

# Job Description

<b>Position:</b>	Lead for Anatomy (MBChB)
<b>School/Service:</b>	Institute of Medicine
<b>Reference:</b>	
<b>Grade:</b>	Grade 8
<b>Hours:</b>	1.0 FTE
<b>Reports to:</b>	Head of MBChB Programme

## **Institute of Medicine**

The Institute of Medicine is integral to the University of Bolton's strategic aim of sustainable business growth by introducing prestige medical programmes to satisfy the increasing demands in the healthcare system.

The Institute of Medicine comprises;

1. A Postgraduate School of Medicine
2. An Undergraduate School of Medicine
3. A Centre for Research

Our ethos is to produce highly skilled, ethical and compassionate doctors practicing holistically, dedicated to patient safety and excellent care driven by an environment and culture of academic excellence with student wellbeing at its core.

Our curriculum is derived from a well-established patient centred MBChB programme from Leicester Medical School that has been shown to provide optimum learning experience. Every aspect of it has been engineered to fully equip our students with the skills necessary to start their journey as medical practitioners.

The Undergraduate School of Medicine embraces The University of Bolton ethos of focusing on student support and wellbeing. This has allowed the University to lead the National Student Survey for Student Satisfaction for the past eight years.

We are in the process of completing our GMC application: our first intake is anticipated for September 2025.

## **Main purpose of the position:**

To deliver high-quality, innovative, research and evidence informed, engaging instruction in anatomy to medical students in Years 1 and 2 of the MBChB programme, using the Leicester Medical School curriculum to meet the standards set by the General Medical Council and Quality Assurance Agency.

Additionally, the post holder will be expected to hold a secondary responsibility and lead in a key area of the MBChB programme.

## **Principal Duties and Responsibilities:**

### **Teaching and Instruction:**

1. Deliver high-quality, interactive teaching in anatomy.
2. Utilise a variety of teaching methods, including large and small group sessions and technology-enhanced learning.
3. Develop and update teaching materials to ensure they reflect current scientific knowledge and pedagogical best practices, particularly in anatomy.

### **Curriculum Development:**

4. Contribute to the design and continuous improvement of the anatomy curriculum.
5. Lead curriculum development and innovation in teaching, learning and assessment in a unit(s).
6. Ensure integration of anatomy with clinical education and other disciplines.

### **Assessment and Evaluation:**

7. Contribute to the development and implementation of assessment strategies to evaluate student learning and performance.
8. Ensure assessments are fair, reliable, and aligned with learning objectives.
9. Contribute regularly to item writing and marking for assessment.
10. Participate in all aspects of MMIs and assessments, both formative and summative.

### **Operational Planning and Management:**

11. Lead the planning and management of anatomy teaching and assessment for specific curriculum units.
12. Organise teaching sessions to be pedagogically sound and resource efficient.

### **Research and Scholarship:**

13. Conduct and publish research in biomedical sciences or medical education.

### **Student Support and Advising:**

14. Provide academic advice and mentorship to medical students.
15. Support students in their learning and professional development.
16. Be a Personal Academic Tutor for a group of students

### **Interdisciplinary Education:**

17. Work collaboratively with colleagues from various disciplines across the University, particularly clinical staff, to deliver integrated teaching sessions.
18. Participate in interdisciplinary teaching and research initiatives.

### **Quality Assurance**

19. Lead in quality measures within the relevant unit(s) of teaching and share responsibility for the regular evaluation and development in terms of content, delivery, and assessment.
20. Use evaluation and feedback to continuously improve the quality of the learning and the student experience.

### **Leadership and Administration:**

21. Take on a secondary responsibility and lead in a key area of medical education (e.g. admissions, student support, professionalism)
22. Identify and propose strategic developments within an area of secondary responsibility
23. Participate in departmental and university committees and contribute to administrative tasks.
24. Coordinate and supervise the work of colleagues as required.
25. Provide advice and mentoring to teaching colleagues, as and when needed.

**Professional Development:**

26. Engage in continuous professional development to stay current with advancements in anatomical science and medical education.
27. Attend & contribute to professional local, national & international conferences, workshops & seminars

**Community and Outreach:**

28. Engage with the broader academic and medical community through outreach activities.
29. Promote the medical school and its programmes to prospective students and other stakeholders.
30. Represent the programme at recruitment events, open days and other outreach activities.

**Other duties:**

31. To treat everybody with whom you encounter with dignity and respect, and to actively promote an inclusive attitude in line with the EDI policies of the University and the Institute's core values.
32. To participate and engage in staff development activity and personal professional development
33. To be involved with other projects and activities as necessary.
34. To perform any other duties in line with the grade of the role
35. Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with the statutory and corporate requirements.
36. Awareness of environmental and sustainability issues and a commitment to the University's associated strategy with respect to performance/delivery of key responsibilities of the role.

**Note:**

This is a description of the position requirements as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the role requirements to be performed and if necessary, update to incorporate changes where appropriate. The review process will be conducted jointly by the relevant manager in consultation with the position holder.

Please note that this is an evolving role with a requirement to travel and attend events external to the University in support of School/University business requirements

# Person Specification

<b>Position:</b>	Lead for Anatomy	<b>Reference:</b>	
<b>School/Service:</b>	Institute of Medicine	<b>Priority (1/2)</b>	<b>Method of Assessment</b>
<b>Criteria:</b>			
<b>1</b>	<b>Qualifications</b>		
<b>1a</b>	A medical degree or a good honours degree in a relevant scientific discipline.	<b>1</b>	<b>A</b>
	Postgraduate/masters degree in Anatomy	<b>2</b>	<b>A</b>
<b>1b</b>	PhD/MD in a relevant scientific discipline, preferably anatomy.	<b>1</b>	<b>A</b>
<b>1c</b>	PG Cert in HE or equivalent – or willingness to achieve within 2 years of appointment	<b>2</b>	<b>A/S/I</b>
<b>1d</b>	Fellowship of the HEA – or willingness to achieve within 2 years of appointment.	<b>2</b>	<b>A/S/I</b>
<b>2</b>	<b>Skills/Knowledge</b>		
<b>2a</b>	Excellent communication, presentation, and interpersonal skills.	<b>1</b>	<b>A/I/P</b>
<b>2b</b>	Proficiency in developing and implementing assessment strategies and tools.	<b>2</b>	<b>A/I</b>
<b>2c</b>	Knowledge of medical curricula for Years 1 & 2	<b>2</b>	<b>A/I</b>
<b>2d</b>	Demonstrated leadership skills	<b>1</b>	<b>A/I</b>
<b>2e</b>	Training / faculty development within assessment quality processes such as writing assessments and standard setting		
<b>2f</b>	Proven ability to lead and mentor junior faculty members.	<b>1</b>	<b>A/I</b>
<b>2g</b>	Proficiency in developing and implementing assessment strategies and tools.	<b>2</b>	<b>A/I</b>
<b>2h</b>	Strong interpersonal skills with the ability to work effectively with colleagues from various disciplines.	<b>1</b>	<b>A/I</b>
<b>2i</b>	Flexibility and adaptability to changing circumstances and new challenges.	<b>1</b>	<b>A/I</b>
<b>2j</b>	Resilience in the face of setbacks and the ability to remain focused on long-term goals.	<b>1</b>	<b>A/I</b>
<b>2k</b>	Strong critical thinking skills with the ability to evaluate and integrate complex information.	<b>1</b>	<b>A/I</b>
<b>2l</b>	Ability to foster critical thinking and problem-solving skills in students.	<b>1</b>	<b>A/I</b>
<b>2m</b>	Exceptional organisational and time management skills.	<b>1</b>	<b>A/S/I</b>
<b>2n</b>	Ability to manage multiple responsibilities and competing priorities efficiently.	<b>1</b>	<b>A/S/I</b>
<b>3</b>	<b>Experience</b>		
<b>3a</b>	Extensive experience in teaching anatomical sciences at undergraduate level within a medical school or similar setting.	<b>1</b>	<b>A/I</b>
<b>3b</b>	Proven track record of delivering high-quality, innovative, and engaging instruction.	<b>1</b>	<b>A/I</b>
<b>3c</b>	Experience in developing and implementing curricula, particularly in integrating anatomy with clinical education.	<b>1</b>	<b>A/I</b>

<b>3d</b>	Experience of teaching anatomy using virtual dissection platforms e.g. anatamage tables and other virtual anatomy apps such as Complete Anatomy	<b>1</b>	<b>A/I</b>
<b>3e</b>	Experience working collaboratively with colleagues from various disciplines, particularly clinical staff, to deliver integrated teaching.	<b>2</b>	<b>A/I</b>
<b>3f</b>	Experience in developing and implementing innovative teaching methods and technologies.	<b>2</b>	<b>A/I</b>
<b>3g</b>	Experience in quality assurance and enhancement of teaching and learning processes.	<b>2</b>	<b>A/I</b>
<b>4</b>	<b>Personal Qualities</b>		
<b>4a</b>	Ability to engage and inspire students and colleagues.	<b>1</b>	<b>A/I</b>
<b>4b</b>	A collaborative mindset and willingness to engage in interdisciplinary work.	<b>1</b>	<b>A/I</b>
<b>4c</b>	A genuine interest in student success and well-being.	<b>1</b>	<b>A</b>
<b>4d</b>	High ethical standards and professionalism in all aspects of work.	<b>1</b>	<b>A</b>
<b>4e</b>	Reliability and a strong sense of responsibility.	<b>1</b>	<b>A</b>
<b>5</b>	<b>Others</b>		
<b>5a</b>	Willingness to undertake staff development, which may take place outside the University	<b>1</b>	<b>I</b>
<b>5b</b>	Awareness of the principles of the Data Protection Act, Freedom of Information Act, Prevent, the Bribery Act	<b>1</b>	<b>A</b>
<b>5c</b>	Awareness of the requirements of Health & Safety within the work environment	<b>1</b>	<b>A</b>
<b>5d</b>	Commitment to the University's policy on equal opportunities and diversity	<b>1</b>	<b>A</b>
<b>5e</b>	Available to work evenings and outside the normal academic year	<b>2</b>	<b>I</b>
<b>5f</b>	Able to travel nationally and internationally in order to meet the requirements of the service	<b>2</b>	<b>I</b>

Note:

1. Priority 1 indicates essential criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. Priority 2 indicates desirable criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current.
4. Please note that it is normally expected that a new appointee will commence at the bottom of the scale.

Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required.