

JOB DESCRIPTION

Job Title: Healthcare Simulation and Interprofessional Learning Lead

Grade: AC4 (appointment at Associate Professor level considered for appropriate applicants)

Department: School of Health Sciences; Faculty of Education, Health and Human Sciences

Responsible to: Head of School

Responsible for: Simulation Academic Portfolio (reviewed after three years)

Key Contacts: Pro Vice-Chancellor (PVC/Executive Dean), Deputy Dean, Associate Deans, Faculty Operating Officer, Head of School, Deputy Head of School, Associate Heads of School, Academic Portfolio Leads, Practice Learning Lead, Quality Leads, Programme Leaders, Technical Services Manager, Professional Services Leads, Practice Learning Partners.

Standard Occupational Classification (SoC code):

Non-Contractual Nature of Role Profile:

This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the University and the requirements of the job.

PURPOSE OF ROLE:

To provide School-wide leadership and coordination in healthcare simulation and interprofessional learning (IPL) to enhance teaching and student experience across all programmes and campuses, but with a key focus on NMC simulated practice learning (SPL). The role demands

- strategic leadership and effective operational management of simulation-based education
- internal and external partnership working to ensure student success and compliance with PSRB requirements
- collaboration within and across programmes and wider stakeholders to support the development and delivery of IPL opportunities
- innovation in, and evaluation of, healthcare simulation curricula and IPL
- research and knowledge exchange or simulation practices and tools

KEY ACCOUNTABILITIES

Role Specific:

- Provide leadership and line management for teaching staff within the Simulation Academic Portfolio (reviewed 3-yearly)
- Provide leadership in managing relationships with internal and

external stakeholders to support high-quality simulation and IPL initiatives

- Lead the mapping, development, planning, delivery and evaluation of simulation-based teaching and IPL across healthcare programmes, with a key focus on NMC SPL
- Provide shop floor coordination of simulation and IPL on a day-to-day basis, ensuring effective use of simulation spaces, equipment and staff
- Provide effective coordination of resources alongside technical services staff
- Lead by example, delivering high-quality simulation and IPL activities alongside simulation staff and academic teams
- Ensure quality assurance and monitoring of simulation and IPL activities to meet PSRB standards
- Coordinate accurate data capture for SPL hours and NHSE returns
- Drive curriculum innovation, integrating simulation technologies and interprofessional collaboration
- Mentor and develop academic staff in simulation pedagogy and interprofessional education
- Bid for and manage funding opportunities related to simulation and IPL
- Conduct and support research and scholarship in simulation-based education and IPL.

School Management and Planning

- Support the Head of School to develop and deliver on the School's strategic priorities
- As a member of the School Executive Committee, support the development, deployment and delivery of the Faculty's/School's strategy and business plan
- Ensure the delivery of learning and teaching, research and knowledge exchange, employability and student experience strategies and targets at School level.

Professional and People Leadership

- Act as an adviser to the Faculty and Heads of School on relevant matters pertaining to simulation and IPL, ensuring that expert professional knowledge is maintained and developed
- Under the direction of line manager and in liaison with Head and Deputy of School manage, develop, and provide leadership to relevant members of the academic staff.

Project Management

- Work internally with the School Executive Committee to develop and embed relevant projects.

Teaching and Student Experience/ Research and Knowledge Exchange

- Embed the following principles into simulation-based education and interprofessional learning:
 - **Creating opportunities for individuals and society.** Attracting, retaining and empowering staff and students to act as leaders in the equality, diversity and inclusion (EDI) agenda.
 - **Building Partnerships.** Developing and expanding internal and external partnerships, building and embedding innovative solutions that will accelerate our progress across multiple contexts.
 - **Delivering Impact.** Focusing on achieving short and medium-term milestones, tracking our progress towards our goals, and ensuring that they map to medium and long-term impact indicators.
- **Within the School:**
 - Lead on the development and enhancement of curricula, policy or initiatives in teaching and learning, research and enterprise, employability outcomes and the student experience at the leading edge of practice.
 - Lead in the development of national or international teaching or subject-related initiatives which impact staff and students
 - Lead in the acquisition and management of resources to support teaching, student experience or subject-related work
 - Champion and promote innovation in Learning, Teaching and Assessment including research-informed learning and teaching
 - Contribute to and support the development of teaching excellence within the School and across the Faculty
 - Contribute to and support the development of research and knowledge exchange within the School and across the Faculty.

Brand Ambassador and Advocate

- To act as a brand ambassador actively promoting the University, the Faculty and Schools to internal and external audiences, including, but not limited to, NHS Trusts, Schools, Local Authorities, Regulators and Professional Bodies, Quality Assurance providers and subsidiary education partners.
- Contribute to the University's national and international profile in research and knowledge exchange, learning and teaching and the student experience.

Partnership Working and Relationship Management

- Cultivate, develop and maintain good working relationships with internal and external bodies (including national and international

organisations and industry contacts) to promote the work of the Schools, and secure support for their aims and objectives.

Representation

- Represent the Faculty and Schools as necessary on internal and external bodies, committees and boards, including attendance at local, regional and international activities.

Core Requirements

- Commitment to key strategic priorities of the Schools, Faculty and University
- Adhere to and promote the University's policies on Equality, Diversity and Inclusion and Information Security. Ensure compliance with Health & Safety and Data Protection Legislation.
- Support and promote the University's Sustainability resource-efficiency the Carbon Management Plan, and carry out duties in a resource efficient way, recognising the shared responsibility of minimising the university's negative environmental impacts wherever possible
- Adhere to current legal requirements and best practices relating to digital content and accessibility, including Web Content Accessibility Guidelines when creating digital content.

Additional Requirements:

Undertake any other duties as requested commensurate with the grade. This is a professional, demanding role within a complex organisation with an ambitious strategic plan and agenda for change. The role holder will be expected to show flexibility in working arrangements, including working hours, to ensure that the school and faculty deliver the required level of service.

Freedom of speech and academic freedom:

In any matter falling under this job description, the university will have particular regard to, and place significant weight on, the importance of freedom of speech within the law, academic freedom and tolerance for controversial views in an educational context or environment. The University's commitments to freedom of speech and academic freedom are set out in the [Freedom of Speech Code of Practice](#). In the event of any conflict between this job description and the Freedom of Speech Code of Practice, the Freedom of Speech Code of Practice will take precedence.

LEADERSHIP BEHAVIOURS:

All senior managers will demonstrate the following leadership behaviours:

Leads Authentically and Inclusively

Demonstrates and articulates high expectations of self and others to improve and sustain performance. Seeks to give feedback that is credible and challenging, as well as supportive and encouraging to drive performance improvement where needed. Inspires and actively empowers individuals and teams to deliver on tasks, to maximise their performance and potential. Is aware of their biases and preferences and seeks out and considers different views and perspectives to inform decision-making.

Leads Change

Shapes and articulates the overall vision, setting a clear direction that engages and connects people in the delivery of change plans. Learns from experience and has confidence to try new ideas, drawing from internal and external sources. Willing to take on new challenges and maximizes future opportunities and possibilities. Fosters a growth mindset.

Builds Trust

Builds trust in a shared purpose and empowers team members to achieve objectives. Uses clear language, actively listens, encourages feedback and can be trusted to deliver. Influences with integrity, actively builds working relationships and challenges inappropriate behaviour. Values equality and diversity and personally demonstrates an inclusive approach.

Thinks and Acts Strategically

Understands the context and environment in which the University operates and how its performance compares to its competitors. Seeks and assimilates different types of information to make informed decisions that are consistent, clearly communicated and followed through. Demonstrates sound judgement based upon a clear set of values. Develops effective networks and partnerships both internally and externally. Actively refers to the University's strategy and contributes to the student experience.

Personally Effective

Has the ability and confidence to interact effectively with people in a range of contexts. Demonstrates emotional self-awareness and reflects on the potential impact of their behaviour on others. Exhibits an engaging, energetic and enthusiastic leadership style, role modelling expected behaviours and encouraging feedback on own performance.

KEY PERFORMANCE INDICATORS:

Performance Indicators will be established in consultation with the Head of School as part of the post-holder's annual Appraisal and Professional Development Review.

KEY RELATIONSHIPS (Internal & External):

Pro Vice-Chancellor (PVC/Executive Dean) and members of the Faculty and School Executive committees, Head of Schools, Deputy Dean, Associate Deans and Faculty Operating Officer.

PERSON SPECIFICATION

EXPERIENCE:

Essential Criteria

- Thorough understanding of HE sector in the UK and relevant regulatory bodies.
- Good knowledge of key policy issues at institutional, national and sector-wide levels.
- Proven track record in healthcare simulation and interprofessional education, with a key focus on NMC Simulated Practice Learning (SPL)
- Proven track record of teaching and programme delivery excellence
- Proven track record of enhancing educational and wider student experience outcomes
- Proven, sustained track record of outputs in relation to subject expertise or higher education at the highest levels of national excellence
- Proven, sustained track record of impacting the education and wider student experience-focussed work of others through mentoring, training and supporting their development
- Proven track record of leading education or subject level projects and initiatives, including winning external funding bids
- Working knowledge of quality assurance/enhancement and academic standards.

Desirable Criteria

- Experience of leading healthcare simulation and/or IPL

SKILLS:

Essential Criteria

- Confident and credible in delivering a range of simulation and IPL modalities, employing relevant technologies, where appropriate
- Excellent leadership skills, including the ability to motivate a large and diverse workforce to achieve high levels of individual, team and organisational performance
- Well-developed interpersonal and communication skills with the ability to motivate and influence others
- A broad understanding and appreciation of common and unique aspects of teaching, professional practice and research.
- Well-developed organisational and management skills, with the ability to coordinate complex activities across multiple programmes, curricula and simulation spaces
- Capacity to listen and consult, good negotiation skills.
- Strong decision-making skills, able to assess information accurately and effectively, and take ownership of results.
- Well-developed project management skills and the ability to use

innovation and creativity to solve complex problems.

Desirable Criteria

- N/A

QUALIFICATIONS:

Essential Criteria

- Current registration with a relevant healthcare regulator (NMC, HCPC etc.).
- MSc in a relevant subject
- Postgraduate teaching qualification and/or HEA Fellowship

Desirable Criteria

- HEA Senior Fellowship
- PhD in a relevant subject
- Specialist simulation qualifications/accreditation

PERSONAL ATTRIBUTES:

Essential Criteria

- We are looking for people who can help us deliver the [values](#) of the University of Greenwich: Inclusive, Collaborative and Impactful.