



Lecturer in Veterinary Practice (Small Animal Surgery)

1 JOB DESCRIPTION

Faculty / School or Division: Bristol Veterinary School
Faculty/School or Division Address: Langford Campus, BS40 5DU

Job Family:	Research and Teaching		
Grade/Pathway:	Grade J or K, Pathway 3	Salary range:	Grade J £37345- £42036 per annum Grade K £43267 – £48677 per annum Plus veterinary and “on-clinics” allowances
Hours of work:	100% time	Contract type:	Open Ended
Work pattern:	Full time – part-time or job share also considered. Monday to Friday	Vacancy Reference Number: ACAD104118 (re-advert- ACAD103850)	

1.1 Main Job Purpose

This appointment at Bristol Veterinary School’s Langford Campus offers the opportunity to be a key player in the delivery of excellence in teaching and clinical activity in the veterinary curriculum, with a focus on the development of students’ surgical and professional skills for the primary care setting, and opportunities for educational research.

The School has been through a significant change in recent years with the extensive revision of the BVSc and veterinary nursing degree programmes, a new 4-year BVSc-Accelerated Graduate Entry Programme, development of facilities, staff recruitment, development of expanding clinical services, and a new research strategy.

Since 2009 the veterinary clinics have come under the management of Langford Vets (LV), a company wholly owned by the University. This enterprise is driven by the academic imperatives to support teaching and clinical research, with a focus on clinical excellence and outstanding customer care.

The successful applicant will work within the clinical team, largely based within the first opinion practice, delivering teaching and supporting learning. The post also involves the delivery of clinical,

didactic and practical teaching to undergraduate veterinary and veterinary nursing students. The candidate will have extensive experience of surgery in a primary care environment and will demonstrate experience of, and a commitment to, training the next generation of veterinary surgeons and nurses. Some research/clinical audit experience is beneficial but not essential.

The successful candidate will join a school committed to delivering teaching excellence and scholarship across all areas and will specifically work alongside other members of the small animal practice team, as well as the referral surgery team (including seven Diploma holders in Small Animal Surgery) and the wider teaching team to ensure the highest quality student educational experience possible.

1.2 Main Responsibilities

Teaching Responsibilities

- Didactic teaching and, where appropriate, providing leadership in teaching programmes for veterinary and nursing undergraduates (includes lectures, tutorials, practical classes, project supervision etc.). Teaching hours will be determined in consultation with the Head of School
- Participating in the preparation and marking of course assessments and end of year examinations
- Small group teaching (including practical and clinical skills) and assessment of veterinary and veterinary nursing undergraduates on clinical rotations
- Participating in student support programmes

Clinical Responsibilities

- Shared responsibility for the delivery of a primary care clinical service within Langford Vets, as part of the practice team, with a focus on small animal surgery (including neutering).
- The percentage of time spent undertaking work on the clinical service will be agreed with the Head of School and subject to review, but is initially expected to be around 40%
- Overall line management is within the Veterinary School

Leadership and Administration Responsibilities

- The post holder will administer teaching activities, working closely with our student administration team to ensure all aspects of teaching, assessment and student experience are working effectively
- The post holder will actively be engaged in student recruitment including open days and visit days
- The post holder will make a full contribution to the corporate life of the School and University
- Engage effectively with the University's CREATE scheme (or equivalent Teaching and Learning for Health Professionals programme). Complete a minimum of levels 1 and 2 within 4 years of appointment

Research Responsibilities

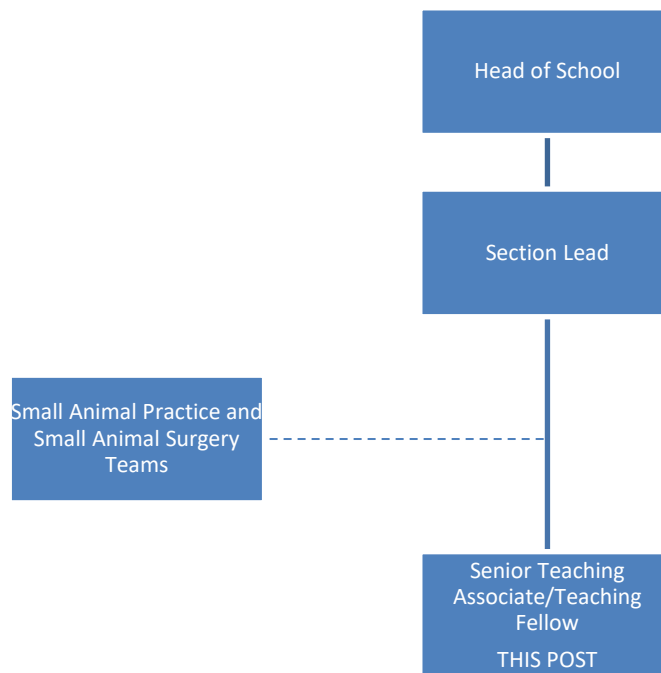
- Appointees are expected to contribute to the research and development initiatives of Bristol Veterinary School and Langford Vets, and may be involved with clinical and educational research in collaboration with colleagues across the School and wider university as appropriate.

1.3 Relationships

Line manager: Head of School or another senior member of staff appointed by Head of School (Section Lead)

Line manager to (where appropriate): Line manager of any members of appointee's group

1.4 Organisation Charts



1.5 Job Hazards/Safety Critical Duties (Pre-employment health screening)

The following duties are an intrinsic part of the role and any offer of employment will be conditional upon satisfactory health screening by the University Occupational Health Service:

- The post holder will undertake teaching and research relevant to their discipline, associated risks will be assessed and risk assessments produced depending on the specific work undertaken
 - They will also be required to teach in the clinics, with associated hazards including, physical hazards, animal handling associated hazards and zoonotic infection risks. Risk assessments will be produced as required.
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2 PERSON SPECIFICATION

2.1 Relevant Experience, Skills and Knowledge

Essential

- Extensive experience of small animal surgery in a primary care environment
- Experience of undergraduate teaching (in an academic and/or practice setting)
- An enthusiasm for teaching and supporting undergraduate learning and the skills to deliver clinical and didactic teaching at BVSc level
- An ability to work closely and effectively with staff in order to deliver undergraduate programmes
- A professional approach to working with accrediting bodies and external partners

Desirable

- A track record of supporting the development and planning of extra-mural studies (EMS) placements and/or undergraduate programmes
- Experience of financial and management aspects of veterinary businesses
- Experience of liaison with external accreditors and external examiners
- The ability to evidence use of innovative teaching approaches and self-evaluation of performance in response to student feedback
- Experience of administration relevant to a higher education establishment
- Experience of clinical or teaching-related research and/or clinical audit
- Experience of providing pastoral support to students, referring them for further support where necessary.

2.2 Relevant Qualifications

Essential

- A Veterinary Degree that can be registered with the RCVS
- A relevant postgraduate degree in education or research, or willingness to work towards one

Desirable

- A certificate-level qualification and/or further training (e.g. residency) in Small Animal Surgery
- A formal teaching qualification or successful completion of the University's CREATE scheme level 1 & 2 (or equivalent Teaching and Learning for Health Professionals programme) or equivalent in another institution.

2.3 Communication and Interpersonal Skills

Essential

- Excellent communication skills, both verbal and written, at all levels
- Excellent interpersonal skills and the ability to work in a multidisciplinary team and to build effective professional relationships, both within and outside the School

Desirable

- Ability to demonstrate managerial, administrative and leadership skills

2.4 Additional Criteria

Essential

- A commitment to furthering the Veterinary profession in the UK through the education of the future generations of Vets and Nurses

Desirable

- Competence in Microsoft Office software and Virtual Learning Environments (e.g. Blackboard)

3 CAREER PATHWAY AND OTHER RELEVANT INFORMATION

3.1 Career Pathways

All members of academic staff have a clear career pathway involving a series of levels with distinct role profiles, each with its unique requirements. Each profile sets out what is expected of an academic at the particular level. The role profiles also set out a collection of competencies expected for each level. Progression or promotion to the next level will occur after these competencies have been attained and where a role at the higher level is available.

The academic pathways are as follows:

Career Pathway One - academic roles that combine teaching, research and administrative duties.

Career Pathway Two - academic roles focusing on research and associated administrative duties.

Career Pathway Three – academic roles focusing on teaching and associated administrative pathways

This post is located on Pathway Three. Role Summaries setting out what is expected of an academic at each particular profile level on Pathway Three can be found below. Please note that an appointment may be made at any level of the pathway.

A schematic diagram of the career pathways can be found at <http://www.bristol.ac.uk/hr/grading/academic/>.

For Pathway Three roles progression to the next level will only occur where a role has been identified as being eligible for progression, having reached the relevant point on the salary scale and after the relevant competencies have been attained. A progressable role is a role at Level b or Level c that has been determined as being eligible for progression by the Head of Department, based on departmental needs, priorities and funds. Individuals in progressable roles at Level b or Level c are expected to develop their skills, knowledge and experience in order to ultimately progress to Level c or Level d, as applicable. A non-progressable role is one either at Level a (which are not subject to formal progression arrangements, although there may be opportunities to develop into a Level b role, based on departmental needs, priorities and funds), or at Level b or c for which the Head of Department has identified an ongoing need at that particular level. Movement to Level e will be by promotion only.

3.1.1 Role Summaries

Teaching Associate (Level a)

Role holders at this level will normally be responsible, under close supervision, for straightforward teaching at Levels 0 or 1, and in some circumstances related to the assistant lecturer's own specialism at higher levels and/or straight forward clinical/professional work. They may provide necessary support teaching at Level 0 (such as language training and practice, instruction in basic procedures, NVQ assessment, conversion training or study skills support). They will teach on units prepared by other members of academic staff and for which other members of staff retain overall responsibility.

They are expected to plan their own activity, to make a contribution to teaching related administration, and contribute to the review and forward planning of the teaching in which they are engaged. They will be developing their skills, as lecturers and/or clinicians/professionals. They will be provided with support and training to help them develop their competencies and ability to take on wider responsibilities.

Senior Teaching Associate (Level b)

Role holders will be responsible for straightforward teaching at all undergraduate levels (and occasionally at a higher level in their specialism) and may be helping to organise such teaching. Their undergraduate teaching will still be on units prepared by other members of academic staff, and for which other members of staff retain overall responsibility, but they will be developing their competence in teaching *and/or clinical/professional work* over a variety of courses and settings. They are expected to plan their own activity, make a contribution to teaching and/or clinical/professional related administration and to course development discussions. They may be expected to act as tutor to undergraduate students. They will be provided with an academic mentor and with support and training to help them develop their competencies and ability to take on wider responsibilities.

Teaching Fellow (Level c)

Role holders at this level will be individuals with significant experience in university teaching, often progressing from Level b. Their contribution will use a range of approaches and will involve courses at undergraduate and postgraduate levels. They will contribute to the design of courses and relevant teaching and/or clinical related administration and may take responsibility for some aspects of administration (e.g. overseeing assessment or admission processes). They may supervise student projects, field trips, professional skills training and/or placements. They are expected to make a significant contribution to course and programme development and/or clinical/professional services development discussions. They will be expected to act as tutor to undergraduate and taught postgraduate students. They will be expected to take responsibility for planning their own professional development. Where appropriate they will be engaged in clinical/professional activities either alone or in a team.

Senior Teaching Fellow/Reader (Level d)

Role holders at this level will have extensive clinical/professional and/or academic experience in teaching and related administration. They will be expected to be teaching on, and taking lead roles in developing and overseeing, teaching programmes at all levels (including new courses and programmes). *Where appropriate, they will carry out duties and responsibilities that reflect the core substantive position of a clinician.* They will make a significant leadership and/or management contribution within their department/school or the wider university in the area of learning and teaching. They are likely to be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance. They may be researching pedagogic and/or clinical/professional issues related to their specialism and disseminating their findings widely, including at some international gatherings. They are likely to be involved in academic and/or clinical /professional networks in the same and/or related areas and will be beginning to take leadership roles in these networks. They are likely to be involved with students at all levels, including dealing with student difficulties, complaints and appeals and are likely to represent the Department at faculty meetings related to student affairs.

CULTIVATING RESEARCH AND TEACHING EXCELLENCE (CREATE)

The University has a Continuing Professional Development (CPD) scheme called CREATE. All staff in pathway 3 roles are required to complete the appropriate levels of the CREATE CPD scheme or TLHP (PgCert) unless they are able to provide evidence that meets the scheme criteria for recognition of

prior qualifications. Completion of the appropriate levels of CREATE/TLHP is a prerequisite for progression to profile level d. It is also a requirement of the role that those appointed at level d1 complete the appropriate levels of CREATE/TLHP within the first year of appointment. For further information, see: <http://www.bristol.ac.uk/staffdevelopment/academic/create/>