plans to develop, impact within area of research. • Experience of excellent research supervision and/or research mentorship. • Contributed to quality assurance activities (such as approval, periodic review, student complaints). • Contributed successfully to research projects, grant applications, and developing collaborative research networks. • Ability to demonstrate enhancement to the learning experience through flexible delivery, and pedagogic innovation including the use of digital media, as appropriate to meet the diverse needs of students. • Track record of successful engagement with key research stakeholders, internally and externally. 			<p><i>Shortlisting and interview</i></p>

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<p>Skills and Attributes:</p> <p>Drives innovation and action:</p> <ul style="list-style-type: none"> • Ability to deliver high-quality innovative teaching and learning. • Ability to develop innovative research proposals and attract research proposals. • Intellectual agility for the solving of problems. <p>Demonstrates self-leadership, balancing personal needs with the University's strategic objectives:</p> <ul style="list-style-type: none"> • Self-aware with the ability to accept different views and self-regulate approach appropriately. • Skilled approach to planning, managing, organising and objectively assessing own teaching and research contributions. <p>Develops self and others to deliver:</p> <ul style="list-style-type: none"> • Ability to plan, manage, organise and assess own teaching contributions. • Ability to mentor and support students/tutorial groups • Ability to undertake co-ordinating role at programme/school level. • Proactively participates in scholarly activity. <p>Leads and operates amidst change and ambiguity:</p> <ul style="list-style-type: none"> • Ability to take a long-term holistic view and remain focussed during times of change and uncertainty. • Ability to remain resilient, flexible and work with conflicting priorities. <p>Builds and secures value from relationships:</p> <ul style="list-style-type: none"> • Is proactive in approach to seeking and managing research collaborations and opportunities for joint research projects. • Works effectively and collegiately as a part of an interdisciplinary team. • Fosters and develops good relationships between own School and the wider University, and with external partners. <p>Creates and contributes to a shared vision, inspiring others:</p> <ul style="list-style-type: none"> • Has strong written, verbal and presentation skills. • Ability to communicate new and complex information effectively, both verbal and written, engaging the interest and enthusiasm of the target audience. <p>Uses sound business judgement:</p> <ul style="list-style-type: none"> • Ability to monitor and manage resources and budgets where appropriate. • Identifies ways to diversify income and improve revenue. • Make evidence informed decisions in a transparent way whilst remaining accountable to self, the University and students. 			<p><i>This section is used by the panel to inform interview questions for formal interview</i></p>
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