

# CANDIDATE PACK

## Clinical Simulation Suite Technician

School of Life Sciences

UNIVERSITY OF  
WESTMINSTER 



# OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



# OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

## WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

## INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

## SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



# OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

## EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

## RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

## EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

## GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, Contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



# OUR STRUCTURE

## ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

### Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

### College of Creative Arts and Technologies

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

### Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

## PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement and Graduate Futures Directorate
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Digital and Technology Services
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services
- Research and Knowledge Exchange Office
- Graduate School
- Learning Innovation and Digital Engagement



# JOB DESCRIPTION

**Job Title: Clinical Simulation Suite Technician**

**Reports to: Technical Team Leader**

**Department: School of Life Sciences**

**Grade: NG5**

## ROLE PURPOSE

To support the academic delivery of School activities (simulation, teaching, research, CPD and knowledge exchange activities), through the provision of a high quality and customer-focused technical service to colleagues, students and external clients/users.

## PRINCIPAL ACCOUNTABILITIES

1. To work as a member of the Technical team delivering a range of customer- focused technical services within the School of Life Sciences, as well as providing support for the core activities of the School (teaching, research and knowledge exchange) and its users. This will include:
  - a. To oversee, monitor and maintain Life Science facilities and support the associated equipment and techniques.
  - b. To take particular responsibility for the Clinical Simulation Suite and related areas ensuring optimum operational efficiency of this facility.
  - c. To support the technical aspects in Life Science, with a particular focus on Clinical Simulation teaching, research and knowledge exchange.
  - d. To support the development, modification and implementation of new and improved clinical simulation teaching and practical classes.
  - e. To assist in identifying equipment needs, including gathering requirements and preparing specifications for designated areas to inform planning.
  - f. To undertake autoclaving duties on a rotation basis as part of a team.
2. To comply with all relevant Health and Safety requirements in the laboratories, with particular focus on the Clinical Simulation Suite and related areas, monitoring and ensuring the safe usage of all equipment and materials by users. This will include:
  - a. Maintaining best practice through established Health & Safety legislation, Risk and Hazard Management and COSHH procedures.
  - b. The post holder will be required to write technical guides, SOPs and relevant documentation, including risk assessments.
  - c. To ensure operational compliance with Health and Safety requirements, sustainability and codes of best practice (e.g. ASPIH standards 2023).
3. The post holder will give inductions and training to colleagues, students and other users of the facilities. They will carry out demonstration of the safe and correct use of equipment and materials, on both an ad-hoc basis and during scheduled practical sessions throughout the



year, maintaining appropriate records that this instruction has taken place.

4. To provide specialist technical support to academic colleagues and students during the preparation and delivery of practical classes (e.g. as part of the undergraduate or postgraduate curriculum, as part of support for research projects, summer school or CPD/short-course activity). Such specialist technical support includes (but is not limited to):
  - a. To support the delivery of clinical simulation classes for life sciences' modules, as assigned by the Head Technician/ Technical Team Leaders and to work with other team members and academic colleagues with regard to the preparation and smooth delivery of specialist and general practical classes in Life Sciences.
  - b. To provide service, support, training and advice to users of the Clinical Simulation Suite and associated equipment, manikins and clinical moulage as required, including the development of clinical training scenarios.
  - c. To support audiovisual, recording and casting of teaching activities within the clinical simulation suite.
5. To carry out the regular inspection, maintenance and evaluation of equipment hardware and software in the Clinical Simulation Suite and related areas including the application of software updates, liaising with ISS colleagues as required. Ensure that all equipment conforms to required Health & Safety standards; maintaining and undertaking minor repairs to equipment (where the post holder has had the necessary training to undertake such repairs) and referring maintenance requirements to a Team Leader when required. To keep the Clinical Simulation Suite and related areas in a clean, safe and fully operational condition.
6. To maintain an inventory of stock/materials in the Clinical Simulation Suite and related areas, and re-ordering consumables in a timely manner in order to maintain optimum levels at all times throughout the year.
7. To supervise and guide junior technical colleagues, as and when required by the Head Technician/ Team Leader, in the safe and correct operation of equipment and materials.
8. To participate in and contribute to relevant internal or external networks (e.g. Technician team meetings, user groups, committees, professional networks), as directed by the Head Technician/ Team Leader. To undertake relevant continuous professional development activities to maintain up to date knowledge and skills in the designated specialism.
9. To contribute to writing technical guidance/manuals for users relevant to the designated technical service area and its equipment and provisions.
10. To undertake any other duties within their competence and appropriate to the grade, as required by the line manager or their nominee.



## CONTEXT

The School of Life Sciences undertakes teaching and research in the areas of clinical and applied sciences including medical and biomedical science, nursing, physiological and exercise science, molecular biology, pharmacology, nutrition, and biological sciences and provides services for some 2300 students and 140 academic and technical colleagues.

These activities include clinical simulation activities, wet laboratory work, computational and physiological / sports laboratory services and all this activity requires support from technical professionals. Technical teams function to provide that support both prior to and during teaching, research and knowledge exchange activities.

Technical professionals are organised into teams to deliver their collective function; however, both team and individual working will be required. There will be some rotation of duties to enable development of individuals.

The post-holder is expected to work closely with colleagues within and outside the section to maintain the highest quality of technical support and provide the best possible experience to School users (primarily students and academic and research colleagues) in the delivery of the School's core activities. The post holder will be expected to adopt a customer-centred approach and have a commitment to personal and professional development, demonstrating this commitment through undertaking regular continuous professional development activities.

## DIMENSIONS

- The post-holder has no line management or budgetary responsibility but works as part of a team of in supporting the core activities of the School.
- The post-holder is a user of the equipment/ physical resources in the designated technical service area and ensures their safe usage in compliance with Health and Safety requirements.
- As part of the Technical Team, the postholder will provide support in all areas overseen by that team but will take particular responsibility for the safe and effective running of the Clinical Simulation Suite and related areas and provide specialist support to users of this facility.
- There may be restrictions on taking annual leave during busy periods (e.g. during term time)
- There may be a requirement to undertake mandatory training (e.g. in respect of Health and Safety compliance) or other CPD.
- The post will require moving and/or lifting equipment and therefore manual handling training will be provided.



# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Educated to degree level in a relevant clinical/ life sciences discipline or have relevant practical experience.

### Desirable

- Membership of Association for Simulated Practice in Healthcare (ASPiH) or equivalent
- Professional registration, such as Registered Scientist (RSci) or equivalent.
- First Aid Qualification

## TRAINING AND EXPERIENCE

### Essential

- Demonstrable experience of working in a Clinical Simulation environment and development of clinical training scenarios.
- Proven understanding of health and safety legislation, requirements and best practice (including knowledge of safe handling of hazardous biological waste) in the context of the specific working environment of Clinical Simulation.
- Experience of contributing to the content of supporting documentation (e.g. manuals/guidance/standard operating procedures and risk assessments).
- Experience of demonstrating/training users on equipment and/or software.
- Experience of preparing and supporting colleagues in the delivery of clinical simulation and skills based practical classes.
- Experience of providing professional service and support to academic research and enterprise activities, and of working successfully as a member of a customer-facing team of colleagues.
- Experience of a Simulation Suite environment and proven knowledge of, and skills for, working with and maintaining a variety of simulation equipment/ materials/ hardware/ software and other sophisticated and contemporary equipment.

### Desirable

- Previous experience in a Higher Education environment.



- Previous knowledge and experience relating to scheduling, timetabling activities and working with a variety of medical and simulation equipment.
- Experience of providing technical support to project/research students.

## APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

### Essential

- Excellent IT skills including word processing, spreadsheets, database management, and specialist software packages.
- Excellent interpersonal skills with the ability to communicate information effectively (either verbally or in written form), and articulate complex issues in a manner which is clear and concise.
- Excellent planning skills, with attention to detail and the ability to meet deadlines and work well under time constraints and other pressures.
- Ability to work both independently and in a team environment.
- A customer-focused approach, and the ability to demonstrate this approach in personal working practices.
- A commitment to continuous personal professional development.
- The flexibility to adapt in an ever changing sector.
- Fully committed to a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment, sexual misconduct, discrimination and victimisation are neither tolerated nor acceptable.



# HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to register as a candidate and complete your online application.

You will be requested to upload a CV which will be used to populate relevant sections of your application. You will also be requested to complete a concise statement in support (ideally no longer than 1000 words), addressing the criteria in the Person Specification and your motivation for applying.

**The deadline for receipt of applications is 11.59pm on 10 August 2026.**

**Interviews will take place on a date to be confirmed.**

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

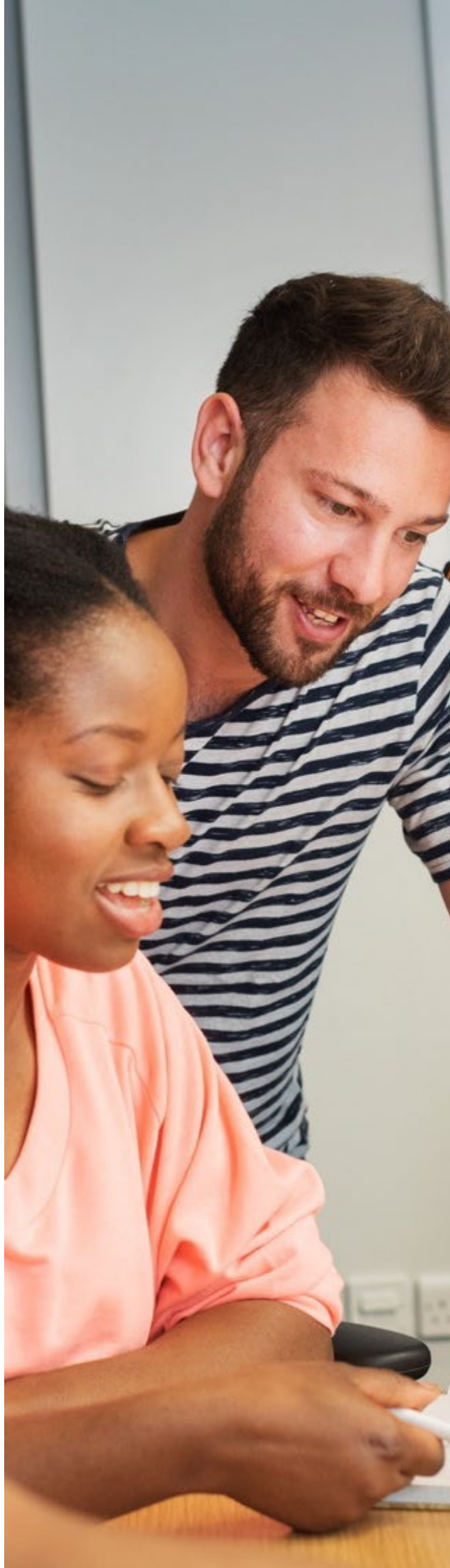
*The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.*



# OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





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