



St Mary's
University
Twickenham
London

Job Title:	Lecturer
Department:	School of Allied Health and Life Sciences
Reports To:	Associate Head
Grade:	Band I
Salary:	£44,352
Hours:	0.5 FTE
Term:	Permanent

Overview

As the University builds its proud heritage, we are looking for exceptional people to help shape our future. We provide a high-quality professional environment, inspired by our distinctive ethos and Catholic mission and values. Our values of excellence, generosity of spirit, inclusiveness and respect inspire us to create an academic community in which everybody is welcomed and which puts the student at the centre of all our endeavours.

With over 6,000 students the University makes significant contributions to its local community and the wider society, empowering its staff and students to have a positive impact on the world. The University's academic portfolio embraces Business, Management and Law, Psychology and Social Science, Allied Health and Sport, Teacher Education, Computing and Tech, Theology and the Liberal and Creative Arts, and Medicine (MBBS).

St Mary's is committed to providing our students with a transformational experience. The University's [Vision 2030](#) outlines our approach and guides our supporting strategies, operating plans, and team and individual targets for achieving this. This includes extending our impact through growth to ensure future sustainability. We are focused on delivering outstanding teaching and pastoral support to our student population, as well as expanding and internationalising our academic portfolio of programmes. As we continue to expand our reach, our shared goals and values underpin a flourishing network of trusted partners, both at home and overseas, enabling us to promote our global profile and reach diverse communities.

School/Service Information:

The School of Allied Health and Life Sciences is an internationally recognised centre with established expertise and resources in running undergraduate and postgraduate programmes in the areas of sport, health and exercise sciences.

The following undergraduate programmes are offered: Sport Rehabilitation, Physiotherapy, Nutrition, Sport and Exercise Nutrition, Psychology, and Computer Science. Postgraduate provision is offered in the areas of Human Nutrition, Applied Sports Nutrition, Sport Rehabilitation, Physiotherapy, Psychology, Psychology of Mental Health, Public Health, Chronic Disease Management, Computer Science and Occupational

Therapy. Furthermore, the School's Centre for Short Courses and CPD offers a range of vocational courses for members of the local community wishing to develop careers in the area of sport, health and fitness.

The School is committed to offering students vocationally-relevant programmes of study with the highest academic standards. It has undergone rapid expansion in recent years, with the building of new facilities to support the programmes, and the employment of expert staff in the various fields of sport, health and exercise science.

All of the School's teaching and learning activity is underpinned by significant research and enterprise (consultancy/knowledge transfer) work, and staff are actively involved in professional associations.

Job Purpose:

The Lecturer in Digital Health Practice and Innovation will contribute to the development and delivery of high-quality postgraduate education that equips students to critically evaluate, implement and lead digital transformation within complex health and care environments.

The postholder will bring expertise from one or more areas of digital health practice, including innovation adoption, health technology implementation, health informatics, digital transformation, technology-enabled care, service redesign, evaluation or related fields. They will support students to understand how digital technologies move from concept and development through implementation, evaluation and scaling within real-world health and care systems.

Through teaching, scholarship and external engagement, the postholder will strengthen links between academia, healthcare organisations, social care providers, local government, industry and innovation partners, ensuring students benefit from contemporary and practice-informed learning experiences.

Main Duties and Responsibilities:

Communications

- Communicate complex digital health, digital transformation and health technology concepts effectively to students, colleagues and external stakeholders.
- Develop and maintain productive working relationships with healthcare providers, social care organisations, local authorities, industry partners, professional bodies and other external stakeholders.
- Represent the University at internal and external meetings, professional events, conferences and partnership activities, as appropriate.

Teamwork and Motivation

- Work collaboratively with academic and professional services colleagues to deliver an excellent student experience.
- Contribute positively to a multidisciplinary teaching team, sharing expertise and supporting the development of innovative teaching and learning approaches.
- Foster an inclusive, supportive and collaborative environment that promotes student success, professional development and continuous improvement.

Service Delivery

- Contribute to the delivery of high-quality teaching, learning and assessment across the University's digital health portfolio.
- Provide academic guidance, pastoral support and timely, constructive feedback to students.
- Ensure that programme delivery reflects contemporary developments in digital health policy, technology, innovation and practice.

- Contribute to programme quality assurance, enhancement and accreditation activities as required.

Decision Making

- Exercise professional judgement in relation to teaching, assessment, curriculum delivery and student support.
- Contribute specialist expertise to curriculum development, programme enhancement and the future direction of digital health education within the University.
- Contribute specialist expertise to the development and future direction of digital health education within the University.

Planning and Organising

- Plan, organise and deliver teaching, assessment and associated academic activities in accordance with programme requirements and quality standards.
- Effectively manage competing priorities relating to teaching, scholarship, professional engagement and administrative responsibilities.
- Contribute to the design, review and enhancement of modules, curricula and related educational activities.

Initiative and Problem Solving

- Identify opportunities to enhance the quality, relevance and impact of digital health education.
- Apply professional and academic expertise to develop innovative solutions to teaching, curriculum and programme development challenges.

Analysis and Research

- Maintain and develop subject expertise through scholarship, professional practice, research activity and continuing professional development.
- Contribute to research, scholarly activity, consultancy and knowledge exchange activities, as appropriate.
- Critically evaluate developments in digital health policy, technology, implementation and innovation, incorporating relevant developments into teaching and learning.
- Support and supervise student research, dissertations and applied project work.

Teaching and Learning

- Design, deliver and evaluate high-quality teaching and assessment at postgraduate level.
- Develop engaging learning experiences that integrate academic theory with contemporary practice from healthcare, social care, industry and innovation settings.
- Contribute to the development and delivery of modules relating to digital health, digital transformation, innovation, health technology implementation, technology-enabled care, health informatics and related subject areas.
- Supervise student dissertations, projects and independent learning activities, as appropriate.
- Promote evidence-informed practice, critical thinking and reflective learning.

External Engagement and Partnership Development

- Develop and maintain partnerships with healthcare organisations, social care providers, local authorities, industry partners and innovation networks to enhance teaching, student opportunities, applied projects and knowledge exchange activity.
- Contribute to external engagement activities that strengthen the University's reputation and profile within digital health, health technology and innovation communities.
- Identify opportunities for collaborative working, consultancy, enterprise, research and workforce development activities.
- Support the integration of external expertise, real-world case studies and guest contributors into the curriculum where appropriate.

Management

- Undertake administrative and academic citizenship responsibilities appropriate to the role.
- Participate in University committees, working groups and quality assurance processes as required.
- Contribute to programme leadership, development and enhancement activities commensurate with experience and seniority.
- Support the achievement of School and University strategic objectives.

PERSON SPECIFICATION

Selection Criteria	Essential (E) Desirable (D)	Assessed by		
		Application	Interview	Skills Test
Knowledge and Qualifications				
Master's degree in a relevant discipline	E	X		
Relevant professional qualification and/or registration where appropriate	E	X		
Knowledge of contemporary digital health policy, practice and innovation	E	X	X	X
Knowledge of digital transformation within health and care systems	E	X	X	X
Knowledge of health informatics, technology-enabled care, adult social care, integrated care systems, health technology innovation and/or digital product implementation.	D	X	X	X
Doctoral qualification or equivalent scholarly/professional standing	D	X		
Skills and Abilities				
Significant professional experience of leading, developing, implementing or evaluating digital health technologies within healthcare, social care, industry, consultancy or innovation settings, including experience of translating innovation into routine practice	E	X	X	X
Ability to deliver high-quality teaching, learning and assessment	E	X	X	X
Ability to communicate complex concepts effectively to diverse audiences	E	X	X	X
Ability to integrate academic theory with contemporary professional practice	E	X	X	X
Ability to contribute to curriculum development and enhancement	E	X	X	
Ability to establish and maintain productive relationships with external stakeholders and partners	E	X	X	
Ability to contribute to scholarship, research, consultancy or knowledge exchange activities	E	X	X	
Ability to supervise postgraduate dissertations or research projects	E	X	X	
Personal Attributes				
Commitment to providing an excellent student experience	E	X	X	

Commitment to equality, diversity and inclusion	E	X	X	
Enthusiasm for innovation and the use of digital technologies to improve health and care	E	X	X	
Collaborative and collegiate approach to working with colleagues and external partners	E	X	X	
Adaptability and willingness to engage with emerging developments in digital health	E	X	X	

University Policies and Procedures

All staff are expected to undertake their work in an inclusive, fair, safe and respectful manner, with particular consideration to the University values.

St Mary's University reserves the right to change and amend this job description/person specification in accordance with the changing requirements of the organisation.

Approved by:

Date Approved:



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Lecturer role profile

1. Communication

Oral

- Receive, understand and convey information, using media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering lectures at undergraduate level or, where appropriate and the opportunity exists at postgraduate level).
- Convey concepts and theories effectively in lectures.
- Provide feedback to students at undergraduate level or above.

Written

- Receive, understand and convey information, using a range of written material, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. write, or contribute to the production of validation documents and other papers for committees or external bodies for funding and accreditation purposes).
- Actively participate in scholarly activity or research (e.g. write up research outcomes for presentations/conferences)

2. Teamwork and motivation

- Collaborate with colleagues, discuss and agree, taught content, teaching methods, co-teaching. Timetabling and other issues on an ongoing basis in team meetings.
- Work in conjunction with other School Staff (e.g. learning support and administrative staff).
- Attend and contribute to team meetings.

3. Liaison and Networking

- Participate in appropriate internal networks (e.g. school teaching and learning groups).
- Participate in appropriate accreditation or professional bodies and attend meeting or workshops for CPD and networking purposes.
- Build internal contracts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Liaise with colleagues and students across the University.
- Develop networks with academic colleagues in the UK and abroad.

4. Service Delivery

- Provide a service to students i.e. preparing for and delivering teaching and learning that covers the curriculum outline.
- Review the summative and formative feedback and student assessments. Attend Programme Boards. Adapt modules appropriately to ensure quality.

5. Decision making Processes and Outcomes

- Make independent decisions about content and teaching methods providing that they continue to meet the overall curriculum as laid down in the course handbook.
- Provide input and advise to support the decision making of others
- Make decisions collaboratively with colleagues.

6. Planning and Organising Resources

- Plan and prioritise own work or resource where it impacts on own responsibilities (e.g. module delivery, scholarly and research activity), with guidance if necessary.
- Work with others to plan and organise small projects ensuring effective use of resource (e.g. research projects, seminars).

7. Initiative and problem solving

- Use initiative and creativity to identify areas and contribute to the resource of diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data).
- Respond to pedagogic and practical challenges.

8. Analysis and Research

- Identify and develop appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
- Develop, with the help of a mentor if required, proposals for own or collaborative research projects.
- Conduct scholarship in own subject area (e.g. by keeping up to date with literature).
- Ensure that teaching materials remain current and reflect recent research in the area.
- Write up research work for publication.
- Continually update knowledge and understanding in field or specialism.
- Work with partners in non – academic organizations to produce demonstrable economic, public policy or quality of life benefits.

9. Sensory and Physical Demands

- Carry out tasks at a level appropriate to the discipline and type of work.
- Acquire where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, geography, drama and psychology.)

10. Work Environment

- Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; undertake staff development opportunities as they relate to the health and safety of others).
- Be aware of the potential impact of their own work on others.
- Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, school visits, laboratories and media studies)
- Be aware of ethical issues relating to research.
- Depending on area of work and level of training received, may be expected to conduct risk assessment and reducing hazards.

11. Pastoral Care and Development

- Provide support and advice on standard welfare and sensitive issues through the use of listening, interpersonal and pastoral skills.
- Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor).
- Show sensitivity to students and know to whom to refer to for further help.
- Responsible for dealing with referred issues for students with own educational programme.

12. Team Development

- Assist with the development of new team members (e.g. at induction and co-tutoring).
- Participate with colleagues to ensure effective team work.
- Act as a mentor in capacity of personal tutor.

13. Teaching and Learning Support

- Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials to meet defined learning outcomes.
- Select appropriate assessment criteria, assess the work and progress of students by reference to those criteria and provide constructive feedback to students.
- Teach as a member of a teaching team in developing capacity within an established programme of study, with the assistance of a mentor if required.
- Teach effectively both in the context of small groups and in that of a larger groups of students.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Identify learning needs of students and define learning objectives (consulting with more experienced staff as appropriate).
- Supervise the work of students, provide advice on study skills and help them with their learning outcomes.
- Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding possible improvements

14. Knowledge and Experience

- HE teaching qualification or willingness to commence appropriate study programme during first year in role. Existing staff without relevant qualification will need to provide evidence of professional expertise through the HEA professional accreditation framework.
- PhD or D Phil
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Take opportunities for continuous professional development both as related to own discipline and in generic learning and teaching skills.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity issues as they may impact on academic content and issues relating to students' needs.
- Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.