



Job title	Advanced Technical Specialist in Simulated Learning	Job family and level	Technical Services Level 5
School/ Department	Clinical Skills Centre - Faculty of Medicine and Health Sciences	Location	East Midlands Campuses of University of Nottingham

Purpose of role

The purpose of this role is to deliver advanced technical expertise, management and development of Simulated Learning Environments that support high-quality healthcare teaching and training across the Faculty and wider University. The role includes leadership of a team of technical specialists, ensuring day-to-day operational support, professional development, and strategic alignment with institutional priorities. This position combines hands on technical work with resource planning, people management, and user training; bridging advanced educational technologies and pedagogical needs.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Management of Simulation Equipment <ul style="list-style-type: none">▪ Ensure Simulation hardware/software is available for simulation-based activities, liaising with suppliers and engineers where necessary.▪ Work with multiple schools across the Faculty and wider University, establishing working practices for the successful utilization of advanced Simulation equipment.▪ Design, configure, maintain and enhance Simulation hardware and software, including patient simulators, control systems, immersive displays and XR platforms.▪ Lead commissioning of new simulation technologies, validating functionality, usability and integration with University networks.▪ Develop and deliver training programs for technical staff, academics and students on simulation equipment operation and best practice.▪ Lead or significantly contribute to the identification of large-scale purchases of new simulation equipment ensuring University procurement process is adhered to and any purchase is in line with existing budget.▪ Responsible for managing the Clinical Skills Centre Simulation technology budget in line with the expectations of the Faculty's strategic and operational plans, adhering to the University's procurement policies and procedures.▪ Significantly contribute to the successful strategic and operational management of Simulated learning, providing advanced technical specialist knowledge and working with colleagues to develop,	40%

	operationalize, implement and monitor policy thus shaping the strategic direction.	
2	<p>Simulation design</p> <ul style="list-style-type: none"> ▪ Work with academic staff across the Faculty and wider University to co-create simulation scenarios aligned with learning outcomes. ▪ Advise on technical requirements for curriculum development and simulation scenarios ▪ Establish and maintain quality assurance protocols, ensuring simulations are reliable, safe and aligned with learning objectives. ▪ Lead or significantly contribute to strategic initiatives such as upgrading facilities, adopting new pedagogical technologies or enhancing existing systems. ▪ Ensure simulated learning environments and equipment comply with Health and Safety regulations. 	40%
3	<p>Line Management</p> <ul style="list-style-type: none"> ▪ Line manage a team of technical specialists who provide operational support to simulated learning activities for schools within the Faculty and wider University. ▪ Responsible for the allocation of workload, ensuring performance objectives are met. ▪ Provide mentoring, coaching and professional development opportunities to build capability within the team. ▪ Responsible for recruitment of new staff, ensuring staff resource is sufficient for operational activities. ▪ Ensure HR policy is adhered to including staff appraisal, sickness/absence, annual leave. 	20%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Advanced technical expertise in simulation hardware/software, including patient simulators, XR, immersive displays and simulation software. ▪ Proven advanced analytical and problem-solving capability. ▪ Ability to communicate clearly to non-specialist and senior level audiences. ▪ Excellent technical problem-solving skills with the ability and experience to provide solutions for a range of Simulation hardware/software. ▪ Proven high level of planning and organising skills and resource management, including the delivery of major, complex projects. ▪ Budgetary management skills and an understanding of financial management procedures. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Significant and extended experience of working in the HE/Simulation sector, demonstrating an advanced level of expertise in the utilization of Simulation hardware/software. ▪ Experience of co-creating simulation, providing expert technical insight into the capabilities of Simulation equipment. ▪ Proven track record of converting concept ideas to effective Simulated learning which utilizes specialist equipment to meet the learning objectives. ▪ Knowledge of Simulation best practice such as ASPIH or INACSL standards. 	<ul style="list-style-type: none"> ▪ Experience of Simulation equipment development or research ▪ Experience of networking and liaison with external organisations ▪ Managing contract performance and supplier relationships

	<ul style="list-style-type: none"> Well-developed understanding of Health & Safety regulations, procedures, and the implications of non-compliance on other staff 	
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> University degree or equivalent, plus substantial work experience in a relevant technical/scientific role. OR Proven track record with extensive work experience in a relevant technical role. 	<ul style="list-style-type: none"> CSci or equivalent Postgraduate qualification or equivalent ASPIH or equivalent accreditation



Athena Swan
Gold Award



Race
Equality
Charter
Bronze Award



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:

Valuing people	Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
Taking ownership	Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
Forward thinking	Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
Professional pride	Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
Always inclusive	Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others



