

Job Description

Assistant Professor
Foundation Training Consortium- Tutor

School of Pharmacy, Optometry, and Medical Sciences



Brief summary of the role

Role title:	Assistant Professor in Pharmacy Practice
Grade:	9
Faculty or Directorate:	Health and Social Care
Service or Department:	School of Pharmacy, Optometry, and Medical Sciences
Location:	City Campus
Reports to:	Head of School via appropriate Line Management
Responsible for:	
Work pattern:	0.4FTE
Teaching Location:	<p>Newcastle</p> <p>Delivery of study days in Newcastle, days with no planned teaching can be completed from University of Bradford or remotely.</p> <p>Travel expenses will be paid; overnight accommodation is not provided.</p>

Foundation Training Consortium

The Foundation Training Consortium (FTC) is a partnership between the University of Bradford, Buttercups, and Imaan Healthcare. We are pioneers of innovative education and training for the pharmacy workforce and share the desire to improve the quality of pharmacy education. We share understanding of the benefits of active learning and teaching – understand, immerse, practice, refine- and apply it in our teaching.

We have been commissioned by the National Health Service England Workforce, Training and Education (NHSE WTE) to provide supplementary training to all foundation trainee pharmacists in the North of England and the Midlands. The programme focuses on developing foundation trainee pharmacists' professionalism, clinical reasoning and decision making, leadership skills, and supporting their development as a competent prescriber and culturally competent practitioner. The programme builds on the success of our previous programme delivered between 2021-2025.

We use the active and collaborative learning strategy, Team-Based Learning (TBL) to deliver the programme face-to-face. The postholder will work within the FTC and postgraduate taught clinical team to deliver this programme, focusing on supporting trainee pharmacists' development as a competent prescribers and culturally competent practitioners.

Main purpose of the role

- To design, develop, and deliver face-to-face study days as part of a NHSE WTE funded contract to trainee pharmacists completing foundation training in the North of England. The main location will be **Newcastle** but travel to other locations in North East and Yorkshire in case of unexpected staffing changes may be required.
- To assist with the development of programme teaching materials where required.
- To assess and monitor learner performance and progression and provide remote support or signposting for additional support as needed.
- To work with the regional lead to maintain accurate learner records and support delivery of KPIs for the programme.
- To support and liaise with workplace supervisors (DS/DPP) on learner progression where required.
- To liaise with administration teams to raise concerns with employers, where appropriate.
- 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, develop relevant skills and keep abreast of University and sector wide policies, procedures and regulations.
- To support pharmacy postgraduate teaching team by undertaking teaching, assessment, and teaching material development if required.
- To manage your own daily workload to ensure that individual and team objectives are met.

Main Duties and Responsibilities

Teaching

1. Plan, deliver and assess innovative, engaging and challenging teaching activities which provide a distinctive and exceptional student experience. This will mainly include trainee pharmacists undertaking their foundation year but may also include registered pharmacist undertaking postgraduate qualifications.
2. Ensure teaching is research-led with subject content underpinned by relevant specialist research.
3. Support the regional and programme leads in the design and development of an inclusive, accessible and research-informed teaching curriculum and supportive learning activities.
5. Contribute to the enhancement of and innovation in programmes, short courses, assessment and feedback including distance /blended learning.
6. Ensure curriculum design and/or delivery incorporates relevant student, service user and carers (as appropriate) and technology enhanced learning appropriate to the subject discipline.
7. Utilise appropriate assessment methods and approaches and provide quality, personalised and timely feedback.
8. Work collaboratively with internal and external colleagues to ensure high levels of student satisfaction and quality outcomes.
9. Undertake Faculty, School or Department leadership roles as appropriate or required.
10. Generate grant and contract income to support the University's educational goals, as appropriate to the role.
11. Build and sustain regional, national and international networks and partnerships to support the University's educational goals.

Knowledge Exchange and Business & Community Engagement

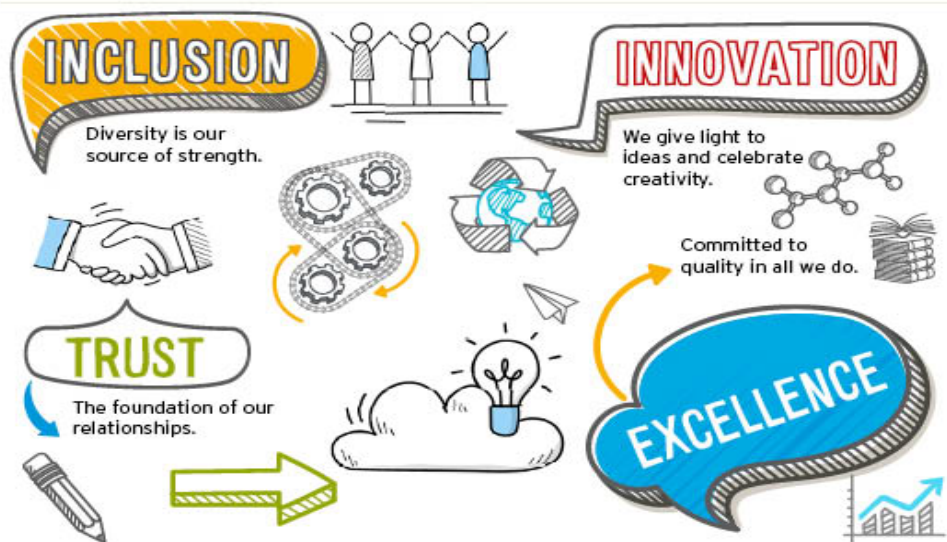
12. Involvement in the development and delivery of executive education, CPD or training and development to business/community groups or other professional bodies.
13. Support submissions to accreditation bodies as required, including demonstration of compliance standards and co-ordination of re-accreditation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

General

14. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the Faculty and/or University.
15. Meet PDR objectives and maintain a personal development plan utilising the Performance Development Review Scheme.
16. 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.
17. Contribute to the financial sustainability of the Faculty and wider University including identifying efficiencies, optimising resources and making savings.
18. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction.
19. Contribute to strategic and operational planning within the Faculty and wider University level and University ambitions including Athena SWAN and other external standards.
20. Provide leadership and management for designated colleagues.
21. Demonstrate commitment to integrating and embedding equality, diversity and inclusion into core teaching and research practices to support the EDI Strategy.

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)

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	<p>MPharm degree or equivalent and current registration with the GPhC (if degree obtained outside the UK, you must be a GPhC registered Pharmacist).</p> <p>Applicants must have successfully completed a PhD in a relevant area OR have a clinical diploma OR significant professional experience as a pharmacist working in a variety of workplace settings.</p> <p>Member of Advance HE (formerly HEA) or commitment to achieving appropriate level of membership.</p>
Desirable	<p>Independent prescribing qualification or working towards it.</p> <p>A level of English equivalent to level C1 on the Common European Framework of Reference (CEFR).</p>

Experience, skills, and knowledge

Essential	<p>Experience of teaching and facilitating / supporting in pharmacy education at undergraduate and/or postgraduate taught level and/or in a pharmacy organisation leading to successful student outcomes.</p> <p>Knowledge of the GPhC education and training standards, assessment framework and requirements for trainee pharmacists' foundation year training.</p> <p>Excellent written and oral communication skills with ability to communicate complex information effectively to mixed groups with diverse levels of understanding.</p>
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	<p>Ability to manage workload managing own time to achieve strict and often conflicting deadlines.</p> <p>Evidence of incorporating contemporary technologies to enhance learning and optimise engagement for all students.</p> <p>Evidence of implementing approaches to assessment that inspire and engage students, promote learning and enhance self-regulation.</p> <p>Experience of supporting students in their application of knowledge to the provision of a wide range of services within the pharmacy practice setting.</p> <p>Evidence of effective interpersonal and team working skills.</p> <p>Excellent clinical knowledge and proven ability to apply in practice.</p>
Desirable	<p>Evidence of collaboration in research or curriculum development projects.</p> <p>Ability to exercise leadership in teaching / research / clinical practice and to play an active role in matters relating to teaching quality assurance, subject review.</p> <p>Ability to resolve complex education and/or research related problems, using initiative and creativity whilst ensuring compliance with appropriate regulations and policies.</p> <p>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.</p> <p>Experience of innovative curriculum design and delivery, including using Team-Based Learning.</p> <p>Experience of contributing to effective programme delivery including evaluation of your teaching.</p> <p>Experience of managing student pedagogical and welfare issues, (including personal tutoring).</p>

	Knowledge of the RPS competency framework for all prescribers and its application to foundation training.
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