Post Title: Lecturer in healthcare evaluation and improvement  
School/department: Department of Primary Care and Public Health  
Hours: full time or part time hours considered up to a maximum of 1.0 FTE. Requests for flexible working options will be considered (subject to business need).  
Contract: permanent  
Reference: 2100  
Salary: starting at £33,797 and rising to £40,322 per annum  
Placed on: 22 August 2019  
Closing date: 24 September 2019. Applications must be received by midnight of the closing date.  
Expected start date: 1 October 2019

We are looking for a mixed methods researcher in health care evaluation and improvement, with strong statistical skills, as well as the ability to support or supervise qualitative projects. The candidate should have familiarity in the UK health service setting, and an interest in pursuing community-based health research including evaluation and quality improvement. The postholder will work across the undergraduate medical curriculum to support the training of students in the science of healthcare improvement in accordance with the General Medical Council’s “Outcomes for Medical Graduates.” Experience and willingness to teach and support statistics at the level of medical undergraduates is essential.

Lecturer A is a career-grade teaching and research position. The holder of this role will oversee the support of healthcare evaluation methods within Module 404 Individual Research Project (IRP) and engage with the module team during the expansion phase of the medical school to develop the module to accommodate 200 students. Day to day support for the IRP module will include helping student and supervisors with research and NHS governance and ethics advice, research design and planning, data analysis including statistics, qualitative methods and systematic review methodology, and advising on report writing. This may involve delivering workshops, lectures, meeting students one-to-one, or producing online learning materials. The holder will also deliver research methods and statistical skills teaching and assessment within the curriculum in years 1 to 3 in preparation for IRP. The postholder will be responsible for supporting the development of IRP proposals in general practice, psychiatry and other community settings which are a strategic priority for BSMS.

The postholder will be expected to work collaboratively with the Module 404 team, the Phase 2 team and the Director of Undergraduate Teaching and Learning at BSMS. They will be expected to strategically pursue their own field of research, in a field related to primary care or community health, through the IRP programme and beyond.

Each BSMS Year 4 student undertakes an IRP in a clinical area or on an academic topic broadly related to the understanding or treatment of disease, or on the impact of disease on the patient or on society. The learning aims of this module are:

- To increase the student’s understanding of the principles of evidence-based medicine;
- To study a particular topic in depth and to collect and analyse novel information and data;
• To provide the student with first-hand experience of conducting medically-related research and presenting the results and conclusions in a conventional academic written format;

• To develop the student’s abilities to distil and present information orally at a level appropriate for an academic audience;

• To develop the student’s project management and time management skills.

The vision for the BSMS IRP is to be an outstanding experience of research or high quality evaluation, and the culmination of research training from day one, for all of our students.

For full details and how to apply see:

www.sussex.ac.uk/jobs  www.brighton.ac.uk/jobs  www.bsms.ac.uk

The Universities of Brighton and Sussex are committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates, who are under-represented in academic posts in science, mathematics, medicine and engineering at the universities.
2. **Brighton and Sussex Medical School and partners**

**Brighton and Sussex Medical School** is an equal partnership between the Universities of Sussex and Brighton together with NHS organisations throughout the South East region. Find out more at: [bsms.ac.uk/about](http://bsms.ac.uk/about)

**The Department of Primary Care and Public Health** brings together a wide range of disciplines to address clinical and healthcare challenges through research. These include general practice, public health, epidemiology, statistics, health informatics, psychology and behavioural medicine. The department also coordinates general practice, public health and research methods teaching throughout the undergraduate medical curriculum,

**The University of Sussex** is a leading research-intensive university near Brighton, currently ranked top 20 in all major league tables. Find out more: [http://www.sussex.ac.uk/about/](http://www.sussex.ac.uk/about/)

**The University of Brighton** is a complex and diverse institution with a long and distinguished history of applied research. Find out more: [brighton.ac.uk/about-us/](http://brighton.ac.uk/about-us/)

**Brighton and Sussex University Hospitals Trust** is the regional teaching hospital working across two sites: the Royal Sussex County Hospital in Brighton and the Princess Royal Hospital in Haywards Heath. Find out more: [bsuh.nhs.uk/about-us/](http://bsuh.nhs.uk/about-us/)

**Sussex Partnership NHS Foundation Trust** specialises in working with people who are experiencing mental health difficulties and those with learning disabilities, across Sussex, Kent and Hampshire. Find out more: [sussexpartnership.nhs.uk/about-us](http://sussexpartnership.nhs.uk/about-us)

3. **Job Description**

Job Description for the post of: Lecturer in Healthcare Evaluation and Improvement

<table>
<thead>
<tr>
<th>Department</th>
<th>Department of Primary Care and Public Health</th>
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<tbody>
<tr>
<td>Section / Unit / School</td>
<td>Brighton and Sussex Medical School</td>
</tr>
<tr>
<td>Location</td>
<td>Watson Building, University of Brighton, Falmer</td>
</tr>
<tr>
<td>Grade</td>
<td>7</td>
</tr>
<tr>
<td>Responsible to</td>
<td>Prof Jackie Cassell</td>
</tr>
<tr>
<td>Responsible for</td>
<td>none</td>
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</tbody>
</table>
Principal Accountabilities

1. To design and deliver high-quality teaching programmes that are attractive to students.

2. To engage in individual and collaborative research activity resulting in high-quality publications to be submitted to the REF at acceptable levels of volume and academic excellence, and to obtain research funding and/or knowledge exchange income as appropriate to the discipline.

3. To contribute fully to the School and University by playing a significant role in working groups, committees, and other School and University activities.

Key Responsibilities:

1. Teaching & Student Support

1.1 Engage in the planning, delivery and assessment of innovative high-quality undergraduate and postgraduate teaching, in liaison with the relevant programme and course convenors.

1.2 Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3 Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study, and utilising appropriate technology.

1.5 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.

1.6 Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8 Contribute to the accreditation of courses and quality-control processes.

1.9 Undertake and complete administrative duties required in the professional delivery of teaching.

1.10 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

2. Research, Scholarship & Enterprise

2.1 Contribute to School research strategy and themes.
2.2 Develop research objectives and proposals for own or joint research.

2.3 Conduct research projects individually and in collaboration with others.

2.4 Assess, interpret and evaluate outcomes of research, and develop ideas for their application.

2.5 Produce high-quality research outputs that have impact in the field, for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate, and contribute to the School's REF submission at acceptable levels of volume and academic excellence.

2.6 Lead small research projects and/or identified parts of a larger project, including supervising the work of others and managing or monitoring a research budget, if appropriate.

2.7 Make presentations at conferences, or exhibit work in other appropriate events, and identify ways to disseminate research outputs informally via the internet, the media, and other forms of public engagement.

2.8 Identify sources of funding and secure or contribute to the process of securing bids.

2.9 Identify and secure opportunities for enterprise activity, knowledge exchange income and/or consultancy.

2.10 Actively build internal and external contacts, and play a key role in internal networks and relevant external networks in order to, for example, identify sources of funding, secure student placements, and build relationships for future activities.

2.11 Supervise doctoral students as part of a supervision team.

2.12 Contribute to a relevant national professional body or recognised events.

2.13 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

2.14 Conduct risk assessments, and take responsibility for the health and safety of others, if required.

3. Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.3 Assist with undergraduate and postgraduate recruitment.

3.4 Play a key role in School or University working groups or committees, as required.

3.5 Advise and provide support to less experienced colleagues.

3.6 Undertake additional administrative duties, as required by the Head of School.

4. Role-specific duties
4.1 Work collaboratively with other faculty in a Research Methodology Team to design and implement appropriate support and teaching in research methods and statistics within the curriculum, during the medical school expansion phase.

4.2 Offer individualised and group support and teaching to students undertaking module 404 on the following topics: research and study design, ethics and governance, data analysis (statistics, qualitative, systematic reviews), writing research reports.

4.3 Teaching research methods in the core undergraduate curriculum, in years 2 and 3, to prepare students for IRP, and including setting assessments and marking.

4.4 Development own research portfolio in a community-based health field, and reach out to engage local clinicians working in the community to develop and support student projects.

The University is committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates, who are under-represented in academic posts in science and engineering at Sussex.
INDICATIVE PERFORMANCE CRITERIA

- A record of development of new modules/groups of modules, course or significant components of schemes of study or CPD courses.

- Proven and sustained track record of successful teaching at the levels appropriate for the post.

- A high standard of teaching performance as judged by standard evaluation methods.

- Evidence of using feedback information from a range of sources to improve the student experience.

- Evidence of using knowledge arising from research and scholarship to enhance teaching and curriculum development.

- Evidence of engagement in advising students and proactively responding to student problems.

- Regular published output of original research at international level (refereed journal papers, monographs, book chapters, text-books).

- Other evidence of original research contributions to the field, such as through invited conference contributions, membership of editorial panels etc.

- Evidence of successful postgraduate masters and doctoral research supervision i.e. to completion.

- Sustained success in obtaining competitively awarded research grants and contracts, and knowledge exchange income.

- Involvement in the creation, transfer and use of the results of research through a range of knowledge exchange activities.

- Success in transferring research results to commercial, professional, public sector or other practical use.

- Evidence of contributions to a relevant national professional body or recognised event.
PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of different methods.

3. Experience of teaching at undergraduate and taught postgraduate level.

4. Evidence of significant independent contribution to the design and execution of research.

5. A solid track record of publications in reputable journals and other appropriate media of similar standing.

6. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

7. Ability to work individually on own initiative and without close supervision, and as part of a team.

8. Ability to exercise a degree of innovation and creative problem-solving.

9. Excellent organisational and administrative skills.

10. Ability to prioritise and meet deadlines.

11. A willingness to participate in support activities beyond normal classroom duties.

12. Excellent IT skills, with the ability to produce high-quality learning support materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Broad experience of applied healthcare research and evaluation methodologies, at least four from: Surveys and patient reported outcomes, qualitative research, clinical trials, systematic reviews and meta-analyses, lab-based research, clinic-based research, audit and service evaluation, bioinformatics, genomics.

2. A wide range of data analysis skills, incl. advanced statistics, qualitative data analysis, meta-analysis.

3. Knowledge of a range of analysis packages e.g. SPSS, Stata, Excel, NVivo, RevMan, R.

4. Can demonstrate up-to-date knowledge of governance and ethics frameworks and policies within BSMS, the two universities, the NHS and the UK (including GDPR). Including experience of NHS ethics applications, NHS governance for audit and service improvement, data governance frameworks, and assessing projects in terms of their need for ethics review.

5. Supervision of undergraduate research projects to successful completion in an applied medical or health-related field.
6. Experience of teaching research methods and statistics at undergraduate and postgraduate level.

**DESIRABLE CRITERIA**

1. Experience of successful curriculum design or re-design.
2. A recognised higher education teaching qualification.
3. Experience of generating research or knowledge exchange income.
4. Experience of supervising postgraduate research students.
5. Successful completion (publication) of a systematic review

Revised August 2017 (EA-S)