Role profile

Job title | Professor of Practice | Job family and level | Teaching & Learning Level 7
---|---|---|---
School/Department | School of Veterinary Medicine and Science | Location | Sutton Bonington campus

Purpose of role
The Veterinary School Professors in Practice scheme recognises the experience and social responsibility interests of senior members of the veterinary community who are able to bring advanced clinical expertise, sector and practical insight, to enhance the educational experience of undergraduate and postgraduate students. Professors in Practice also facilitate networks for the Schools research and scholarship to increase its public engagement with wider policy and practice.

To educate, support and mentor undergraduate and postgraduate students and to work with other Veterinary School and University staff to maximise the potential for meaningful and constructive interactions with practice and, in particular, to strive to:

- Maximise the degree of practice focussed engagement and impact.
- Augment the work of the Veterinary School by encouraging the combination of academic learning with practitioner leadership and expertise.
- Assist in the design and delivery of the Veterinary School curriculum relating to the practical application of the relevant field.
- Enhance the reputation of the School across communities of practice beyond the purely academic.

The role will sit in one of the School’s four academic divisions. Example activities are shown in Appendix A.

<table>
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<tr>
<th>Main responsibilities</th>
<th>% time per year</th>
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<tr>
<td><strong>Teaching, learning and assessment</strong></td>
<td>85%</td>
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<td>▪ To provide leadership in the development of teaching across the School’s programmes and to contribute to the academic development of the School and in particular other junior staff, with particular emphasis upon quality and improving the student experience:</td>
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<td>▪ To prepare and deliver high quality lectures, seminars/tutorials at undergraduate and postgraduate levels, as required.</td>
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<td>▪ To participate in the assessments for initial and higher degrees, certificates and diplomas of the University and RCVS.</td>
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<td>▪ To contribute to course and curriculum development and design, including course management of current and future taught courses.</td>
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<td>▪ To support and comply with University teaching quality assurance standards and procedures.</td>
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- To strive in particular to bring excellence to the student experience through inspirational and informative practice related teaching and learning

### Leadership and Strategic Contribution to School

- To contribute to the design and implementation of a strategy of proactive internal School and external industry engagement in support of the Veterinary School’s strategic objectives in the field of practitioner engagement.
- To chair appropriate School committees and actively champion consideration of practitioner perspectives in the work of the School.
- To represent the School in national and international veterinary networks in relation to teaching and contribute to the building of relationships with stakeholders.
- To contribute to the development of new revenue opportunities in teaching.
- To manage, lead and guide less experienced colleagues within the School as requested by the Dean of the School. To participate in and contribute to professional practice activities consistent with continuous professional development.
- Facilitation of research impact and knowledge exchange to the veterinary sector.

### Administrative/general

- To undertake senior administrative work/management functions and ensure the efficient and effective completion of the work of the Division and the School. This may include membership of relevant committees and working groups.
- To ensure compliance with health and safety requirements in all aspects of work.
- Any other duties appropriate to the post.

### Other

- Undertake appropriate training and continuous professional development
- To forge appropriate clinical and educational collaborations within and outside the University
- To assist with the efficient and effective completion of the work of the School.

### Person specification

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<th>Skills</th>
<th>Essential</th>
<th>Desirable</th>
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<td>High-level analytical capability to facilitate conceptual thinking. Evidence of the ability to transfer experience into teaching through a record of previous teaching and/or engaging in a group setting and/or mentoring. In-depth understanding the relevant subject area.</td>
<td>A significant record of continuing professional development including leadership in the professional development of others. The ability to apply and interpret and, if appropriate, produce research of high quality.</td>
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</table>
| Knowledge and experience | ▪ Evidence of excellent interpersonal, influencing and communication skills.  
▪ Ability to represent the School externally at the highest levels.  
▪ A genuine passion for imparting professional knowledge and experience to leading veterinary school academics and students.  
▪ Excellent skills in modern clinical practice appropriate to specialist discipline. |
|---|---|
| Qualifications, certification and training (relevant to role) | ▪ A distinguished record of professional achievement, to include extensive experience and a successful track record at executive level in a commercial or public sector organisation.  
▪ Widely recognised credible reputation in industry and academia in field of clinical specialism.  
▪ Demonstrable teaching ability.  
▪ Ability to establish collaborative projects.  
▪ Flexible approach to new methods in teaching.  
▪ Enthusiasm for disseminating clinical and scientific knowledge.  
▪ Ability to work in a highly multidisciplinary and applied field. |
| Statutory, legal or special requirements | ▪ Teaching in Higher Education.  
▪ Experience in tutoring and counselling of students.  
▪ Administrative experience in an academic environment (e.g. Module convening).  
▪ Experience of supervision and assessment of veterinary students within higher education.  
▪ Experience of involvement in postgraduate clinical training.  
▪ Evidence of contribution to school/university based clinical or teaching strategy.  
▪ Demonstrable teaching ability. |
| ▪ A degree leading to registrable status as a Member of the Royal College of Veterinary Surgeons and suitable for clinical practice in the UK.  
▪ An advanced Postgraduate Clinical qualification, e.g. CertAVP, Certificate or Diploma appropriate for discipline. | ▪ A Higher degree or advanced professional qualification in the relevant area.  
▪ A relevant recognised teaching qualification or a willingness to undertake development activities to manage the transition into an academic environment.  
▪ A sustained record of success to a high level in the business, commercial, policy-making or public sector or similar. |

The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our workforce and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role:

Valuing people  Role models the highest ethical standards to cultivate a collaborative workplace that develops talent and enhances wellbeing, whilst also balancing the needs of the various stakeholders.

Taking ownership  Translates the vision into a strategy for own area, enabling people to take the right action for the wider organisation. Can resolve complex problems, balancing the needs of varied stakeholders.

Forward thinking  Always has the overall strategic goal in mind, manages to stimulate agile and forward thinking in others, motivating them and giving them the confidence to drive for continuous improvement.

Professional pride  Goal is to be best in class; ensuring this can be achieved in line with long term strategy regardless of short term challenges. Supports people to do what is best for both the organisation and the department.

Always inclusive  Promotes how collaboration and positive partnerships are essential to success, constantly looking ahead to explore how to involve other potential stakeholders.

Key relationships with others
Appendix A.

Example workload of 0.1 FTE - total time commitment 21.7 days/157 hours

- Prepare for, and deliver 4 days teaching and assessment – 12 days (additional time can be claimed to develop new teaching)
- Assessment of undergraduate and/or postgraduates – 20 hours
- Act as mentor to clinical staff – 15 hours
- Act as part of Practitioner Engagement Group – 9 hours
- Provide quality assurance and curriculum guidance to ensure application of sector and practical insight – 15 hours
- Co-supervise undergraduate and postgraduate research projects – 20 hours

It would be expected that the time commitment is delivered at Sutton Bonington Campus.