

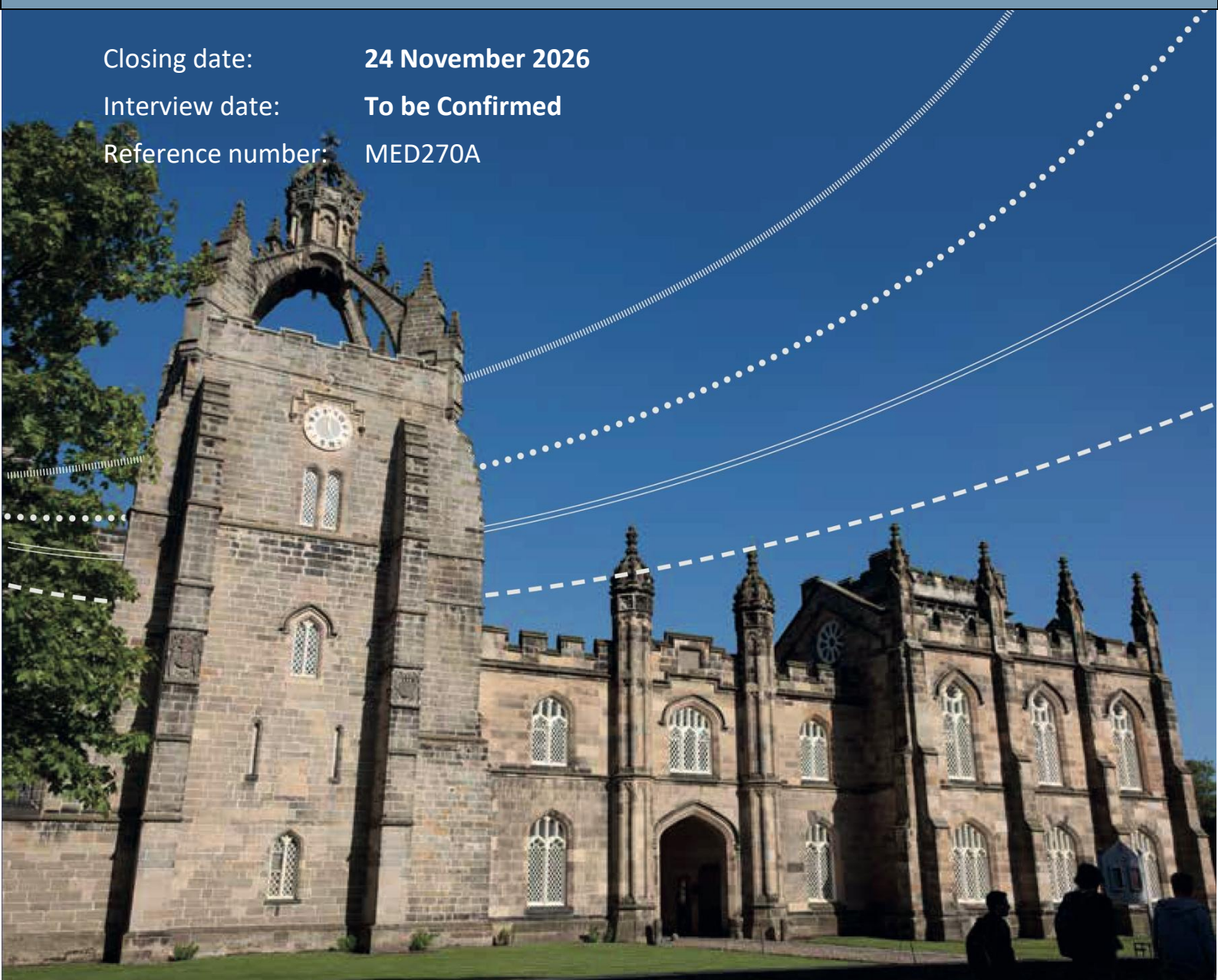
Senior Lecturer (Scholarship) in Artificial Intelligence for Healthcare & Medical Sciences

*INSTITUTE OF EDUCATION IN HEALTHCARE & MEDICAL SCIENCES,
SCHOOL OF MEDICINE, MEDICAL SCIENCES & NUTRITION*

Closing date: **24 November 2026**

Interview date: **To be Confirmed**

Reference number: **MED270A**



INTRODUCTION

We are seeking to appoint an innovative and forward-looking Senior Lecturer in Artificial Intelligence for Healthcare and Medical Sciences to join the School of Medicine, Medical Sciences and Nutrition (SMMSN). This is an exciting opportunity to play a leading role in shaping the future of healthcare and medical sciences education by embedding Artificial Intelligence (AI) and related digital technologies across a diverse portfolio of undergraduate and postgraduate programmes.

The University of Aberdeen has a strong international reputation for excellence in healthcare, medical sciences and professional education. The School delivers a wide range of highly regarded programmes across medicine, dentistry, medical sciences, public health, physician associate studies and other healthcare disciplines, educating students who progress to careers across healthcare, research, industry and the public sector. As AI increasingly influences clinical decision-making, diagnostics, public health practice, biomedical research and drug discovery, the School is committed to ensuring that its graduates possess the knowledge, critical awareness and practical skills required to thrive in an increasingly AI-enabled professional environment.

The postholder will be based within the Institute of Education for Healthcare and Medical Sciences (IEHMS) and will work collaboratively with programme teams across the School to develop and deliver high-quality teaching and learning relating to AI and its application within healthcare and the medical sciences both at undergraduate and postgraduate levels. They will provide leadership in curriculum development, supporting the systematic integration of AI-related content into existing programmes and help students understand both the opportunities and limitations of AI technologies, including their ethical, legal and societal implications.

Working closely with colleagues across SMMSN, the University's AI Lab and the Centre for Academic Development, the successful candidate will contribute to curriculum innovation, educational scholarship and interdisciplinary collaboration. The role offers an opportunity to influence the educational experience of students across multiple disciplines and to support the School's strategic ambitions in education, research and innovation.

The successful candidate will join a supportive and collaborative academic community committed to delivering an outstanding student experience and maintaining the School's position at the forefront of healthcare and medical sciences education. Through this appointment, the School aims to strengthen its capacity in an area of rapidly growing importance, ensuring that all graduates are equipped with the skills and critical understanding demanded by employers, professional bodies and society.

JOB DESCRIPTION

MAIN PURPOSE OF THE ROLE:

The School of Medicine, Medical Sciences and Nutrition seeks to appoint an academic with expertise in the application of Artificial Intelligence (AI) within healthcare, public health and/or the biomedical sciences.

The postholder will provide academic leadership in the development and delivery of AI-related education across undergraduate and postgraduate programmes, ensuring graduates are equipped with the knowledge, skills and critical awareness required to operate effectively in an increasingly AI-enabled professional environment.

Working collaboratively with programme teams, the University's AI Lab and the Centre for Academic Development, the postholder will support curriculum innovation, interdisciplinary teaching and research activity, and the responsible integration of AI within healthcare and medical sciences education.

KEY RESPONSIBILITIES:

Teaching and Learning

- Develop and deliver high-quality teaching in AI and its application to the suite of programmes delivered across the School.
- Lead the design and integration of AI-related content across undergraduate and postgraduate programmes.
- Develop learning materials that enable students to understand the opportunities, limitations and ethical implications of AI technologies.
- Lead and support the development of valid, authentic and inclusive assessment approaches that evaluate AI knowledge and capability, and that remain educationally robust in contexts where students may have access to generative AI tools. This will include providing guidance on permitted use, acknowledgement, verification of outputs and evidence of students' own reasoning.
- Supervise undergraduate and postgraduate student projects and dissertations.
- Contribute to programme review, enhancement and accreditation activities as required.
- Develop students' practical AI literacy, including appropriate tool selection and use, critical verification of outputs, interpretation of uncertainty, recognition of limitations, safe handling of information and critical evaluation of AI-supported decisions within discipline-specific and professional contexts.
- Develop students' ability to verify AI-generated outputs, recognise errors and fabricated evidence, understand uncertainty and automation bias, protect confidential or sensitive information, and maintain appropriate professional responsibility for AI-informed decisions.

Research and Scholarship

- Develop a coherent programme of educational research and scholarship concerning AI in healthcare and biomedical-sciences education, including rigorous evaluation of curriculum and assessment innovations, peer-reviewed or equivalent scholarly dissemination, external collaboration and applications for funding where appropriate.
- Develop collaborative research opportunities across the School, University and external partners.
- Seek external funding where appropriate.
- Disseminate research and scholarly outputs through publications, presentations and engagement activities.

Leadership and Curriculum Development

- Undertake an initial mapping of existing AI, digital health and data-science teaching across the School, identifying gaps, duplication, dependencies and opportunities for shared provision.
- Develop a coherent and progressive framework of AI learning outcomes that can be adapted to the requirements of individual programmes and professional contexts.
- Provide academic leadership for the planned, responsible and evidence-informed integration of AI across the School's educational portfolio. This will include mapping existing provision, identifying curriculum priorities, developing shared principles and learning outcomes, supporting programme teams, building staff capability and evaluating educational impact.
- The postholder will work in partnership with relevant University specialists and governance functions and will not hold sole responsibility for technical assurance, information governance, cybersecurity, legal compliance or institutional AI policy.
- Advise programme teams on emerging developments in AI and their implications for curriculum design.
- Work with academic colleagues to ensure coherent and consistent AI provision across programmes.
- Contribute to institutional initiatives relating to AI-enhanced learning and teaching.

External Engagement

- Develop relationships with relevant healthcare, industry and professional stakeholders.
- Represent the School at external events such as conferences, recruitment events and professional networks.
- Contribute to activities that enhance the School's reputation and visibility in AI-related education and research.
- Work with students, patients, public contributors and professional stakeholders, where appropriate, to ensure that AI-related education reflects user perspectives, professional responsibilities and wider societal concerns.

Administrative Duties

- Participate fully in School and University committees and administrative activities.
- Undertake academic citizenship responsibilities appropriate to grade.
- Comply with University policies and procedures.

CANDIDATE BACKGROUND

Candidates should hold a PhD in Artificial Intelligence, Data Science, Computer Science, Digital Health, Health Informatics, Biomedical Sciences, Public Health, or another relevant discipline with a clear focus on the application of AI within healthcare, life sciences or related fields. Fellowship of Advance HE (or equivalent recognition of teaching practice) is desirable, as is evidence of engagement with educational scholarship and curriculum innovation.

Applicants should have experience of teaching within higher education and be able to demonstrate expertise in the application of AI to one or more relevant areas such as healthcare, public health, biomedical sciences, diagnostics, drug discovery, health data science, clinical decision support, population health management or biomedical research. The postholder will not be expected to possess specialist expertise across every discipline represented within the School. They will be expected to bring substantial expertise in one or more relevant areas, together with the ability to work collaboratively with discipline specialists to develop coherent and contextually appropriate AI education. They should possess a strong understanding of contemporary AI technologies and methodologies, including machine learning, predictive analytics and generative AI, together with an appreciation of the ethical, legal and governance issues associated with their use.

Candidates should have experience of developing, delivering and evaluating teaching and learning activities, and ideally have contributed to curriculum design or enhancement. They should be able to communicate complex technical concepts effectively to students from a wide variety of disciplinary backgrounds and support learners in developing both practical AI literacy and the ability to critically evaluate AI technologies within professional contexts.

Experience of interdisciplinary working is highly desirable, particularly across healthcare, biomedical sciences, data science, computer science or related disciplines. Applicants should demonstrate the ability to build effective collaborative relationships and to work with academic colleagues to embed AI-related content within existing curricula in a coherent and accessible manner.

The person appointed will be a member of the Institute of Education for Healthcare and Medical Sciences (IEHMS) within the School of Medicine, Medical Sciences and Nutrition (SMMSN) and will be line managed by a senior member of the IEHMS academic line management team. The postholder will work closely with colleagues across the School, the University's AI Lab and the Centre for Academic Development to support the strategic integration of AI across undergraduate and postgraduate programmes. Depending on grade and experience, they may also be expected to undertake leadership and line management responsibilities within the Institute.

TERMS OF APPOINTMENT

Salary will be at the appropriate point on the Grade 8 scale, £61,165 - £68,817 per annum, and negotiable with placement according to qualifications and experience.

Any appointment will be made subject to satisfactory references and probation period.

For further information on various staff benefits and policies please visit www.abdn.ac.uk/staffnet/working-here

This role is based in the UK and as such the successful candidate will be required to live and work in the UK.

Prior to employment, the successful candidate must be able to demonstrate their right to work in the UK. This role may be eligible for sponsorship under the Skilled Worker route under the UKVI immigration rules but is dependent on factors specific to the candidate and if tradeable points can be used under the rules.

Information on other visa options is available at <https://www.gov.uk/check-uk-visa>.

Please do not hesitate to contact Grant Rae, HR Adviser (e-mail: grant.rae@abdn.ac.uk) for further information.

This is a campus-based role in Aberdeen and is not suitable for remote appointment. The postholder will be expected to work regularly across the Foresterhill and Old Aberdeen campuses to deliver teaching, collaborate with programme teams and participate fully in the academic community. Any occasional homeworking would be subject to operational requirements and the University's applicable policies.

AT A GLANCE

SALARY:

Grade 8

£61,165 - £68,817 per annum

HOURS OF WORK:

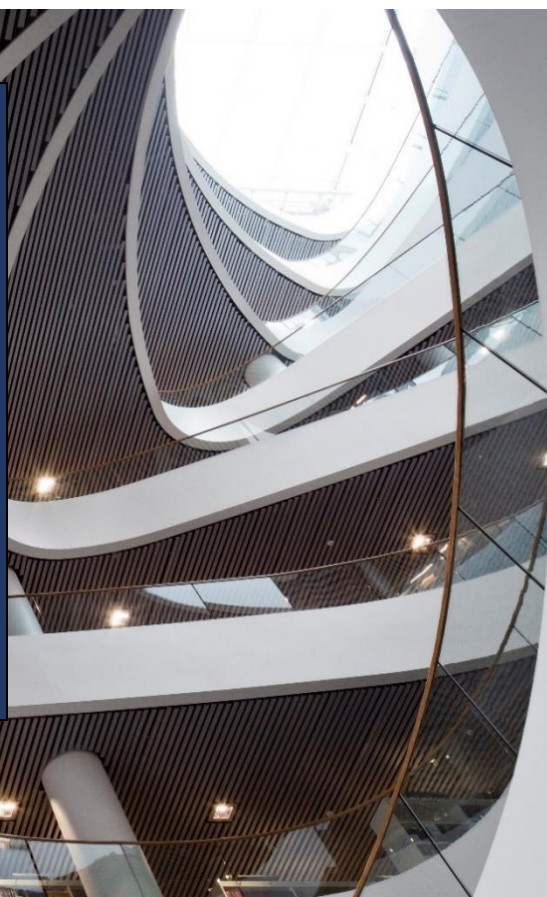
Full-time, 40 hours per week (inclusive of paid breaks)

CONTRACT TYPE:

Substantive

LOCATION:

Aberdeen



PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Education/Qualifications Academic, technical and professional education and training	• PhD in a relevant discipline, or equivalent substantial professional standing, together with demonstrable expertise in the application of AI within healthcare, public health, biomedical science or health professions education.	• Post graduate certificate in education or equivalent e.g. Fellowship of Higher Education Academy or Academy of Medical Educators.
Work and Other relevant experience (including training) e.g. Specialist knowledge, levels of experience, supervisory experience, research	• Demonstrable expertise in the application of AI within healthcare, public health, biomedical sciences or a related field. • Experience of curriculum development and innovation. • Ability to communicate complex technical concepts to non-technical audiences. • Leadership experience in teaching organisation and delivery. • Experience of different modes of teaching delivery including face-to-face, practical, small group, hybrid approaches and online delivery. • Experience of software packages for teaching, learning and assessment. • Experience of different forms of teaching methods, evaluation, assessment, and feedback. Experience of Quality Management of education. • Knowledge of equality, diversity, inclusion and accessibility in education, including the potential for AI systems, data and digital provision to create or amplify bias, exclusion and differential outcomes. • Current understanding of relevant AI approaches including machine learning, predictive modelling and generative AI, with the ability to	• Experience of educational scholarship/educational innovation and evidence of dissemination of learning • Experience of integrating awareness of equality, diversity, and inclusivity issues into educational activities. • Experience of the delivery of staff development activities including the provision of mentorship and coaching. • Experience of AI applications in clinical practice, public health, diagnostics, drug discovery, biomedical research or healthcare management. • Experience of working with industry, NHS organisations or public sector partners. • Practical experience of programming, data analysis, model development or the use of relevant computational tools.

ESSENTIAL

explain how systems are developed, evaluated and applied and to critically assess their limitations.

- Evidence of taking an AI-enabled, digitally enabled or educational innovation from identification of need through design, stakeholder engagement, implementation and evaluation.
- Evidence of evaluating educational activity using appropriate quantitative and/or qualitative methods and using the findings to improve provision.

DESIRABLE

Personal qualities and abilities

e.g. initiative, leadership, ability to work on own or with others, communication skills

- Willingness to create, develop and participate in blended learning / online delivery approaches to teaching and assessment
- Evidence of commitment to an inclusive and supportive culture that promotes a student-centred approach
- Excellent communication skills and experience in the development of networks with colleagues within the University and across institutions.
- Evidence of ability to work independently as well as within wider educational goals and to undertake lead roles as well as working collaboratively within teams.
- Evidence of commitment to appropriate professional development and to learn new techniques / approaches as required.
- Excellent organisational skills, with ability to reprioritise workload in response to changing events
- Willingness to broaden educational expertise to assist other disciplines/programmes within the wider School.

ESSENTIAL

DESIRABLE

- Ability to problem solve and take a proactive approach to managing challenges.
- Ability to work effectively with data scientists, software developers and information specialists, including the ability to define educational problems, interpret technical evidence and contribute to the evaluation of AI systems.
- Demonstrable ability to design and deliver staff development for audiences with differing levels of technical confidence, including supporting colleagues to evaluate AI tools, redesign curricula and assessments, and adopt responsible practices.
- Evidence of leading educational or digital change through consultation, co-design, effective communication and the constructive management of differing stakeholder perspectives.
- Ability to explain when AI is not an appropriate response, rather than assuming that every problem requires an AI solution.

Other

e.g. special circumstances (if any) appropriate to the role such as unsocial hours, travelling, Gaelic language requirements etc.

- Teaching will be spread across Old Aberdeen and Foresterhill Campuses.
- Events such as public engagement/recruitment activities may take place during weekends/evenings.

UNIVERSITY OF ABERDEEN

open to all and dedicated to the pursuit of truth in the service of others

The University of Aberdeen is a broad based, research intensive University, and we put students at the centre of everything we do. Outstanding in a wide range of discipline areas, Aberdeen is credited for its international reach and commercialisation of research ideas into spin out companies. The University has over 16,000 matriculated students and 3,600 staff representing 130 nationalities. We encourage bold thinking, creativity and innovation, and we nurture ambition with many opportunities for professional and personal development in an inclusive learning environment which challenges and inspires.



CURRENT CONTEXT

The University continues to uphold the principals of the foundational purpose. We remain committed to delivering positive change both locally and globally. We work together and with our partners in an interdisciplinary way, catalysing world-leading research in our areas of strength: Energy Transition; Social Inclusion and Cultural Diversity; Environment and Biodiversity; Data and Artificial Intelligence; and Health, Nutrition and Wellbeing. We are investing in our future and have committed £100m to upgrading our campus, including the new fully digitised Science Teaching Hub, the regeneration of the historic King's Quarter and a new Business School building. Our commitment to our students, campus and community has led to us being named a Top 20 UK institution in two major league tables¹ and 4th in the UK for overall student satisfaction².

¹ The Times and Sunday Times Good University Guide 2023 and the Guardian University Guide 2023

² National Student Survey (NSS) 2022

ABERDEEN 2040

On our 525th anniversary as a University we launched [Aberdeen 2040](#), our strategic vision for the next 20 years. Four strategic themes will shape our learning and discovery, underlined by 20 commitments we have made against each theme:

- **Inclusive**
We welcome students, staff and partners from all backgrounds, organisations and communities. We value diversity.
- **Interdisciplinary**
We innovate in education and research by generating, sharing and applying new kinds of knowledge. We learn together.
- **International**
We connect with others and extend our networks and partnerships around the world. We think across borders.
- **Sustainable**
We understand and nurture our environment, and take care of our resources, including our people and finances.

We work responsibly.

OUR EDUCATION

Recognised as the Scottish University of the Year in the Times and Sunday Times Good University Guide 2019, we remain true to our roots as an ancient Scottish university, combining breadth and depth in our degree programmes and drawing strength from the quality of our research. Our flexible curriculum encourages students to grow as independent learners and therefore to thrive as graduates in the diverse workplaces of the future. Our education is open to all and we are setting ambitious targets to further widen access.

OUR RESEARCH

Researchers at the University of Aberdeen have been at the forefront of innovation and excellence throughout the centuries, generating insights in medicine, science, engineering, law, social sciences, arts and humanities. This research has contributed to five Nobel prizes as well as other awards such as the Queen's Anniversary prize. Our research is intellectually rigorous working within our established areas of excellence as well as new methods of enquiry. We will continue to generate new knowledge addressing economic and societal issues with ambition and imagination, ensuring that it is globally excellent and locally relevant.

INTERNATIONAL

Aberdeen is increasing its international presence, positioning the University as a global organisation and building on established global partnerships around the world, including Qatar, China, North America, Europe. We feature in the top 50 institutions worldwide for international students³.

³ Times Higher Education World University Rankings 2021



IMPACT

In 2020 the University signed the United Nations Sustainable Development Goals accord, solidifying our commitment to developing the world in a sustainable way. In 2022 we were listed in the global Top 100 for 8 of these goals⁴.

Our highly cited work in zero-carbon technology and global outlooks makes us Scotland's best institution for environmental research⁵.

⁴ Times Higher Education Impact Rankings 2022
⁵ QS World University Rankings 2022

THE SCHOOL OF MEDICINE, MEDICAL SCIENCES AND NUTRITION

The School of Medicine, Medical Sciences and Nutrition (SMMSN) is the largest School within the University of Aberdeen and brings together the breadth of disciplines that underpin modern medicine, health and life sciences. Our activities span biomedical sciences, health sciences, nutrition, medicine, dentistry, and medical and dental education, delivered through a vibrant and collaborative academic community.

The School is organised into five interdisciplinary Institutes that work closely together to deliver research-led teaching, innovation and impact across undergraduate, postgraduate and professional programmes:

- The Institute of Applied Health Sciences <https://www.abdn.ac.uk/iahs/>
- The Institute of Medical Sciences <http://www.abdn.ac.uk/ims/>
- The Rowett Institute <http://www.abdn.ac.uk/rowett/>
- The Institute of Education in Healthcare and Medical Sciences <https://www.abdn.ac.uk/IEHMS/>
- The Institute of Dentistry <https://www.abdn.ac.uk/dental/>

Research and Academic Excellence

Our School mission statement is 'Here for Health'. We host world-leading research that addresses major challenges in human health and disease. Within the **Institute of Medical Sciences**, research focuses on the development of effective therapies for patients with a range of debilitating and life-threatening conditions. Key strengths include arthritis and musculoskeletal medicine; cell, developmental and cancer biology; immunity, infection and inflammation; metabolic and cardiovascular health; microbiology; and translational neuroscience.

The **Institute of Applied Health Sciences** is dedicated to improving population health and health-care delivery through multidisciplinary, clinically orientated research. It is home to a large multidisciplinary group of academic and research staff and hosts the Aberdeen Centre for Evaluation (ACE) and the Health Economics Research Unit (HERU).

The **Institute of Education in Healthcare and Medical Sciences** provides academic leadership in medical and healthcare education. In addition to oversight of undergraduate and postgraduate taught programmes, IEHMS delivers the highly regarded University of Aberdeen MBChB programme and a range of postgraduate programmes, including the MSc in Clinical Education, supported by internationally recognised scholarship in healthcare education research.

The **Institute of Dentistry** delivers a graduate entry Undergraduate BDS programme alongside a growing portfolio of postgraduate and professional development programmes, contributing to education, research and clinical service across dentistry and oral health.

The **Rowett Institute** undertakes internationally recognised nutrition and metabolic research aimed at improving health and preventing disease across the life course. Its purpose-built facilities support unique capabilities in human nutrition research, from molecular biology to whole-body metabolism.

Research Centres and Facilities

The School is home to a number of specialist Centres that represent areas of particular research strength and capacity, and which actively support collaboration across disciplines. These include:

- Aberdeen Biomedical Imaging Centre (ABIC)
- Centre for Healthcare Education Research and Innovation (CHERI)
- Centre for Health Data Science
- Aberdeen Cardiovascular and Diabetes Centre Aberdeen Centre for Arthritis and Musculoskeletal Health
- Aberdeen Centre for Women's Health Research
- Aberdeen Cancer Centre

Excellent infrastructure is provided through state-of-the-art academic and clinical buildings, alongside extensive core facilities supporting biomedical and health research, including flow cytometry, proteomics, advanced microscopy, metabolomics, genome sequencing and high-plex spatial profiling of RNA and protein targets. Dedicated support is available for health data science, clinical trials and translational research.

Location and Partnerships

The School is based at the **Foresterhill campus**, a major integrated healthcare, teaching and research site shared with our principal clinical partner, **NHS Grampian**. This close physical and strategic partnership supports collaborative working across primary and secondary care and provides exceptional opportunities for research translation, clinical education and impact.

NHS Grampian and the University of Aberdeen share a deep, long-standing clinical–academic partnership that underpins excellence in education, research and patient care across the North East of Scotland. Clinicians are embedded in teaching, mentoring, assessment and research, ensuring learning is rooted in real-world practice and that innovation is translated directly into frontline care. This joint model attracts high-calibre staff and students, supports multidisciplinary education, and creates a strong culture of continuous learning and inquiry. Together, both organisations are united by a shared mission to improve health outcomes for local communities through learning, care and impact.

The Foresterhill site is one of the largest integrated healthcare environments in Europe and offers a uniquely rich setting in which staff and students work alongside clinicians, researchers and educators to solve the difficult challenges confronting health and wellbeing.

Our commitment to driving societal impact from our research is facilitated by the Opportunity North East (ONE) BioHub that is home to the entrepreneurial ecosystem of Foresterhill and the wider North East of Scotland life sciences community.

Our Community

The School brings together a diverse community of over 800 staff and approximately 3,000 full-time equivalent students, creating a supportive, collegial and ambitious academic environment. We are committed to equality, diversity and inclusion, and to providing a positive and flexible working culture that supports career development, collaboration and excellence.

BSc / MSci in Medical Sciences

We deliver a wide range of cell and molecular biology medical sciences programmes in the context of human health and disease and also biomedical science programme options in human physiology, form and function, health, and disease across the span of medical biosciences. These programmes are delivered with the flexibility to provide students with a solid ground to enter a professional career, to undertake research or step forward to Postgraduate Study. Research led teaching ensures that our students are being taught by those at the forefront of scientific research and who are passionate about their subject area. The diversity of subjects and flexibility of our degrees allows students to explore areas of science they may not even have considered before specialising in their chosen area.

Many of the programmes have an integral industrial placement option which offers students the opportunity to spend the fourth year of their degree in (paid) employment and graduate after five years with an MSci (an undergraduate Masters degree) instead of a BSc.

Additional bio-business options are available in some programmes. These extend over 3 years and concentrate on learning about models that relate directly to the commercialisation of science and technology.

A full list of our UG courses in Medical Sciences can be found at:

<https://www.abdn.ac.uk/smmsn/undergraduate/medical-sciences/courses.php>

Regulated healthcare Programmes

MBChB Programme

Aberdeen is home to the oldest English-speaking medical school and has been training doctors since 1495. The programme has been designed to provide the appropriate basic medical education required to underpin postgraduate training and professional practice. Our programme consistently performs well in national measures of student satisfaction and was ranked as 2nd in the UK for Medicine, Guardian University Guide 2022; Top 10 in the UK for Medicine, The Times, and Sunday Times Good University Guide 2022.

Further details are available at <http://www.abdn.ac.uk/smmsn/undergraduate/medicine/index.php>.

Years 1 – 3

In the early years of the programme, the scientific basis of medicine is taught together with an introduction to the principles of disease and to clinical practice. The programme starts with the Foundations of Medicine, an introduction to Anatomy, Clinical Skills and the principles of General

Practice. Teaching is organised by body system – respiratory, cardiovascular, alimentary etc and integration between science and medicine is promoted whenever possible. Teaching sessions comprise a mix of lectures, both face to face and those delivered on-line, with facilitated case based learning, small group tutorials and practical demonstrations. Much of the teaching is in the new Suttie Centre, which has a state-of-the art Clinical Skills Centre (CSC) and Anatomy facility. The Clinical Skills course starts early in first year in the safe environment of the CSC, working with volunteer simulated patients and peer examination. Ward visits begin in second term with increasing opportunities to see patients in Aberdeen Royal Infirmary and Woodend Hospital, under supervision, to practise basic skills.

A thread of Personal and Professional Development (PPD) also runs through the whole 5-year programme and includes small group discussion, plenary sessions and the development of a portfolio by each student. Student Selected Components (SSCs) allow students to follow up areas of specific interest both in and out of medicine. There are medically related SSCs in years 1 and 2, while in Year 3 students have the opportunity to spend 6 weeks studying a subject within the general theme of “Medical Humanities”. Medical Humanities aims to give students an alternative perspective on medicine, healthcare, illness, or disability. This is achieved by studies in an extensive range of Humanities subjects including anthropology, economics, history, sociology, educational studies, divinity, art and music.

Year 4

The Year 4 curriculum is a clinically-based, person-centred learning experience that builds on the breadth and depth of specialty knowledge from the earlier years systems- based teaching. Students develop their clinical reasoning, diagnostic and management skills for both individual patients and patient populations of all ages, with medical conditions affecting any of the body systems. Students undertake seven six-week clinical blocks during which experience will be gained in many different clinical areas and disciplines including, Acute medicine and critical care; Surgery and critical care; Reproductive and child health; General Practice; Long term conditions and integrated care; Mental Health; Diagnostics and student preference attachments.

At least one of these clinical blocks will be undertaken in Inverness. However, students may choose to undertake the Remote and Rural option for all the blocks in Year 4, and these students will be based in Inverness for the year. Five horizontal themes also arc across the curriculum: diagnostics, end of life care, health data science, quality improvement, cost and value of healthcare.

Year 5

Final year represents a deliberate change in approach from the systems-based learning of Years 1 to 4, to experience professional practice as a member of the clinical team dealing with the whole patient. The year comprises five courses in all. There are three 8-week clinical attachments in the broad areas of Medicine, Surgery and Community Health (General Practice or Psychiatry). As far as possible, students have a choice of specialty within these blocks. Each of these courses covers generic core skills, common to all areas of medical practice, in which students are required to become proficient. At least one of the clinical courses will be undertaken in Inverness or Elgin.

Year 5 is very much an apprentice year when students become much more actively involved in the role they will be expected to perform as Foundation Doctors.

Of the remaining two courses in Year 5, one is a project-based Elective on a medical topic. This is an 8-week block which students arrange by themselves, with help from a local supervisor and a network of Electives Advisers. Previously the majority of students undertook this elective period abroad. The other course is the Professional Practice Block which is split into 2 sections, one at the start of the year and the other at the end. This course is designed to facilitate the transition from student to Foundation Doctor.

MSc in Physician Associate Studies

This graduate entry full-time two-year masters programme will soon be regulated by the GMC. In the first year student learning their clinical skills in a simulated environment and at times alongside medical students, undertake a curriculum of the scientific basis of medicine and the principles of disease relating to clinical practice which is tailored to the national guidance for Physician Associates. The second year is an immersive clinically based, person centred experience.

BDS

This is a graduate entry programme which allows for direct entry to Year 2 of a BDS degree pathway. Within the programme students undertake academic study of the scientific basis of dental practice, and the principles of disease as it relates to dental practice. Practical patient care is introduced early in the programme following with close supervision from experienced clinicians.

ABERDEEN AND ABERDEENSHIRE

Scotland's third largest city, Aberdeen sits on the coast between the mountains of Aberdeenshire and the stunning North Sea coastline. The Aberdeen City region is a can-do place that is actively investing, at scale, in its future.

Renowned as a Global Energy Hub, Aberdeen is a vibrant, entrepreneurial region, home to a unique mix of business opportunities and specialist skills across various sectors including energy, technology, life sciences and food & drink. More than 20% of Scotland's top businesses are located in this region which is taking great strides to ensure that it continues to compete on a world stage. Investments of more than £10 billion of public and private infrastructure is due to be delivered before 2030, marking an exciting time to be part of a genuine world-class location.

Built from sparkling local granite Aberdeen has earned the name of the Silver City. As the energy capital of Europe, Aberdeen nevertheless retains its old-fashioned charm and character making it an attractive place in which to live, work and study. Due to its global business and international energy industry credentials, Aberdeen is well served by local and national transport infrastructure with excellent rail networks that run both North and South of Scotland and the rest of the UK. It also acts as an international travel hub. Flying time to London is just over one hour with regular daily flights and serves international travel to European centres such as Amsterdam (Schiphol) and Paris (Charles de Gaulle) as well as flights to other European destinations.

The City and the surrounding countryside provide a variety of urban, seaside and country attractions. Aberdeen has first class amenities including [His Majesty's Theatre](#), [Music Hall](#), [Art Gallery](#), [the P&J Arena](#), [Museums](#), and [Beach Leisure Centre](#). The City is framed by its accessible beach front which is within a short walk of the city centre and there are an array of activities available across the region such as hill walking; mountaineering; sailing; surfing; salmon, trout and sea fishing; golf; sailing; surfing and windsurfing. The surrounding countryside, known as Aberdeenshire, is also one of Scotland's most appealing regions. Royal Deeside and the Cairngorms National Park are within easy access of the city, and there are a variety of towns and villages scattered along the coastline.

The city and the surrounding area have ranked consistently highly in nationally recognised quality of life surveys, coming out top 10 as one of the best places to live in Scotland in 2020 in the annual Bank of Scotland survey.

To find out more visit www.visitabdn.com

EQUALITY AND DIVERSITY

The University values and celebrates a diverse working and learning environment and recognises the richness this brings, both in terms of contributing to the success of the University and creating safe and inclusive cultures. The University welcomes applications from individuals with diverse lived experiences.

The University supports flexible working, including hybrid working arrangements, and has policies in place to facilitate this where it is appropriate. The policies can be found at <https://www.abdn.ac.uk/staffnet/working-here/flexible-working--5607.php>.

The University is committed to progressing gender equality across all its functions and has been a proud member of the Advance HE Athena Swan Charter, achieving an institutional Bronze award, one Silver departmental award for the School of Psychology and eleven departmental Bronze awards. LGBTQ+ equality is championed through the University's membership of the Stonewall Diversity Champions Programme, where the University has achieved a Silver award in the Workplace Equality Index. The University is on a continual journey to respond to, and combat, GBV in our community and beyond. We are proud to be working towards the EmilyTest Charter, in partnership with the charity, EmilyTest. We all have a role to play in knowing how to signpost colleagues and students to support for gender-based violence, and training and support is available to all staff on this topic.

The University is signed up to Advance HE's Race Equality Charter, affirming the University's commitment to the Charter's aim of improving the representation, progression and success of staff and students who identify as belonging to a racialised group. The University launched its Antiracism Strategy in 2022, representing a bold framework for progress on race equality. Recognising the importance of addressing the under-representation of racialised groups in the senior team, the University's new Recruitment and Selection Policy embeds specific positive action measures to address this.

The University is delighted to be accredited as a [Disability Confident](#) employer and strives to ensure that disabled staff and students have the opportunity to work and study in an inclusive, accessible and supportive environment. The University's Wellbeing Strategy commits it to progressing work to tackle stigma related to mental health and action to promote and improve health and wellbeing for staff and students. Candidates who are British Sign Language (BSL) users can contact us directly by using [contact SCOTLAND-BSL](#)

The University's work on equality, diversity and inclusion is supported by a range of networks and engagement activities, designed to provide safe spaces and raise awareness of the support available and the steps everyone can take to create inclusive campuses.

www.abdn.ac.uk/staffnet/governance/equality-and-diversity-277

HOW TO APPLY

Online application forms are available at www.abdn.ac.uk/jobs

The closing date for receipt of applications is **24 November 2026**

Should you wish to make an informal enquiry please contact:

Professor Derek Scott (d.scott@abdn.ac.uk).

Please do not send application forms or CVs to Professor Scott.

Please quote reference number MED270A on all correspondence