

Job description: Lecturer (Research & Teaching) or (Academic Education Pathway)

Post title	Lecturer (Research & Teaching) OR Lecturer (Academic Education Pathway)
Department/Division	Division Care for Long Term Conditions, Applied Technologies for Clinical Care, Methodologies or Palliative Care, Policy and Rehabilitation (depending on skills and interest of applicant) – primary for Research and Teaching applicants Department of Adult Nursing – primary for Academic Education applicants
Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
Grade/salary	Grade 7, £46,292 - £54,534 inclusive of £3,500 London Weighting Allowance per annum
Hours of work	Full time, 35 hours per week
Contract (Perm/FTC)	Permanent
Responsible to	Relevant Professor or Reader from the areas of Care for Long Term Conditions, Applied Technologies for Clinical Care, Methodologies or Palliative Care, Policy and Rehabilitation (depending on skills and focus of applicant) Head of Department of Adult Nursing for education component and for Academic Education applicants
Responsible for	Not applicable
Campus/Location	Waterloo Campus, Denmark Hill, with activities at other campuses as required

Role purpose

This is an outstanding development opportunity for a talented individual who wishes to advance research and education by building excellence and innovative education and/or a programme of cutting edge applied research focussed on supporting the delivery of complex care in and out of hospital, physical assessment, complex decision-making, prescribing and interprofessional working. The post is one of eight new posts as a commitment to our Faculty's future education and research.

There is increasing recognition of the key need for person-centred healthcare, involving teams in which nurses play a central role, supporting patients at the key transitions between hospital and community settings, and supporting their families. Nurse prescribing is extending in many settings. The growing population multimorbidity, alongside increases in technology in health care, blurs boundaries between cure and palliation, with increasingly complex decision making. The postholder will make a vital contribution to our education programmes in these aspects. They will be involved and part of the team developing innovative virtual and real time simulation focused on decision-making, complex care and teamwork. To that end the role requires a person with advanced skills and the ability to engage with meaningful learning experiences from practice.

Owing to the agility of our Faculty and King's we are able to consider applicants who are interested in either an Academic Education Pathway (predominantly teaching with scholarship) or those who wish to apply for a Research and Teaching pathway (teaching and research). Research (or scholarship) interests should align with one or more of our Research Divisions (on Care for Long Term Conditions, Applied Technologies for Clinical Care, or Methodologies) or our Cicely Saunders Institute for Palliative Care, Policy and Rehabilitation (on palliative or end of life care or rehabilitation). These groups are pioneering research to trial, evaluate and improve interventions, therapies and care, such as in bowel conditions, care for older people, diabetes, intensive care, palliative care (including cancer, dementia, respiratory diseases, HIV/AIDs, neurological disease, and multimorbidity) and rehabilitation, all relevant to the educational focuses of this post. We have some of the leading academics in these fields, such as Norton, Roberts, Rose, Grocott, Forbes, Higginson, Evans, Harding.

The Faculty also plays a critical role in the delivery of an advanced suite of modules delivered at post-graduate taught level, collaboration with Pharmacy teams, including the Prescribing module. It is anticipated that the post holder will support the delivery of the Prescribing module and medicines management proficiencies across the pre-registration programme.

The appointee will make a substantive contribution to the academic work of the Faculty and King's, working with education, research and clinical teams. They will collaborate with existing researchers and educators in the Faculty, across King's and more widely to apply and explore innovative ways of working with patients, families, and healthcare professionals to improve the quality of health care. They will be highly skilled in working in applied health research teams, capable of forging strategic partnerships with a wide range of external collaborators, supervising PhD students and delivering quality education. They should be able to facilitate and develop different forms of teaching and learning particularly in relation to blended and digital learning, and to be creative and innovative in their approach. If on the research and teaching pathway they will obtain continuing research funding, conducting research at internationally excellent and world-leading levels to be published in major academic journals, and delivering inspiring undergraduate and postgraduate education in their fields.

There are excellent opportunities for collaboration and development across King's, with the close working links with King's' trials unit, the Faculty's Nightingale-Saunders Clinical Trials and Epidemiology Unit, other departments and Faculties, and the extensive academic and researcher development programmes within King's.

Key objectives:

- Play an active role in the Faculty and King's undergraduate and postgraduate teaching and training, focussed on the programmes, especially educational content outlined above. This will include module and programme leadership, developing and delivering high quality innovative education and education materials, especially focussed on their/Faculty research expertise and/or findings, and generating excellent student feedback.
- Contribute to and develop a transformative funded health care applied research programme in areas core to one or more of the Faculty's research Divisions or Institute and relevant to the educational focus of this post. You will work with relevant health care, charity and industry/ commercial research partners (for Teaching & Research contract).
- Have a clear forward plan for sustaining and enhancing the Faculty research, PhD supervision, and education consistent with the Faculty strategy, including to increase research / evidence informed education and multi- and interdisciplinary endeavours.

Academic Duties:

Research (if Research and Teaching contract):

- Contribute to the academic work of the Faculty, working with colleagues and clinical teams, with the aim of obtaining significant research funding and conducting research at an international and world-leading standard to be published in major academic journals.
- Collaborate on, assist with and increasingly lead externally funded peer-reviewed collaborative research projects, programmes and fellowships, including winning funding from NIHR, UKRI, industrial/commercial funding and prestigious charities as co-investigator or Principal investigator.
- Form and grow external collaborations to enhance the quality of reach of our research programmes, linking with world leading academics and groups in related fields.
- Supervise, co-supervise and nurture clinical and non-clinical researchers (including PhD students and fellowships) to build the field for the future.
- Publish research findings in high quality peer view journals, with 1 – 2 publications that are internationally excellent or world leading each year.
- Contribute to PGR recruitment, upgrade panels/reviews, committees and promotion of PhD programmes in the Faculty.
- Ensure research has a pathway to measurable impact.
- Deliver planned work to time and budget to enable high quality dissemination, impact and future grant funding.

Research / Scholarship (if Academic Education contract):

- Co-author on one quality paper for a professional or academic journal or a book chapter relevant to Faculty research or education.
- Actively collaborate with Faculty research themes to enhance research informed education and evidence-based practice.
- Act as a collaborator to design innovations or projects to enhance research and integration with education.
- Contribute to staff development activities e.g. presentations, sharing good practice.

Scholarship activity should be linked to the educational and research priorities of the Faculty.

Teaching:

- Actively participate in, and where appropriate lead relevant modules and teaching programmes at King's, in particular in the delivery of complex care in and out of hospital, physical assessment, complex decision-making, prescribing, medicines management and interprofessional working. Depending on expertise this may include teaching related to research methodologies.
- Work in collaboration and partnership with key stakeholders, institutions and organisations.
- Contribute to the planning and development of the Faculty's education programmes and modules, including lecture planning, preparation and scholarship, assessment and feedback of students' work.
- Act as a Personal tutor, Link Lecturer and Academic Assessor, and Module Lead as appropriate.
- Supervise MSc and BSc Dissertation/Projects.
- Contribute to Curriculum Development.
- Supervise/coordinate research electives (1-2 per year), and King's undergraduate summer programme projects to nurture capability.
- Actively participate in marking, course and programme development especially taking a lead in blended learning development.
- Act as a personal tutor for postgraduate and undergraduate students.

Administration/Management:

- Manage research staff funded by your research grants or research and education staff as delegated.
- Be responsible for managing own research data.
- Actively participate in Department/Faculty team building, and relevant committees, boards, working or executive groups as appropriate.

Communication & networking:

- Communicate and collaborate with research and teaching staff within the Faculty, across the University, and leading collaborative developments.
- The applicant should have established links to complex and/or advanced practice or other relevant centres nationally and/or internationally.
- Communicate and collaborate with students, patients, families, the public, policy makers and clinical colleagues and in research and teaching, and its relevance to care and policy.
- Disseminate research findings in traditional and innovative ways.
- Actively engage in Patient and Public Involvement, play a major role in contributing to the Faculty platforms for this, including online and face-to-face interactions, and imbed Patient and Public Involvement into all research projects and teaching endeavours.
- Forge new relationships with potential collaborators and leaders to benefit the work of the Faculty and King's.
- Engage with the media, press, publicity, policy makers, practitioners, and others to deliver impact of the research and teaching to the benefit of patients, families, and society.

Leadership & values:

- Play a broader leadership role in the Faculty, contributing to the growth and development of our people and the wider organisation.
- Uphold and champion King's values and principles.

Governance, audit, data protection and ethics:

- Actively participate in relevant audit and clinical governance activity, including audit of research and teaching activity
- Maintain highest standards of adherence to data protection, ethical and research governance principles and practices.
- Maintain and keep up to date site files and all appropriate contents and training for studies underway.
- Produce evidence of their contribution in these areas are part of their annual appraisal.

Continuing Professional Development:

- Have and maintain a research passport, honorary contract if required and Good Clinical Practice in research.

- Undertake and engage with professional development related to education practice and digital learning
- Peer review of teaching at least annually.
- Complete all mandatory training in line with Faculty and College expectations
- Undertake relevant professional development in negotiation with line manager and PDR discussions.
- Maintain registration as a nurse in line with NMC requirements.
- Undertake and maintain graduate student supervisor training.

Pastoral Care: All members of College staff will show due care to colleagues and students. It is highly likely that the job holder will be in a supervisory role where there is the need to handle situations which require sensitivity, a high level of awareness of confidentiality, and general tact and diplomacy

Health and Safety:

- Attend induction and regular Health and Safety courses promoted by the Faculty.

Other:

- Undertake any other reasonable duties that may be requested by the Head of Division/Department.

The list of duties and responsibilities given above is not an exhaustive list and the post-holder may be asked to undertake other duties in line with the overall purpose and nature of the post as may be required.

About the Faculty:

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

<https://www.kcl.ac.uk/nmpc>

The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC) is a world-leading centre for research education, and training. Its applied clinical and health research transforms health, quality of life and care across nursing, midwifery, palliative and end of life care, rehabilitation and related clinical, health and social sciences. Our research develops, understands, implements and evaluates interventions, therapies and care across our fields to build knowledge, lead policy and practice and improve outcomes for patients and those important to them. Teams address complex, multi- and interdisciplinary health and social challenges. Our research is carried out locally, nationally and internationally, and globally. We work with local services and our partner NHS Trusts, lead national studies supported by NIHR, UKRI, EU and NIH and globally, and major research programmes in Africa and Asia. Our global studies are in collaboration with King's Global Health Institute, which provides a focal point for King's large academic community of Global Health researchers and students.

Our Faculty has around 3,000 undergraduate, postgraduate taught and research students, with a growing international intake. The Faculty teams across Nursing, Midwifery and Palliative Care have developed and remain home to some of the leading clinical academics in our fields. Our international education is expanded through its collaborations with Nanjing Health School in China and Ngee Ann Academy in Singapore. Our programme in Singapore is the first King's degree taught fully outside of the UK and is designed to equip qualified nurses with critical skills that will transform the way they approach challenges in their career.

In 2017 Nursing and Midwifery was united with the Cicely Saunders Institute, to create the new Faculty of Nursing, Midwifery and Palliative Care. The Cicely Saunders Institute unites clinical, research and education teams in the world's first and only purpose-built institute of Palliative Care, established in 2010, with an internationally recognised research and staff development programme. Palliative Care at King's is ranked top in Europe and second in the world according to citation analysis. Citation analysis places King's nursing and midwifery top in the UK. The 2014 Research Excellence Framework (REF2014), rated over 90% of our research as world class or world leading, and 84% of our impact was world leading. In the last three years (2019-2021) of QS World University Rankings by Subject, King's is ranked top in Europe and second in the world for nursing (including midwifery). In 2018 our new research strategy created research divisions to focus critical mass in areas of strength and increased support for, and representation from, early career researchers and PhD students. In 2021 we launch our new postgraduate research strategy, creating the Nightingale-Saunders Centre for Doctoral Studies within the King's Centre for Doctoral Studies.

We now comprise: The Cicely Saunders Institute for Palliative Care, Policy and Rehabilitation, a multiprofessional team comprising doctors, nurses, allied health professionals and social scientists, that researches ways to improve care and its cost-effectiveness for the growing numbers of people with progressive diseases and in multimorbidity, and delivers undergraduate and postgraduate education, including a leading MSc programme and provides clinical palliative care. Three Research Divisions: Care in Long Term Conditions, that unites teams researching across mental health, diabetes, bowel conditions and care for older people; Applied Technologies for Care, that has innovated and trialled new devices, and technologies; Methodologies, that has pioneered the methods of experienced-based co-design to develop interventions, and our new Nightingale Saunders Clinical Trials Unit. We have four teaching departments providing undergraduate, preregistration and some postgraduate teaching: Adult Nursing; Mental Health Nursing; Midwifery and Child and Adolescent Nursing. Our pre-registration courses are designed to prepare students for their careers, and we offer qualified nurses, midwives and other healthcare professionals the chance to continue their learning through professional development.

We were part of King's world-leading responses to the COVID-19 pandemic, highlighting our commitment to immediate health care needs, support for vulnerable and disadvantaged populations, societal impact, and the breadth of our disciplines and science. We were at the centre of the COVID-19 response, which affected >3,000 patients across our hospitals during the initial outbreak. We rapidly contributed to sector-leading outcomes for our populations; COVID-19 inpatient mortality rates for our two acute National Health Service (NHS) Trusts were lowest and third lowest nationally. For example; Rose developed Lifelines, a home care technology platform rolled out to hospitals across the UK, enabling family members to see and speak with their loved ones and with clinical teams; Higginson, Harding and colleagues led the local, national and international palliative and end of life care response across high and low-and-middle-income countries, providing the first robust understanding of care and symptom management for people dying from COVID-19; Bajwah led the development of evidence-based fact sheets for patients and families affected by COVID-19, co-designed with the European Lung Foundation (a patient led group). Many clinical academic staff provided front line clinical care, and education, research and administration moved to on-line person to person interactions, with a considerable expansion of our digital offering.

We have an extensive programme of public and patient involvement and engagement, and with practitioners, managers, educators, policy makers and our students.

Equality, Diversity & Inclusion is a key driver in all our work. Both the Faculty and the Cicely Saunders Institute hold Silver Athena SWAN awards for our commitment to gender equality, with an ambition to achieving gold in future submissions.

King's is ambitious for the Faculty to be world leading in education and research, looking forward while valuing the inheritance of our founders, with a new Executive Dean, Professor Irene Higginson, appointed in 2021. Society faces an increasing need for nursing, midwifery and palliative care, globally and in the UK, and the Faculty must continue to play a leading role in delivering this and developing the leaders and professionals for the future. Building on our research strategy, we plan to refresh our education strategy, as part of formalising a more integrated overall strategy, build stronger integration between research, education, and care services for the benefit of students, staff, practice and the impacts of our work on the care of patients and families. We have dedicated student experience leads to enhance student experience and interaction. We have an active programme of widening participation.

We seek to embrace the challenges and opportunities for future workforces, digital changes in health care, education and research, and ensure our students, undergraduate and postgraduate, are given the very best support, facilities, and opportunities to equip them to become future leaders, practitioners and/or academics. We plan to expand our postgraduate taught and postgraduate research programmes, more closely linked to our research strengths, and expand our digital education. Developing and nurturing relationships with our key NHS and other partners is core to our success. As one of four leading health faculties at King's, we are proud of King's reputation as one of Europe's leading and largest centres of health-related research and education.

For more on Faculty's research divisions/Institute:

<https://www.kcl.ac.uk/cicelysaunders>

<https://www.kcl.ac.uk/nmpc/research/research-divisions>

For more on the adult nursing teaching department:

<https://www.kcl.ac.uk/nmpc/departments/adult-nursing>

King's Health Partners

<https://www.kingshealthpartners.org/>

We benefit from our Academic Health Sciences Centre, King's Health Partners (KHP), where outstanding research, education and clinical practice are unified for the benefit of patients, those important to them, care teams, and society. KHP is one of eight UK Academic Health Science Centres accredited by DHSC/NHS England. It unites King's with our three world leading NHS Trusts; Guy's and St Thomas', King's College Hospital and South London and Maudsley NHS Foundation Trusts. KHP aims to accelerate the translation of leading-edge research, new technologies and treatments into advances in patient care throughout the sector and has c.5M patient contacts/year and >600 clinical trials in delivery.

This and our wide relationships with other health care trusts, and voluntary services, ensure that our students have the chance to immerse themselves in practice and work alongside professionals with clinical expertise in a whole host of areas.

King's Health Partners has created 22 clinical academic groups or Institutes to focus clinical academic collaborations in specific fields across King's and the partner trusts.

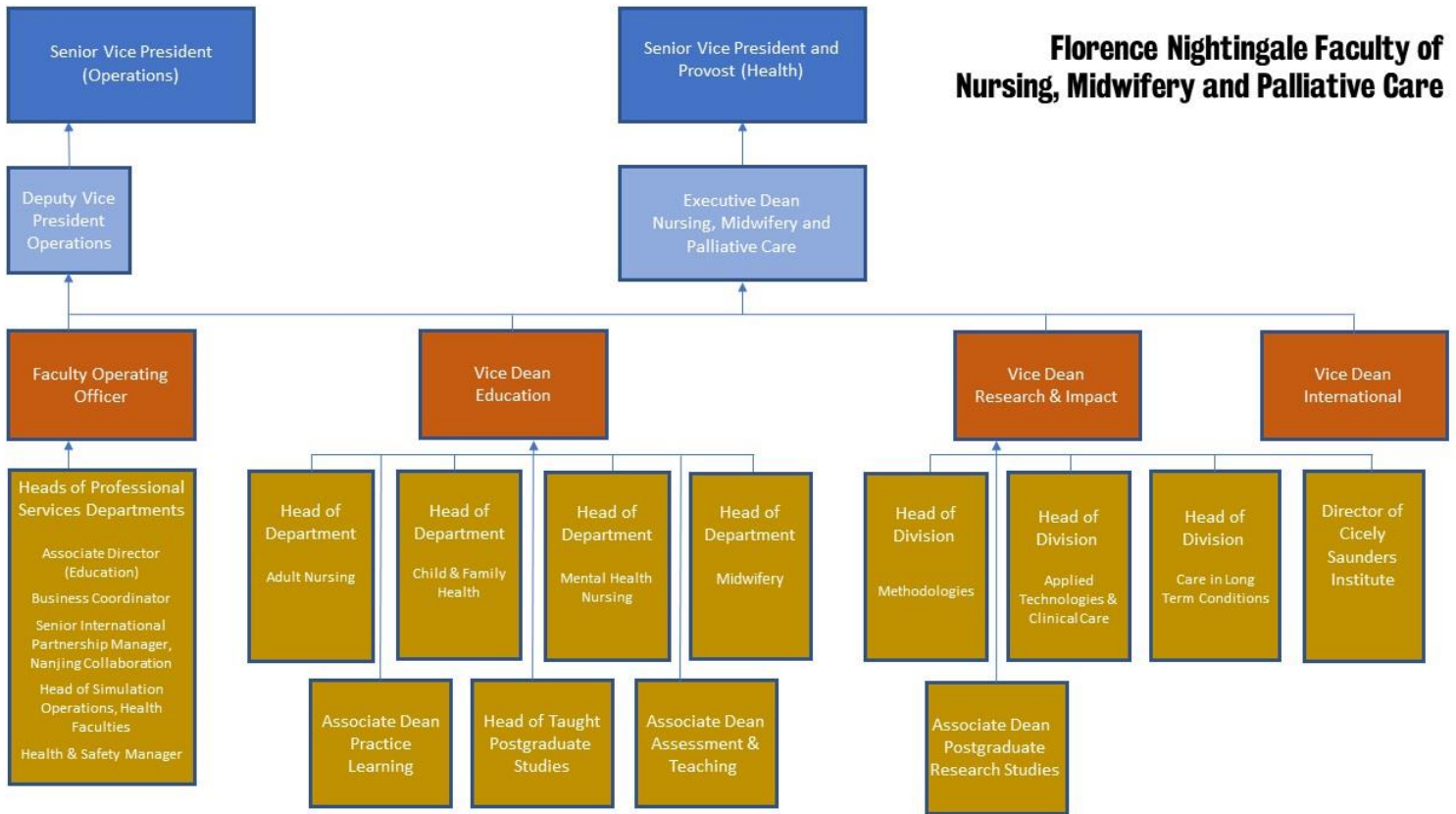
King's College London

<https://www.kcl.ac.uk/>

Our Faculty benefits from the wide opportunities, infrastructures and talent across King's College London. Founded in 1829, King's College London employs >11,000 staff and has >33,000 students (of which >12,800 postgraduates), from >150 countries. King's is a research-intensive university, a member of the Russell Group, and ranked 7th in the UK (9th in Europe) by the Times Higher Education World University Rankings (2021). King's is organised into 9 Faculties, all of which deliver the academic mission of the university across research, teaching and service. Our research is strongly multidisciplinary and crosses these structures; with integration and interdisciplinary research and education supported by King's wide funding opportunities, datasets and major programmes.

Organisational chart

Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care



Person specification

Eligibility to work in the United Kingdom

Applications are welcome from international candidates. For details of routes to obtaining permission to work in the UK please refer to the UK Visas and Immigration website: www.gov.uk/visas-immigration

[Lecturer, Research & Teaching]

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Education / qualification and training			
PhD or equivalent relevant to complex healthcare and/or the research themes of the Faculty	x		AP
Registration as an Adult Nurse with the Nursing and Midwifery Council	x		AP
Evidence of continued development in research methods in health services or clinical research, with increasing expertise in specific areas relevant to the Faculty (e.g statistics, implementation science, co-design, trial designs, mixed methods study designs and patient and public involvement).	x		AP, I
A teaching qualification or equivalent		x	AP
Advanced practitioner or equivalent		x	AP
Prescribing qualification V300		x	AP
Knowledge / skills			
Ability to work well as an effective member of an education team and to share and encourage good practice in research and teaching.	x		AP, I
The ability to take individual responsibility for planning and undertaking work, to meet research and teaching deadlines.	x		AP, I
Track record of peer-review publication and presentations that demonstrate international excellence or are world leading in terms of originality, rigor and significance.	x		AP
Ability to secure research grant funding, demonstrated by track record of involvement in research active teams, developed responsibilities, future plans, awareness of funding schemes and previous experience.	x		AP
Experience of the planning, delivery, and evaluation of high-quality education at undergraduate and/or postgraduate levels.		x	AP, I
Ability to communicate with a wide range of audiences, with diverse levels of knowledge and expertise, and of differing professional backgrounds	x		AP, I

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Specialist methodological knowledge relevant to field		x	AP, I
Collaborative and networking skills	x		AP, I, R
Excellent written, verbal and digital communication skills, in face to face, email, reports, written formats and for teaching	x		AP, I, R
Methodological research expertise in an area relevant to this post, such as quantitative, mixed method and/or relevant specialist methods	x		AP, I
Sound knowledge of research methods to be able to supervise MSc and undergraduate student projects and critically appraise a wide range of relevant research, including data presentation and basic analysis	x		AP, I
Understanding of education methods and approaches, including emerging digital learning	x		AP, I
In depth knowledge and/or expertise relevant to complex care, physical assessment and/or decision-making	x		AP, I
Understanding of the relevant audit, governance, ethical, data protection and engagement processes in relation to education.	x		AP, I
Experience			
Experience of communicating with students and other key stakeholders with a range of abilities.		x	AP, I
Excellent track record of building strong collaborative working relationships.	x		AP, I, R
Delivery of high-quality impactful research relevant to relevant to complex healthcare	x		AP
Evidence of previous REF (Research Excellence Framework) submission or international equivalent		x	AP
Strong and increasing record of research publications in leading journals with a clear position of contribution commensurate with a Research Excellence Framework of internationally excellent and world leading quality	X		AP, I
Track record of winning peer review high quality grants (in teams, contributing as a researcher, collaborator or as Co-I and PI) relevant to this post.		x	AP
Effective involvement in academic, management or administrative duties	x		AP, I
Experience of course development, marketing and high-quality education to relevant audiences		x	AP, I
Experience of supporting students at postgraduate or undergraduate level through personal tutoring and/or research supervision.		x	AP, I
Experience of co-leading/leading research project, education activity or clinical service		x	AP, I

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Personal characteristics/other requirements			
Personal effectiveness, able to deliver high quality work to deadlines, and inspire and motivate others for the field, including in challenging environment.	x		I, R
Vision for deliverable future education programme relevant for this post	x		I
Work in open and transparent way, respectful of the needs of others	x		AP, I, R
Commitment to promoting diversity and inclusivity.	x		AP, I

[Lecturer, Academic Education]

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Education / qualification and training			
PhD or equivalent		x	AP
MSc or equivalent	X		AP
Registration as an Adult Nurse with the NMC	x		AP
A teaching qualification or equivalent		x	AP
Advanced practitioner or equivalent	x		AP
Evidence of continued development in evidence-based practice and understanding, through scholarship and research and education collaborations	x		AP, I
Prescribing qualification V300		x	AP
Knowledge / skills			
Ability to work well as an effective member of an education team and to share and encourage good practice in education and teaching.	x		AP, I
The ability to take individual responsibility for planning and undertaking work, to meet teaching deadlines.	x		AP, I

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Developing scholarly activity profile including publications, conference presentations and/or applicant on funding to support educational enhancement or service improvement	x		AP
Experience of the planning, delivery, and evaluation of high-quality education at undergraduate and/or postgraduate levels.		x	AP, I
Ability to communicate with a wide range of audiences, with diverse levels of knowledge and expertise, and of differing professional backgrounds	x		AP, I
Experience of development of blended learning and/or simulation (virtual or face to face)		x	AP, I
In depth knowledge and/or expertise relevant to complex care, physical assessment, prescribing and/or decision-making	x		AP, I
Understanding of the relevant audit, governance, ethical, data protection and engagement processes in relation to education.	x		AP, I
Knowledge of principles of service user engagement in nursing and healthcare education	x		AP, I
Sound knowledge of research methods to be able to supervise MSc and undergraduate student projects and critically appraise a wide range of relevant research, including data presentation and basic analysis	x		AP, I
Collaborative and networking skills	x		AP, I
Specialist education or methodological knowledge relevant to field		x	AP, I
Understanding of education methods and approaches, including emerging digital learning	x		AP, I
Excellent written, verbal and digital communication skills, in all formats, face to face, email, reports, written and for teaching	x		AP, I
Experience			
Ability to communicate with students and other key stakeholders with a range of abilities.	x		AP, I, R
Excellent track record of building strong collaborative working relationships.	x		AP, I
Skills to deliver high-quality education relevant to complex care.	x		AP, I
Effective involvement in academic, management or administrative duties	x		AP, I, R
Evidence of success in publishing scholarly activity including publications or conference presentations.		x	AP
Experience of course development, marketing and high-quality education to relevant audiences		x	AP, I

Criteria	Essential	Desirable	
*For 'How identified and assessed' use: AP - application, AS - assessment, I - interview, P - presentation, R - references			
Experience of supporting students at postgraduate or undergraduate level through personal tutoring and/or research supervision.		x	AP, I
Experience of co-leading/leading research project, education activity or clinical service	x		AP, I
Personal characteristics/other requirements			
Personal effectiveness, able to deliver high quality work to deadlines, and inspire and motivate others for the field, including in challenging environment.	x		I, R
Vision for deliverable future education programme relevant for this post	x		I
Work in open and transparent way, respectful of the needs of others	x		AP, I, R
Commitment to promoting diversity and inclusivity.	x		AP, I

Disclosure and Barring Service Clearance (DBS formerly CRB)

This position is exempt from the Rehabilitation of Offenders Act (1974). As such, shortlisted candidates will be required to declare full details of any criminal background, regardless of whether the conviction is spent, and the university will be required to apply for an enhanced disclosure (a criminal records check) from the Disclosure & Barring Service in relation to the successful candidate.

Level of DBS Clearance required - indicate all applicable aspects:

Carrying out regulated activities ¹ :	No	No Regulated Activity but contact with vulnerable groups ² :	Yes
No Regulated Activity but deemed a position of trust ³ :	Yes	Situated in a Regulated Environment i.e. NHS premises ⁴ :	Yes

- The scope of Regulated Activity for work with children and young people is defined under the age of 18 years old. An adult is not considered to be vulnerable due to any personal characteristic: however, an adult may be regarded as vulnerable due to particular circumstances at a particular time, for example when they are receiving treatment in a hospital.
- Contact with vulnerable groups must meet the frequency threshold of 4 days in a 30 day period.
- A position of trust is any post that requires authorisation for restricted access to confidential data (not including anonymised patient data), premises or currency.
- KCL buildings do not qualify as regulated environments and only our partner NHS Trust sites qualify as regulated environments.

Further information about the Disclosure scheme can be found at: www.gov.uk/dbs

A criminal record will only be taken into account for recruitment purposes, where the conviction is relevant to the position being applied for, and whether this is the case, will not necessarily bar candidates from employment. Any decision will depend on the precise nature of the work, the circumstances and background to the offence(s). The same procedure will be followed for university staff applying internally for a vacancy.

Occupational Health Clearance

This appointment is subject to Occupational Health clearance. The successful applicant will be sent an Occupational Health Questionnaire along with their contract of employment. When the Occupational Health Department at King's College Hospital have evaluated the questionnaire and declared that they are fit for appointment, your appointment start date will be formally confirmed.

Specific aspects - indicate frequency D (daily), W (weekly), M (monthly) where applicable:

Intensive Display Screen Equipment work (e.g. data entry or digital microscopy) ¹ :	D	Direct patient contact involving exposure prone procedures (EPP) ² :	
Heavy manual handling ¹ :		Direct patient contact, no EPP ²	
Highly repetitive tasks (e.g. pipetting or re-shelving books) ¹ :		Work with patient specimens (e.g. blood or tissue samples) ² :	
Shift work, night work or call-out duties ² :		Work with GM organisms or biological agents that may pose a hazard to human health ² :	
Work involving risk of exposure to environmental or human pathogens (e.g. in waste streams or soils) ²		Hazards which require health surveillance e.g. respiratory sensitisers (allergens, substances with risk phrase R42, wood dust etc.) or loud noise ²	
Driving vehicles on university business ² :		Food handling or preparation ² :	
Work at height (e.g. ladders, scaffolds etc.) ¹		Work in confined spaces (e.g. sump rooms, etc.) ¹	

1. These hazards do not require health assessment but may require advice from OH if a successful candidate declares a disability or health condition in the Health & Capability Declaration.
2. These hazards automatically require the successful candidate to undergo employment health assessment to identify any necessary health surveillance, recommended vaccinations or other risk control measures. The Occupational Health option must be checked on the SRAF or the Employment Checks page in the e-Recruitment system.