

Job Description

Senior Lecturer/Reader in Medical Education (APL Lead)

Education, Scholarship & Professional Practice

**KENT AND
MEDWAY
MEDICAL
SCHOOL**



Salary:	Grade 9/10
Contract:	Part time (0.4 FTE) and ongoing
School/Department:	Kent and Medway Medical School (KMMS)
Location:	Canterbury Campuses
Responsible to:	Dean of KMMS or their nominee

Kent and Medway Medical School

KMMS welcomed its first students in 2020 and achieved full GMC accreditation in 2025. Our mission is to widen participation, train excellent doctors, and improve health in Kent and Medway. We deliver a five-year undergraduate programme and a growing portfolio of postgraduate study, including the MSc in Clinical Education and Physician Associate Studies.

Equity, Diversity and Inclusion

KMMS is proud to have a diverse and inclusive community of students and staff. We welcome applications from members of all the non-majority parts of our community and KMMS is committed to fair treatment and to ensuring that the learning and working environment are supportive and inclusive to all. Duties in the delivery of learning, teaching and supporting students and staff should be performed in a manner in keeping with the School's core values.

Job purpose

We are seeking an inspirational academic leader and role model to develop and deliver the School's Accreditation of Prior Learning (APL) programme, with an expected launch date of September 2027 for the pathway, starting with students in Years 1 and 2 of the Biomedical Science programmes. This innovative programme represents a world first and further enables KMMS' wider participation mandate by creating seamless transition pathways for high-achieving biomedical science students into medicine, addressing both widening participation objectives and NHS workforce needs. This role will lead the design and delivery of a programme which enables biomedical science students, who perform highly within years 1 and 2 of their programme according to a standardised selection process, to enter a bespoke transition year and then enter Year 3 of the undergraduate medical degree with appropriate advanced standing to graduate as medical practitioners after a further three years of study on the BM BS programme. Students will therefore undertake a 6-year medicine with bioscience degree. The role holder will ensure the programme meets the rigorous standards of the General Medical Council (GMC) and other Professional, Statutory and Regulatory Bodies (PRSB), where required, while maintaining academic quality, equity of student experience, and alignment with institutional and national medical education priorities.

The role will involve working on the campus sites of both the partner universities in Canterbury and Medway and conducting extensive liaison work with placement providers based across Kent and Medway.

The role is open to suitably qualified individuals who have a specific interest and background in widening participation, curriculum design and programme management in healthcare education. We particularly welcome applications from non-clinical academics with expertise in educational design, assessment, quality assurance, or

related fields; clinical experience is not a requirement for this role. We would expect this to be at Senior Lecturer level, but consideration will be given to appointments at Reader level if the successful applicant already holds this level of academic appointment and if evidence of experience and achievement supports this (see Person Specification below).

The five-year undergraduate BMBS programme is taught at the Canterbury campuses of both university partners with medical placements within Primary, Community and Secondary Care across Kent and Medway. The role will involve working on the campus sites in Canterbury and Medway and conducting extensive liaison work with placement providers based across Kent and Medway.

The role will make a major contribution to the development of the KMMS undergraduate medical programme and will bring biomedical science and clinical education into closer alignment across our partner institutions.

Key accountabilities

- Using experience of higher education, deliver and contribute to the design of high-quality, demand-driven, and student-centred taught programmes as a member of the teaching team.
- Work with the KMMS Head of Admissions to develop and deliver the recruitment process for eligible students.
- Co-ordinate all aspects of preparation for the inaugural delivery of the transition year, taking learner, academic and regulatory needs into account.
- Enable a smooth transition for selected students from Biomedical Science to the BM BS programme.
- Work with the Deputy Dean for Undergraduate Medical Education and other senior leadership members to manage the ongoing delivery, teaching, and evaluation of the bespoke transition year.
- Undertake additional leadership roles within the School, as determined by the line manager.
- Take part in the enterprise activities of the School and undertake administrative duties assigned by the line manager or their nominee.
- Participate in the School's citizenship responsibilities, including committee membership, staff development, and contribution to institutional strategic priorities.

Key duties

The following are the main duties for the job. Other duties, commensurate with the grading of the job, may also be assigned from time to time.

1. Teaching and Learning

- Using experience of higher education expertise, deliver high quality teaching and assessment in a variety of settings, developing critical thinking and clinical reasoning skills in students.
- Provide academic leadership and mentorship to APL students, ensuring equity of experience and support for their transition into the BMBS programme.
- Foster scholarship in medical education, particularly in areas of prior learning accreditation, accelerated pathways, widening participation, and curriculum mapping.
- Support module leaders and administrative staff in development, maintenance and delivery of the teaching of the APL programme and transition to the BMBS programme.
- Contribute to the delivery, organisation and review of the teaching across the undergraduate medical curriculum, with a particular focus on the bespoke transitional year for APL entrants, ensuring that the APL pathway in entirety satisfies GMC requirements for a Primary Medical Qualification..
- Ensure student learning needs and outcomes are met through a standardised approach to curriculum content, methods of delivery and learning materials.

- Using experience of current higher education practice, develop own teaching materials, methods and approaches. Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
- Work with colleagues in the assessment team and module leaders in the development and delivery of innovative written, practical assessments, including question writing, question review, examiner recruitment to ensure that assessments are of high quality, valid and responsive to internal and external feedback.
- Participate in student recruitment and assessment activities across all 5 years of the programme.

2. Strategic Management

- Lead the design, development and implementation of the APL programme for entry into an advanced stage of our undergraduate medicine programme, including mapping prior learning from accredited biomedical science (or related bioscience) degrees against the medical curriculum outcomes.
- Ensure rigorous business planning for the APL programme, considering opportunities for expansion of capped places to study medicine nationally, as well as other possible graduate destinations.
- Oversee the assessment and accreditation processes for applicants' prior learning; ensuring decisions are robust, transparent, fair, and defensible under GMC and wider stakeholder regs.
- Develop and maintain policies, procedures, and guidance for APL/RPL in line with university frameworks and external regulatory expectations, with a particular focus on ensuring equity of student experience and excellent student support structures for students on the APL pathway.
- Act as the primary point of expertise and liaison with the GMC on matters relating to APL, graduate accelerated entry pathways, and programme standards (with focus upon 'Outcomes for Graduates' and 'Promoting Excellence').
- Ensure full compliance with GMC requirements for programme approval and ongoing quality assurance.
- Engage proactively with other relevant PSRBs and professional bodies in the UK Higher Education and health sectors to maintain programme accreditation.
- Lead on internal and external quality assurance processes for the APL programme, including programme monitoring, annual review, periodic review, and enhancement initiatives.
- Be a member of the KMMS management organisation and attend and participate in the work of KMMS boards, committees and sub-committees as directed by the Dean for KMMS.
- Support programme validation events and Periodic Subject Reviews.
- Contribute to the School's learning and teaching strategy and to subject level TEF submission.
- Undertake line management and professional development duties to assist team members in their career progression.
- Represent KMMS at local, regional and national meetings relevant to medical education with internal and external bodies and develop leadership in this domain.

3. Administration

- Prepare proposals and applications to external bodies for funding and accreditation purposes.
- Build and maintain strong collaborative relationships with feeder programmes (e.g., BSc Biomedical Science programmes at nominated institutions, expected to be Canterbury Christ Church University and University of Kent in the first instance, with the possibility of expansion at a later date).
- Represent the medical school at national forums, committees, and networks related to graduate entry/accelerated medicine, APL in health professions education, and regulatory developments.
- Work closely with senior academic and professional services colleagues (e.g., admissions, registry, quality office) to ensure integrated delivery of the APL programme.
- Undertake administrative roles in KMMS as required by the line manager any administrative role will be assigned according to the level of your appointment, the subject's requirements and your teaching load.

- Engage in effective and professional communication with academic and administrative colleagues in KMMS, University of Kent, Canterbury Christ Church University and externally.
- Work with NHS colleagues and other external healthcare stakeholders to develop and maintain a programme of bespoke learning for APL students.
- Lead and develop external networks with external examiners and assessors.
- Pro-actively contribute to administration, recruitment activities and to the collegial work environment, ensuring all administrative duties are carried out in an effective, efficient, and timely manner.
- Attend meetings and participate in other committees and working groups as required.

You must handle personal and other electronic and manual data in accordance with the Data Protection Act 1998, the Deanery Data Protection Policy and the IT Acceptable Use Policy. Data will be stored and handled confidentially and securely, utilised for only agreed purposes and be subject to the access rights of individuals.

Internal & external relationships

Internal: This post requires close working relationships with Year Leaders, KMMS Specialty Leads, KMMS staff, researchers, Quality and Governance teams and administrative staff. Awareness of the impact of the medical school within the two partner universities is necessary and therefore this post requires good working relationships with staff and colleagues across both partner Universities.

External: Leads for Biomedical Science Education, Medical Education and placement providers. External bodies such as Office for Students, Medical Schools Council, GMC, Academy of Medical Educators, Higher Education Academy, Health Education England, UK Foundation Programme Office, and relevant organisations related to bioscience education.

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

- Regular use of Screen Display Equipment
- Pressure to meet important deadlines such as might be inherent in high profile projects
- Ability to occasionally travel in a timely and efficient manner between campuses

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

Essential Criteria:

Professional/clinical expertise:

- Significant academic or professional experience in higher education, with at least a postgraduate qualification (e.g., Academic Masters, Membership of a Royal College, or equivalent professional credential) (A, I)
- Academic credibility with a track record of excellence in teaching (A, I)
- Experience of teaching undergraduate or postgraduate students in a clinical or academic setting (A, I)

- Possess sufficient breadth or depth of knowledge of biomedical science to work within the BM BS teaching programme (A,I)
- Extensive experience of and commitment to academic leadership and management in a higher education or healthcare setting (A, I)
- Demonstrable experience working with the GMC requirements for UG medical programmes, including programme approval, quality assurance, and standards for student selection and assessment (A, I)
- Proven track record of engaging with PRSB in the UK University context; including programme accreditation, re-accreditation, and/or regulatory liaison; ideally in health/medicine-related disciplines (A, I)
- Significant demonstrable experience in curriculum and assessment design, mapping and quality enhancement in higher medical education (particularly as may be related to the accreditation of prior learning) (A, I)

Academic/Scholarly practice:

- Ability to innovate in relation to the development of the School's taught programmes (I, T)
- A proven ability to work co-operatively with colleagues and contribute to multi-disciplinary projects (I, T)
- Clear evidence of organisational, administrative and IT skills (A,T)
- Excellent interpersonal, stakeholder management and communications skills, with the ability to influence across organisational boundaries (I, T)
- Adaptable to change and resilient under pressure (I, T)
- Ability to exercise discretion and tact and maintain confidentiality (I, T)
- Ability to help shape an environment where less experienced colleagues can learn and develop (I, T)
- Ability to articulate the School's objectives in a way that encourages others to engage with the vision (I, T)
- Flexible, adaptable and able to manage conflicting priorities and demands and work in partnership across different institutions and stakeholders (I, T)
- A post graduate teaching qualification (e.g. Grad Cert) or Membership or Fellowship of the HEA or AoME or equivalent / or willingness to obtain* (A)
- A firm commitment to fostering a working and learning environment that is respectful, inclusive and values diversity, including diversity of thought, and which enables staff and students from a wide range of backgrounds to thrive (I)

Desirable Criteria:

- A research or professional doctoral degree (PhD or MD) or equivalent experience (A)
- Fellowship of the Higher Education Academy [Advance HE] or equivalent teaching qualification (e.g., PG Cert in Medical Education) (I)
- Publications or conference presentations in medical education (particularly related to APL, graduate entry medicine, or regulatory compliance) (I)
- Experience of admissions processes or student selection in competitive health professions programmes (I)
- Experience of working within or alongside clinical or biomedical science programmes in higher education (I)
- Experience and understanding of faculty development design, delivery and evaluation (A, I, T)
- Recent experience and sound understanding of quality assurance and enhancement issues in undergraduate healthcare education (A, I, T)
- Extensive recent experience and understanding of current issues in undergraduate healthcare programmes (A, I, T)

**If the successful applicant is not in possession of a post graduate teaching qualification (e.g. Grad Cert) or Membership or Fellowship of the HEA or AoME or equivalent, they will be supported in obtaining this.*

Assessment stage: A - Application; I - Interview; T - Test/presentation at interview stage

Additional Criteria for Senior Lecturer appointment:

For the Senior Lecturer post, applicants must demonstrate a higher standard of achievement in either excellence in practice/activity or leadership within and/or beyond the discipline and their University and how their achievements have been recognised in impact and recognition.

At Senior Lecturer level, the post holder will also be expected to undertake a major leadership role within the School.

Additional Criteria for appointment at Reader level:

The University seeks to appoint people to a Readership on the basis of evidence of sustained contribution to their field (normally at both national and international level), which has been coupled with leadership and brought external recognition to themselves and the University.

Candidates are expected to demonstrate their significant and sustained contribution in three broad categories:

- Excellence in practice/activity
- Leadership, within and/or beyond the discipline and the University
- Impact and recognition, within and/or beyond the discipline and the University