

Job Description

Paramedic Clinical Teacher Paramedic Science

Faculty of Health Studies



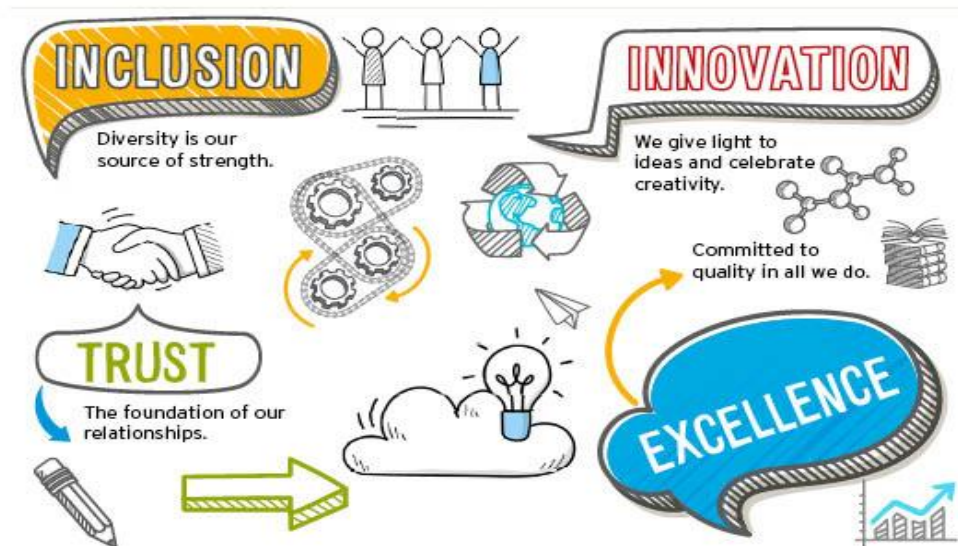
Brief summary of the role

Role title:	Paramedic Clinical Teacher
Grade:	Grade 7
Faculty or Directorate:	Faculty of Health Studies
Service or Department:	Paramedic Science/School of Allied Health Professions & Midwifery
Location:	City Campus
Reports to:	Dean, through the Head of School and professional lead
Responsible for:	Undertaking a range of clinical and academic education contributing to the successful delivery of the BSc (Hons) Paramedic Science programme across academic and clinical settings.
Work pattern:	0.4 FTE

About the University of Bradford

Values

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion part of everything we do – from how we build our curriculum to how we build our workforce. It is the responsibility of every employee to uphold the university values.



Equality, Diversity, and Inclusion (EDI)

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion at the heart of everything we do.

We foster a work environment that's inclusive as well as diverse, where staff can be themselves and have the support and adjustments to be successful within their role.

We are dedicated to promoting equality and inclusivity throughout the university and have established several networks where individuals can find support and safe places fostering a sense of belonging and acceptance. We are committed to several equality charters such as Athena Swan, Race Equality Charter, Disability Confident and Stonewall University Champions Programme.

Health, safety, and wellbeing

Health and Safety is a partnership between employee and employer each having responsibilities, as such all employees of the University have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions.

It is the responsibility of all employees that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

Managers should note they have a duty of care towards any staff they manage; academic staff also have a duty of care towards students.

All colleagues will need to ensure you are familiar with any relevant Health and Safety policies and procedures, seeking advice from the Central University Health and Safety team as appropriate.

We are registered members of the University Mental Health Charter. This visibly demonstrates our commitment to achieving cultural change in student and staff mental health and wellbeing across the whole university, whilst supporting the vision of our People Strategy to create a culture and environment of transformational diversity, inclusion and social mobility, creating a place where our values come to life and are evident in our approach.

Information governance

Employees have a responsibility for the information and records (including student, health, financial and administrative records) that are gathered or used as part of their work undertaken for the University.

An employee must consult their manager if they have any doubts about the appropriate handling of the information and records with which they work.

All employees must always adhere to data protection legislation and the University's policies and procedures in relation to information governance and information security.

Employees will be required, when and where appropriate to the role, to comply with the processing of requests under the Freedom of Information Act 2000.

Criminal record disclosures and working with vulnerable groups

Depending on the defined nature of your work and specialist area of expertise, the University may obtain a standard or enhanced disclosure through the Disclosure and Barring Service (DBS) under the Rehabilitation of Offenders Act 1974.

All employees of the University who have contact with children, young people, vulnerable adults, service users and their families must familiarise themselves, be aware of their responsibilities and adhere to the University's policy and Safeguarding Vulnerable Groups Act 2006.

The University is committed to protect and safeguard children, young people and Vulnerable Adults.

Suitable applicants will not be refused positions because of criminal record information or other information declared, where it has no bearing on the role (for which you are applying) and no risks have been identified against the duties you would be expected to perform as part of that role.

Role holder: essential and desirable attributes

Qualifications

Essential	<ul style="list-style-type: none"> • You will be registered as a Paramedic with the HCPC • First degree
Desirable	<ul style="list-style-type: none"> • Evidence of Master's level study • Additional teaching qualification

Experience, skills, and knowledge

Essential	<ul style="list-style-type: none"> • Experience of working in pre-hospital urgent care • Some experience of teaching clinical skills to students or emergency technicians and paramedics • Skills in the use of low fidelity simulation • Experience supporting individuals from diverse populations in their learning in a range of settings. • Good knowledge of patient safety and human factors affecting diagnostic and clinical practices. • A sound knowledge of current issues in paramedic science and how teaching and learning can improve student competence and patient safety.
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	<ul style="list-style-type: none"> • Knowledge of the importance of respecting diversity, inclusive practice and equality in clinical and academic environments and ability to work as part of a multi-cultural and interprofessional team. • Demonstrable clinical paramedic skills and knowledge • Ability to work collaboratively and contribute to programme development and delivery. • Ability to teach and assess clinical skills and clinical decision making. • Oral and written presentation of information including information technology literacy.
Desirable	<ul style="list-style-type: none"> • Experience in the use of high-fidelity simulation. • Supervision of students. • Knowledge of current trends in health professional education. • Experience of applying research evidence to support learning. • Knowledge of quality management of teaching and learning.

Personal attributes

Essential	<ul style="list-style-type: none"> • Ability to work under guidance but also to use initiative to enable productive and effective working practices developing to independence in role.
Desirable	<ul style="list-style-type: none"> • Demonstrate a willingness to contribute to excellence in scholarship/ research.



Main purpose of the role

- Contribute to, and deliver clinical and academic teaching, learning and assessment within the University and in clinical placement locations; teaching and assessment within the BSc (Hons) Paramedic Science programme.
- Provide academic and pastoral support to students as a Personal Academic Tutor.
- Work professionally, respectfully and collaboratively with University and clinical colleagues, stakeholders, students and service users to enhance our students' experiences and to facilitate their success.
- Contribute to academic related activities of the School and the Faculty including recruitment and marketing, admissions processes and placement processes.

Main duties and responsibilities

1. To increase the skills of students, through the demonstration of practical equipment and clinical skill procedures within a classroom or clinical skills setting.
2. To prepare for and deliver lectures, tutorials and skills teaching without direct supervision, relating to Paramedic Science, within a clear and established teaching framework and module plan.
3. Assist module leaders with technical and administrative tasks related to the successful delivery of modules and the overall programme.
4. To undertake duties in relation to assessment under the direction of members of academic staff. Typically, this will include the marking and second marking of course work and skills exams and providing feedback to students.
5. To work with and support students undertaking practice placements and to work with clinical staff and clinical supervisors to facilitate student learning and engagement.
6. Contribute to, and participate in, academic and placement quality assurance processes.
7. To undertake the personal academic tutor role in providing appropriate student support and guidance.
8. To highlight any concerns relating to students, whether performance based or pastoral, to the module leader/ personal academic tutor/ programme lead
9. To participate in the development of online activities and materials on the virtual learning environment and e-portfolio, in collaboration with the module leader.
10. Attend and contribute to programme meetings, assessment committees and exam boards, as appropriate.
11. To undertake any necessary training as required.
12. To undertake additional duties commensurate with the role, grade and experience and in collaboration with the Head of School and Dean of the Faculty in which the programme is positioned.



General

1. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the Faculty and/or University.
1. Meet PDR objectives and maintain a personal development plan utilising the Performance Development Review scheme.
2. Contribute to the working life of the Faculty and University and wider academic community including, graduation, open days, applicant experience days, clearing and the staff recruitment and selection process.
3. Contribute to the financial sustainability of the Faculty and wider University including identifying efficiencies, optimising resources and making savings.
4. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction.
5. Contribute to strategic and operational planning within the Faculty and wider University level and University ambitions including Athena SWAN and other external standards.
6. Provide coaching and mentoring for colleagues including those in their probation and transitioning to new roles.
7. Provide leadership and management for designated colleagues.
8. Demonstrate commitment to integrating and embedding equality, diversity and inclusion into core research and teaching practices to support the EDI Strategy.
9. As a university citizen supporting key student events throughout the year such as Open days, clearing, enrolment, and graduation.