

# Appointment of a Lecturer/Senior Lecturer in Physiotherapy

## **The faculty**

The Faculty of Health and Social Science encompasses three academic schools, the School of Applied Social Science, the School of Health Professions, and the School of Nursing and Midwifery. The faculty office and two of the schools are based on the Falmer campus of the University, with the School of Health Professions and a section of nursing provision being located 24 miles away in Eastbourne. We also have responsibility for a small number of courses delivered in Hastings. Strengths in professional education, and the applied social and natural sciences provide a framework for a genuinely multi-disciplinary approach to health and social care. The School of Health Professions and School of Nursing and Midwifery will merge on January 1<sup>st</sup> 2014 to form the School of Health Sciences.

Within the university there are close collaborations between the faculty and the Division of Medical Education of the Brighton and Sussex Medical School and we offer many opportunities for multi-professional learning between doctors and other health and social care professionals. In all of our subject areas a close working relationship has been developed between the academic community of the faculty and the settings in which health and social care are delivered.

## **Courses**

The education provision within the faculty ranges from foundation degrees to professional doctorates and we espouse the philosophy of providing a continuum of education within the health and social science arena. Our courses include Criminology, Nursing, Midwifery, Occupational Therapy, Physiotherapy, Podiatry, Politics, Applied Psychology, Sociology, Social Policy, Social Science, Social Work, Counselling and Health Promotion. Some of the foundation degrees are delivered in partnership with local FE colleges and the remaining provision is based in the university. Many of our courses provide education in preparation for entry to the health and social care professions and are accredited by professional and statutory bodies with whom we have good links.

We have a modular scheme for both undergraduate and post graduate courses that offers a degree of flexibility for students. The graduate programme in health and social sciences is highly successful as it provides a range of named awards or individual pathways designed to satisfy both professional and personal needs. Currently there are approximately 1000 students enrolled on named awards within the graduate programme and well over 100 taking single modules as part of professional development.

All the schools within the faculty provide opportunities to study to MPhil and PhD level and we have a thriving Professional Doctorate programme that combines shared learning with profession specific research.

### **Partnerships**

We have strong links with the National Health Service, Trusts, Statutory Social Services, the independent and voluntary sector, service-user and carer organisations and agencies involved in health and welfare professions. We were a founding member of the Higher Education Forum for universities in the South East of England and maintain links with nearby universities. We have shared educational provision with several other universities, both in the UK and abroad and are currently developing an international strategy to capitalise on our existing partnerships.

### **Research**

Each school has its own research centre with the faculty playing a major role in facilitating links between research active staff through various committees and training events. We are strongly committed to research and acknowledge the benefits it can bring to undergraduate and postgraduate teaching and learning, to professional development and to the general population. Cross-disciplinary learning and research are encouraged within the faculty and across the university. In support of research we host the NIHR Research Design Service South East, the National Physiotherapy Research Network, Making Research Count

The research teams submitted to the RAE 2008 in Unit 12 Allied Health Professions and Unit 40 Social Work, where 55% of the work submitted was judged to be at international level and Social Policy & Administration, where 90% of work was judged to be at international level.

### **Resources**

The majority of the teaching and administrative facilities are in Falmer and Eastbourne, in buildings that are either new or have recently been refurbished. In addition students undertake work-based and community-based placements across the whole of the South East of England and in some cases, beyond. The Faculty Office consists of the Dean, the Faculty Officer, and a Faculty Quality Director. In addition there are a number of administrative staff supporting faculty wide activities such as web site and learning technologies, marketing, and the graduate programme.

The Faculty of Health and Social Science provides a rich multi disciplinary environment in which academic courses are closely related to community needs and where learning and service provision go hand in hand. Our continuing strategy is to develop as a centre of expertise for teaching, research and social and economic engagement in the health and social sciences.

**Visit our Website at:** <http://www.brighton.ac.uk/hss/>

### **The school**

The School of Health Professions is an important provider of education and research for the Allied Health Professions. We have approximately 70 staff of whom about 50 are full time academics, and around 800 students. We run major pre-registration courses in Occupational Therapy, Physiotherapy and Podiatry and a range of taught masters' programmes which can be multiprofessional or specific to these three disciplines. We also offer a Professional

Doctorate with named routes in Physiotherapy, Podiatry and Occupational therapy, this course being based in the School's Clinical Research Centre (CRC). The CRC is an integral part of the School and is responsible for the strategic direction and implementation of our research, it also provides support for more than 40 PhD and Professional Doctorate students.

### **Courses**

The main pre-registration courses are

- BSc (Hons) Occupational Therapy PT
- MSc Health through Occupation (pre registration OT) FT
- MSc Rehabilitation Science (pre registration PT) FT
- BSc (Hons) Physiotherapy FT
- BSc (Hons) Podiatry FT

At a post registration level we offer courses the following courses:-

- MSc/PGDip Neuromusculoskeletal Physiotherapy PT/FT
- MSc/PGDip Occupational Therapy (and Management/ and PT/FT Education)
- MSc/PGDip Physiotherapy (and Management/ and Education) PT/FT
- MSc/PGDip Podiatry (and Management/ and Education) PT/FT
- PGCert in Practice Education PT
- MSc Principles of Podiatric Surgery PT
- MSc Sports Injury Management PT
- MRes Clin Res PT/FT
- MSc Professional Health and Social Care Practice PT/FT

The majority of the courses fit within the Faculty of Health & Social Science Graduate and Undergraduate Modular Schemes and are designed to facilitate inter-professional shared learning and teaching. All the pre-registration courses and the MSc Neuromusculoskeletal Physiotherapy course have substantial components of clinical or fieldwork placements and we are proud of our reputation for producing graduates with excellent clinical abilities.

The course teams utilise an interesting and varied range of learning and teaching strategies. Problem based learning (PBL) and case based learning feature extensively and we have an international reputation for our expertise in this area. There are also distance learning and independent study modules with several of these available online. The School has been innovative in its approach to assessing students, aiming to provide the opportunity for students to show their ability through different assessment formats such as open-book examinations, evaluations of videos, poster presentations and group presentations.

Perhaps the greatest strength of the school is its staff, a group of enthusiastic and committed individuals who strive to provide high quality education and research. It is through the hard work of the staff and students that the school has been able to perform consistently well in quality monitoring events, run by the University, the Health and Care Professions Council, the Strategic Health Authority and Professional Bodies.

## **Research**

Research related to the allied health professions is focused through the Clinical Research Centre (CRC). In addition we have a very well equipped Human Movement Laboratory. Research strengths include clinical outcomes, measurement of human movement and performance, and tissue viability. Staff research concentrates on three strands: clinical research; health and wellbeing; pedagogy. There is a large research community of graduate students and the majority of staff in the school are active researchers. Approximately 50% of academic staff have doctorates or are registered for doctorates. The Clinical Research Centre was the home of the National Physiotherapy Research Network until it transferred to the Chartered Society of Physiotherapy..

## **Economic and social engagement**

Part of the school's strategy over the last few years has been to develop a range of activity to generate additional income. The private podiatry and physiotherapy clinics are examples. Other income generation includes continuing professional development courses, clinical trials and consultancy with local and national organisations.

Social engagement takes a variety of forms including the involvement of students in intergenerational activities with older people in the local community, running study sessions for members of the local University of the Third Age (U3A) and student volunteering.

## **Partnerships and Links**

The school has a number of regional, national and international partnerships and links. Regional partnerships include those with Partner Colleges and clinical and research links with NHS Trusts. National links include those with statutory and professional bodies and with industry. Overseas links encompass student and staff exchanges, research and course development, including the establishment of courses delivered on the Internet to overseas students.

## **Staff Development Opportunities**

All staff are encouraged to undertake development activities and there is a wide range of courses available in the university. Examples of these include half day courses to improve computing and administrative skills; longer courses on management, first aid, NVQ's and finally substantial award bearing courses such as the P.G. Certificate in Academic Practice. All academic staff who do not hold a teaching qualification are required to undertake this PG Cert. Many of the existing staff have also taken advantage of the opportunities to study at masters or doctoral level in the University.

## **Location and Resources**

The School has two main sites. The Robert Dodd Building on the Eastbourne campus of the University is the location of the majority of the School of Health Professions. This well equipped building set in extensive lawns at the base of the South Downs is an attractive place to work and study. The Leaf Hospital, about 4 km from the main building forms the second site. Between these two sites there are excellent specialist teaching rooms to support skills development in

podiatry, occupational therapy and physiotherapy, as well as an anatomy practical room and a licensed anatomy laboratory where dissected specimens are available. The Leaf Hospital also has an outpatient podiatric clinic. Clinical facilities include 24 treatment suites, an appliance laboratory and an operating theatre for day surgery. Many of the facilities at the Leaf Hospital have been upgraded and a private physiotherapy clinic and private podiatry clinic have recently been established.

Of equal note is the well equipped Human Movement Laboratory which is primarily used by staff, research students and those taking higher degrees though the undergraduate students have the opportunity to use some of its facilities.

There is an excellent Learning Resource Centre very close to the Robert Dodd building which comprises a major library and computer centre. The refectory is situated in a building adjacent to Robert Dodd.

In all, the Eastbourne campus of the University of Brighton offers modern well-equipped facilities in a delightful location.

**Visit our website at:** <http://www.brighton.ac.uk/sohp>

## **Job Sharing**

The University of Brighton welcomes job sharers. Job sharing is a way of working where two people share one full-time job, dividing the work, responsibilities, pay, holidays and other benefits between them proportionate to the hours each works, thereby increasing access to a wide range of jobs on a part-time basis.

Potential job sharers do not have to apply with a partner. However, if a post is to be operated as a job share there must be at least two suitable applicants who wish to share the job.

A job share appointment will only be made if it has been demonstrated that both shortlisted applicants can do the job to the required standards and within a working pattern of hours that is agreeable to all parties. If one applicant is unsuitable, neither can be appointed unless an alternative potential job sharer has been shortlisted.

When applying as a job sharer please indicate this at the top of page 3 on the application form. We will need to know if you are applying with a job share partner and the name of that person. Also if the post is full-time but open to job sharers it would be useful if you could indicate whether you would be interested in the post on a full-time basis if no suitable partner can be found. If you have indicated that you would be willing to take up the position on a full-time basis then the normal recruitment procedure will be followed.

If you are interested in appointment on a job share basis, please contact Human Resources for a copy of the university's policy, procedure and guidelines for job sharing. Alternatively staff in Human Resources will be happy to answer any queries you may have.

## **The Job**

The range of duties of a university lecturer is extensive and diverse. The following summary indicates the nature of this range. Almost all academic staff will be expected to contribute to both the teaching and the research activity of their subject area. At Senior Lecturer level (AC3), staff are expected to be engaged in the planning, design and leadership of teaching and research activity, and to be making wider contributions to the work of their school and the university.

### **Teaching and Scholarship**

A Lecturer (AC2) is expected to possess, develop and utilise a range of teaching methods and ways of supporting student learning. These may include: lectures, seminars, tutorials, forms of e-learning, workshops, laboratory classes and individual supervision.

The role requires the ability to: identify the learning needs of students and to define appropriate learning objectives; ensure that the teaching content, methods of delivery and learning materials are appropriate; develop own teaching materials, under guidance; select appropriate types of formative assessment; seek ways of improving teaching performance by self-reflection and the gathering and analysis of student feedback, and teach as a member of a team within the framework of an established course. An understanding of equal opportunities issues with regard to academic content and teaching delivery is also expected.

In addition a Senior Lecturer (Ac3) is expected to be able to design teaching materials, identify areas where current provision is in need of revision or improvement, supervise student projects, field trips and placement activity.

### **Research and Scholarship**

A Lecturer is expected to: continually update their disciplinary and/or professional knowledge and understanding; develop personal (and, where appropriate, collaborative) research objectives; write up research work for publication; translate new subject knowledge into teaching content; and reflect on their own practice as a higher education teacher. Engagement in continuous professional development with regard to disciplinary/professional and pedagogic expertise is required.

In addition a Senior Lecturer should: disseminate research findings and outputs at conferences and similar events and identify and seek sources of external funding for their own scholarly activity.

### **Communication**

A Lecturer should be able to: deal with routine communication using a range of media; communicate complex information orally, in writing and electronically and communicate material of a specialist or highly technical nature.

In addition a Senior Lecturer will be capable of: routinely communicating complex and conceptual ideas to those with limited knowledge and understanding, as well as to peers, and preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes.

### **Liaison and Networking**

A Lecturer is expected to: liaise effectively with colleagues and students; build internal contacts and participate in internal information exchange networks, and join external networks to share ideas.

In addition a Senior Lecturer will be able to develop external networks in such areas as: identifying sources of funding; student recruitment; student placements; outreach and marketing activity, and obtaining consultancy projects.

### **Managing People**

A Lecturer will be able to agree and largely self-manage teaching, research and administrative activities.

In addition a Senior Lecturer will be expected to: advise and support less experienced colleagues; in certain circumstances supervise the work of others in research teams or as a research supervisor, and coordinate the work of colleagues, for example when acting as a module leader.

### **Teamwork**

A Lecturer is expected to: collaborate with academic colleagues on course development, curriculum changes and the development of research; attend and contribute to subject group and similar meetings, and collaborate with colleagues across the university to identify and respond to students' needs.

In addition a Senior Lecturer may be required to act as a team leader in a small scale project.

### **Pastoral Care**

A Lecturer/Senior Lecturer will be expected to: act as a personal tutor; use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students, appreciate the needs of individual students and their circumstances, and to refer students as appropriate to the specialist services which can provide further help.

### **Initiative, Problem-solving and Decision Making**

A Lecturer will be able to: develop and apply initiative, creativity and judgement in the conduct of teaching and research; respond effectively to pedagogical and practical challenges, and contribute to decision making on, and share responsibility for, the academic content, delivery and assessment of modules.

In addition a Senior Lecturer will be expected to: take responsibility for the design and delivery of individual modules and their assessment; identify, and make proposals regarding, the need for change in individual modules; disseminate and apply the results of research and scholarship; develop ideas on income generation; provide advice on student recruitment and marketing approaches and contribute to the successful implementation of quality assurance requirements, internal and external.

### **Planning and Managing Resources**

A Lecturer will be able to plan and manage their own teaching and the use of teaching and research resources, including laboratories and workshops, as agreed with relevant senior colleagues. An awareness of risks in the work environment and their potential impact will be expected.

In addition a Senior Lecturer will be able to act as a module leader, coordinating administrative and academic staff as necessary, and to undertake academic related roles related to areas such as admissions, examinations and student support. Depending on the area of work the conducting of risk assessment may be expected.

### **Knowledge and Qualifications**

Appointment to either the Lecturer/AC2 or Senior Lecturer/AC3 grade will be dependent upon the skills, knowledge and experience of the successful applicant. The successful candidate will contribute to teaching of a range of generic physiotherapy and inter-professional theoretical and practical areas at a range of academic levels. There will also be the opportunity for experience in a range of organisational roles which for example could include placement organisation.

It is expected that the criteria below regarding knowledge, skills and qualifications will be met by the successful candidate.

#### **Essential:**

- Registration as a Physiotherapist with HCPC
- An MSc in Physiotherapy and/or working towards such a qualification
- Broad post-qualification experience in a physiotherapy related role
- Up-to-date, sound knowledge of physiotherapy including current professional/vocational/political developments
- A teaching qualification (preferably) or experience of teaching in academic or clinical area
- Knowledge/application of research methodology (research active preferred)
- Competent IT skills and effective use of IT for teaching and learning.



## **Desirable**

- Membership of the CSP
- A research publication record
- A doctorate or progress towards this qualification.

## **Hours of work**

This post is full-time. The nature of teaching posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum.

Direct teaching responsibility for full-time staff should not exceed eighteen hours in any week or a total of five hundred and fifty hours in the teaching year. This provision will not, however, apply in subject areas where the nature of the curriculum and teaching style make it inappropriate. In such cases, separate arrangements apply. The university has currently identified the following academic areas where teaching methods or modes of delivery make the 18 hour per week limit inappropriate at certain times of the year:

- art and design
- business/management
- health - clinically related subjects
- construction management

The 550 hour annual maximum will not, however, be exceeded except by mutually agreed overtime.

## **The salary**

The salary will be in accordance with the Lecturer (AC2)/Senior Lecturer (AC3) grade, which ranges from £32,590 to £38,907 per annum (at Lecturer/AC2 level) and £40,046 to £46,400 per annum (at Senior Lecturer/AC3 level).

Salaries are paid monthly in arrears through the BACS System directly into the bank or building society account of each member of staff. The university must pay salaries through the BACS system. They cannot be paid by cheque. It will therefore be important to supply account details in order to ensure prompt payment.

## **Professional development**

Four part-time courses are run within the university for staff new to the teaching role. They are:

The Postgraduate Certificate in Learning and Teaching in Higher Education (run by the Centre for Learning and Teaching, and designed for staff in all schools and faculties)

The Postgraduate Certificate in Health and Social Care Education (run by the School of Nursing and Midwifery, for staff within the school)

The Postgraduate Certificate in Clinical Education (run by the School of Health Professions, for staff within the school)  
The Postgraduate Certificate in Medical Education (run by Medical Education Unit)

All new lecturers with little or no previous experience of teaching in higher education, who have not undertaken an equivalent course of study and training, are expected take one of these courses in their first or second year in post. The courses provide opportunities to explore a range of practical approaches to supporting students' learning, and to reflect upon the process of developing as a teacher. By negotiation with the relevant Head of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The course is accredited by the Higher Education Academy, the national professional body for teachers in Higher Education, and successful completion normally leads to professional recognition as a Fellow of the Higher Education Academy.

The successful applicant will be provided with further information about these Postgraduate Certificate courses at the time of appointment.

In addition to these courses for staff new to the teaching role, the Centre for Learning and Teaching offers a wide range of courses, events and consultancy to experienced lecturers and to course teams and academic schools across the university. Further information is available from the CLT's website: <http://www.brighton.ac.uk/ctl/>

## **Holidays**

The annual leave entitlement is 35 working days, pro rata for proportional full-time staff. This is in addition to the statutory holidays applicable in England, local discretionary holidays and days when the university is closed in the interests of efficiency.

## **Terms & conditions**

In determining terms and conditions of employment, the university has regard to recommendations made through the appropriate national negotiating framework. These terms and conditions of service can be varied by local agreements reached through the university's local negotiating framework which comprises a Joint Negotiating Committee supported by two Common Interest Groups. These groups bring together representatives of the university and its recognised trade unions, which are:

- UCU – University and College Union
- UNISON

**Strategic plan** Details of our Strategic Plan can be found at:  
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013747.pdf>

**How to apply** Please complete an application form or, if you prefer, send your CV along with a completed Equal Opportunities Monitoring/Personal Details form. These forms are available to download in both Word and .pdf formats from  
[www.brighton.ac.uk/humanresources/howtoapply.html](http://www.brighton.ac.uk/humanresources/howtoapply.html)

Applicants are shortlisted on the extent to which they meet the selection criteria on the job description. Therefore, in your application form or CV, please ensure that you have clearly outlined how your skills and experience meet each of the selection criteria for this role, giving examples of particular relevant achievements.

Please send your application form/CV to Human Resources, University of Brighton, Mithras House, Lewes Road, Brighton, BN2 4AT. Fax: (01273) 642848. If you wish acknowledgement of receipt of your application, please send a stamped, self-addressed envelope.

Alternatively, you may also send your application via email to: [humanresources@brighton.ac.uk](mailto:humanresources@brighton.ac.uk). You should receive an acknowledgement via return email by 12.00 pm the next working day.

If you have not been contacted within three weeks of the closing date, you should assume that your application has been unsuccessful.

If you are shortlisted for interview, we will contact you via email (if you provided us with an email address). You may therefore wish to check your email regularly. If you do not have an email address, we will write to you.

**Closing date** The closing date for applications is **18 February 2014**.