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| Job title | Teaching Associate in Anatomy Education | Job family and level | Research and Teaching Level 4 (T&L) |
| School/ Department | School of Medicine Education Centre | Location | The East Midlands Campuses of the University of Nottingham |

Purpose of role

The primary purpose of this role is to identify the anatomy learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of School of Medicine undergraduate courses including the 5-year BMBS Medicine, 4-year Graduate Entry Medicine (GEM) and BSc (Hons) Medical Physiology and Therapeutics (MPT) programmes. The post holder may be required to work across campuses including Derby and Nottingham

The Teaching Associate will join a dedicated team of anatomy educators in the School of Medicine and contribute to teaching and assessments for the above programmes. This role would suit someone who is interested in pursuing a career in anatomy education and who is enthusiastic about using new technologies to enhance teaching and learning. The post-holder will regularly facilitate anatomy practical classes using a mixture of cadaveric prosections, models and 3D digital resources. The post-holder will also be expected to create new prosections for use in our practical classes.

You will be expected to use initiative and creativity in your teaching to develop your expertise. This will involve developing new teaching and assessment practices, using appropriate learning technologies and/or developing systematic methods for evaluating and disseminating these within the academic unit/platform.

The School of Medicine recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.

To find out more about the School of Medicine, its values, vision, teaching and research, please see our [further information leaflet](#).

| | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | % time per year |
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| 1 | Teach <ul style="list-style-type: none">Teach and provide advice, as a member of a teaching team within an established programme of study, with the assistance of a mentor if required, in a variety of settings from small group tutorials to large lectures; transfer knowledge in the form of practical skills, methods and techniques. Create cadaveric prosections for use in practical classes. | 40% |

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| | <ul style="list-style-type: none"> When required, examine and act as the personal tutor to undergraduate and postgraduate taught/research students within area of expertise. | |
| 2 | <p>Assess</p> <ul style="list-style-type: none"> Set and mark coursework and exams; select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria. | 10% |
| 3 | <p>Assure</p> <ul style="list-style-type: none"> Work within the Quality Assurance framework set by the University and, where appropriate, professional body. Assume leadership roles such as Exams or Assessment officer, as required by School, with support from senior colleagues. | 5% |
| 4 | <p>Reflect</p> <ul style="list-style-type: none"> Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation. | 5% |
| 5 | <p>Engage</p> <ul style="list-style-type: none"> Undertake formal development of teaching through the PGCHE/ATP or equivalent as required by the University and within a defined timeframe. Apply learning to practice. | 5% |
| 6 | <p>Research</p> <ul style="list-style-type: none"> You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities. | 10% |
| 7 | <p>Scholarship*</p> <ul style="list-style-type: none"> Continually update knowledge and understanding in field or specialism; translate knowledge of advances in the subject area into the course of study. | 5% |
| 8 | <ul style="list-style-type: none"> Act as a personal tutor to students, under the supervision of a Senior Tutor. Support individual students with additional welfare or academic needs, referring them as appropriate to services providing further help. | 5% |
| 9 | <ul style="list-style-type: none"> Supervise undergraduate and/or postgraduate students' projects, fieldwork and placements, as appropriate; with appropriate support, contribute to the supervisory team of postgraduate research students. | 5% |
| 10 | <ul style="list-style-type: none"> Grow knowledge and experience of different methods of teaching (e.g. small group, flipped, blended, practice or problem-based) and understand the evidence supporting the use of such approaches in own teaching context. | 5% |
| 11 | <ul style="list-style-type: none"> Manage own workload, with guidance if required; plan and manage own teaching and tutorials as agreed with course leaders. | 5% |
| | <p>Optional responsibilities</p> | |
| 12 | <ul style="list-style-type: none"> Provide guidance to other staff and students on own specialist area; supervise the work of Level 4a staff. | |

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| 13 | <ul style="list-style-type: none"> Contribute to the effective management and administration of the academic unit/platform by performing duties allocated by the Head or line manager. This may include responsibility for administrative duties in areas such as admissions, time-tabling, examinations, and assessment of progress and student attendance. | |
| 14 | <ul style="list-style-type: none"> Any other duties appropriate to the grade and level of the role | N/A |

*‘scholarship’, defined as the proactive engagement with critical inquiry into the processes of learning in higher education contexts. Scholarship is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

Person specification

| | Essential | Desirable |
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| Skills | <ul style="list-style-type: none"> Ability to engage and retain the interest and enthusiasm of students and inspire them to learn. Ability to design course materials and to plan and organise the delivery and assessment of taught courses within an agreed quality framework. Ability to communicate complex information clearly. Ability to assess and organise resource requirements and deploy them effectively. Ability to use dissection skills to create cadaveric prosections for use in anatomy teaching. | <ul style="list-style-type: none"> Ability creatively to apply relevant approaches, models, techniques and methods, and to develop new ones under some supervision. Ability to contribute to broader management and administrative processes e.g. with regard to health and safety, expenses. Understanding of relevant University and academic unit/platform procedures and the ability to manage own area accordingly. |
| Knowledge and experience | <ul style="list-style-type: none"> Detailed knowledge of modern teaching methods and techniques used in anatomy education. Experience of working in a Human Tissue Authority (HTA) licensed anatomy teaching facility. Experience of teaching human gross anatomy to undergraduate medical students using cadaveric specimens. Experience of cadaveric dissection. | <ul style="list-style-type: none"> Experience of using 3D anatomy software for teaching and/or learning. Experience of creating innovative digital learning resources. |
| Qualifications, certification and training (relevant to role) | <ul style="list-style-type: none"> PhD or equivalent in human anatomy or an MSc in human anatomy and relevant teaching experience. | <ul style="list-style-type: none"> Higher Education teaching qualification (or working towards). |
| Other | <ul style="list-style-type: none"> Willingness to adopt the vision and values of the School of Medicine. | |



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

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| Valuing people | Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported. |
| Taking ownership | Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations. |
| Forward thinking | Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process. |
| Professional pride | Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices. |
| Always inclusive | Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area. |

Key relationships with others

