

Job Description

Assistant Professor

School of Pharmacy and Medical Sciences

Faculty of Life Sciences



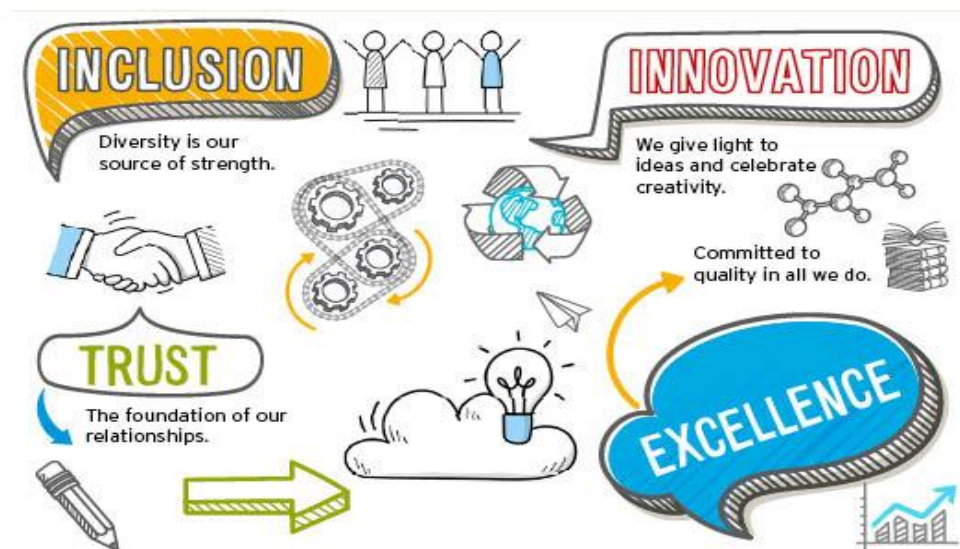
Brief summary of the role

Role title:	Assistant Professor in Quality Improvement and Leadership
Grade:	9 - Fixed term (1 year) 0.4 FTE
Faculty or Directorate:	Life Sciences
Service or Department:	School of Pharmacy and Medical Sciences
Location:	University of Bradford
Reports to:	Head of School via appropriate Line Management
Responsible for:	This postholder will work within the postgraduate taught clinical team to develop and deliver quality and service improvement and leadership aspects of advanced practice. No line manager responsibility.
Work pattern:	0.4 WTE

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	• Applicants must have successfully completed a PhD in a relevant area OR have a clinical diploma OR significant professional experience as a pharmacy professional working in a variety of workplace settings. • Postgraduate Certificate in Higher Education Practice or equivalent or commitment to obtaining this following appointment
Desirable	• Independent prescribing qualification • Qualification in quality improvement and/or leadership • Member of Advance HE (formerly HEA) or commitment to achieving appropriate level of membership • A level of English equivalent to level C1 on the Common European Framework of Reference (CEFR).

Experience, skills, and knowledge

Essential	• Experience of teaching and facilitating / supporting in healthcare professional education at undergraduate and/or postgraduate taught level and/or in a healthcare organisation leading to successful student outcomes
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| | <ul style="list-style-type: none"> • Knowledge of current best practice in quality improvement and leadership • Experience of contributing to effective programme delivery including evaluation of your teaching • Competent with MS Office (including Teams) in order to deliver education online. • Experience of working with stakeholders (e.g. patients, public, employers) to develop learning provision • A detailed appreciation and understanding of healthcare practice in its broadest sense and the ability to impart knowledge to postgraduate pharmacy undergraduate and students as part of an interdisciplinary team • Excellent written and oral communication skills with ability to communicate complex information effectively to mixed groups with diverse levels of understanding • Ability to manage workload managing own time to achieve strict and often conflicting deadlines • Evidence of incorporating contemporary technologies to enhance learning and optimise attainment for all students • Evidence of implementing approaches to assessment that inspire and engage students, promote learning and enhance self-regulation • Evidence of module/short course leadership and enhancement • Experience of supporting students in their application of knowledge to the provision of a wide range of services within the practice setting. |
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	• Experience of managing student pedagogical and welfare issues, (including personal tutoring). • Evidence of effective interpersonal skills
Desirable	• Experience of teaching courses that have a distance-learning component. • Evidence of collaboration in research or curriculum development projects. • Actively represent the Faculty and University in a positive manner, and identify and exploit opportunities to enhance its reputation. • Ability to exercise leadership in teaching / research and to play an active role in matters relating to teaching quality assurance, subject review. • Ability to resolve complex education and/or research related problems, using initiative and creativity whilst ensuring compliance with appropriate regulations and policies. • Ability to think strategically and contribute to the discipline, School and Faculty's development, including the contribution of business cases to progress initiatives of strategic importance to the University. • Evidence of effective research project supervision at undergraduate and/or postgraduate level. • Experience of innovative curriculum design and delivery, including using Team-Based Learning.

Personal attributes

Essential	• Excellent organisational skills (A University that works better) • Ability to work as part of a team (Widen Access) • Good IT skills ((A University that works better)
Desirable	• Empathy towards students who are working in practice and may have other responsibilities (put students first)

Main purpose of the role

Background

We have been commissioned by NHS England (NHSE) to provide a national specialist mental health pharmacist training pathway to empower pharmacists to safely deliver the full scope of their professional capability and increase their competence in optimising medicines use for individual with severe mental illness (SMI) and associated physical illness. The pathway was developed in response to the NHS People Plan and Mental Health Implementation Plan (2019/20 –2023/24) which outlines that additional pharmacists will be required between 2019-2024, providing care for people with severe mental illness in new models of integrated primary and community care.

The pathway aligns with the pillars of advanced practice; clinical, leadership and management, education and research. Learning outcomes have been informed by NHSE tender and consideration of the RPS Core Advanced Pharmacist Curriculum and Advanced Pharmacist Mental Health Curriculum. We use the active and collaborative learning strategy, Team-Based Learning (TBL) to deliver the pathway online.

Main Purpose of Role:

- To design, develop and deliver the service improvement and leadership aspects of the training pathway for specialist community mental health pharmacists. 2025-26 will be the fourth year of this contract.
- To help coordinate and deliver the study material and online taught sessions relating to quality and service improvement and leadership to ensure they are appropriately staffed, and that learners are kept informed about what is required of them and their progress.
- To work with the lead on the contract to capture and report learner data to NHSE as required.
- To make a scholarly contribution to teaching, research and knowledge exchange in their specialist area relevant to the University strategy and the sub-strategies of Research & Innovation Strategy and Learning, Teaching & Student Experience Strategy;
- To disseminate knowledge through teaching students from diverse entry pathways and contribute to the teaching and supervision requirements of the Faculty;

- To support the pursuit of distinctiveness and competitive advantage through embedding the University Strategic objectives;
- To keep up to date with developments in subject area, developing relevant skills and keep abreast of University and sector wide policies, procedures and regulations.

Main duties and responsibilities

Note: The list below may vary to include other reasonable requests (as directed by university management) which do not change the general character of the job or the level of responsibility entailed.

Teaching

1. Plan, deliver and assess innovative, engaging and challenging teaching activities which provide a distinctive and exceptional student experience, relating to quality and service improvement and leadership. This will mainly include specialist mental health pharmacy professionals working in community and primary care mental health teams.
2. Actively support learners to engage with the pathway, including by acting as personal academic tutor (PAT)
3. Ensure teaching is research-led with subject content underpinned by relevant specialist research.
4. Support the programme lead in the design and development of an inclusive, accessible and research-informed teaching curriculum and supportive learning activities.
5. Support learners with assessments and support their future QI and research agenda such as presenting work at conferences and/or publishing results.
6. Evaluate modules, short courses and manage projects at postgraduate levels.
7. Contribute to the enhancement of and innovation in programmes, short courses, assessment and feedback including distance /blended learning.
8. Ensure curriculum design and/or delivery incorporates relevant student, service user and carers (as appropriate) and technology enhanced learning appropriate to the subject discipline.

9. Utilise appropriate assessment methods and approaches and provide quality, personalised and timely feedback.
10. Work collaboratively with internal and external colleagues to ensure high levels of student satisfaction and quality outcomes.
11. Undertake Faculty, School or Department leadership roles as appropriate or required.
12. Generate grant and contract income to support the University's educational goals, as appropriate to the role.
13. Build and sustain regional, national and international networks and partnerships to support the University's educational goals.

Knowledge Exchange and Business & Community Engagement

14. Involvement in the development and delivery of executive education, CPD or training and development to business/community groups or other professional bodies.
15. Support submissions to accreditation bodies as required, including demonstration of compliance standards and co-ordination of re-accreditation groups.

General

16. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the Faculty and/or University.
17. Meet PDR objectives and maintain a personal development plan utilising the Performance Development Review Scheme.
18. As a university citizen supporting key student events throughout the year such as Open days, clearing, enrolment, and Graduation.
19. Contribute to the financial sustainability of the Faculty and wider University including identifying efficiencies, optimising resources and making savings.
20. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction.

21. Contribute to strategic and operational planning within the Faculty and wider University level and University ambitions including Athena SWAN and other external standards.
22. Provide leadership and management for designated colleagues.
23. Demonstrate commitment to integrating and embedding equality, diversity and inclusion into core teaching and research practices to support the EDI Strategy.