

<b>Job title</b>	Director of the Centre for Interprofessional Education and Learning	<b>Job family and level</b>	0.4 FTE at Research and Teaching Level 5 or 6 Four-year term of office/ Fixed-term contract
<b>School/ Department</b>	Faculty of Medicine and Health Sciences	<b>Location</b>	Medical School Building

## Purpose of role

To lead the [Centre for Interprofessional Education](#) in the planning and delivery of Interprofessional Education (IPE) for programmes in Medicine, Nursing, Midwifery, Physiotherapy, Pharmacy, Dietetics and Social Work, working closely with the relevant school IPE leads.

Supported by the CIEL Unit Manager and a further Administrator, deliver the IPE provision, which will be grounded in the latest Centre for the Advancement of Interprofessional Education (CAIPE) [Guidelines for Interprofessional Education](#) and designed to meet the requirements of the relevant public, statutory or regulatory bodies to ensure students can meet programme learning outcomes.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Academic leadership</b></p> <ul style="list-style-type: none"> <li>▪ Provide academic leadership for the development and implementation of interprofessional education provision for health care and social work programmes across the University.</li> <li>▪ Level 5: Take an active role in influencing the practice of consistently excellent teaching in IPE by disseminating evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ Level 6: Develop the practice of consistently excellent teaching in IPE by leading on the dissemination of evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies.</li> <li>▪ Level 5: With the school IPE leads, engage in scholarship of teaching and learning in relation to IPE, with an evidence-based approach, and the dissemination of this through presentations at academic events and publications in peer-review outlets.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ Level 6: Engage proactively in the scholarship of teaching and learning in relation to IPE by providing leadership of teaching and curriculum development; taking an evidence-driven approach to curriculum development and implementation of new pedagogies; undertaking research into, and evaluation of, teaching practice and student learning behaviours and academic attainment; disseminating the results of this</li> </ul>	40%

	through presentations at academic events and publications in peer-review outlets to bring about positive change nationally.	
2	<p><b>Quality assurance and quality enhancement</b></p> <ul style="list-style-type: none"> <li>▪ Maintain an overview of the role of interprofessional education requirements, supported by the School IPE leads.</li> <li>▪ Work closely with the school interprofessional education leads to ensure the educational provision meets programme learning outcomes in alignment with requirements from Public, Statutory and Regulatory Bodies and integrated with the wider curriculum.</li> <li>▪ Undertake an annual review of the provision to feed into school-level annual monitoring processes. Devise and implement an action plan to address any issues. Report outcomes and progress to the CIEL Management Board and Faculty ESE Board.</li> <li>▪ Develop and implement formal and informal systems to gather feedback from students, respond to any concerns, develop and implement action plans as necessary.</li> </ul>	40%
3	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>▪ Chair the CIEL Management Board, liaising with the committee secretary to schedule meetings and set agendas. Write papers and reports for the Management Board and follow-up on actions.</li> <li>▪ Participate in the Faculty Education and Student Experience Board, providing timely updates on activities and consulting on developments.</li> <li>▪ Level 5: Contribute to other Faculty committees and working groups as required.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ Level 6: Contribute to other Faculty or University level committees and working groups as required.</li> </ul>	10%
4	<p><b>Supervision</b></p> <ul style="list-style-type: none"> <li>▪ Support and direct the work of the CIEL Manager, contributing to their appraisal process and any performance management (reward and/or development).</li> <li>▪ Level 6: Coach and support IPE colleagues in developing their research and teaching techniques.</li> </ul>	10%
5	<b>Any other duties appropriate to the role and level</b>	

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Proven ability to provide effective leadership of people and activities</li> <li>▪ Change management skills</li> <li>▪ Curriculum and assessment design in a blended learning context</li> <li>▪ Interpersonal skills with the ability to motivate and develop teams</li> <li>▪ Excellent written and verbal communication skills including the ability to communicate complex information with clarity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum mapping</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Excellent problem-solving skills</li> <li>▪ High developed analytical ability to facilitate conceptual thinking, innovation and creativity</li> <li>▪ Strategic thinking, budget management and action planning</li> <li>▪ Development of e-learning resources</li> </ul>	
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Understanding of the broad context of interprofessional education, the opportunities and challenges</li> <li>▪ Experience of developing and delivering learning and assessment activities to meet learning outcomes</li> <li>▪ Level 5: Experience and demonstrated success in delivering teaching within an agreed quality framework <b>OR</b></li> <li>▪ Level 6: A record of excellence in undergraduate and/or graduate teaching; evidence of innovation in curriculum development, course design and course delivery; commitment of delivery of quality services to students.</li> <li>▪ Level 5: Demonstrate knowledge and experience of different methods of teaching (e.g. small group, flipped, blended, practice or problem-based) and understand the evidence supporting the use of such approaches in own teaching context <b>OR</b></li> <li>▪ Level 6: Proven skills of leadership in teaching and curriculum development underpinned by scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of developing and delivering interprofessional learning activities</li> <li>▪ Understanding of the Interprofessional learning requirements for health care and social work programmes in the University</li> <li>▪ Level 5: Experience on devising, advising on and managing learning and research programmes <b>OR</b></li> <li>▪ Level 6: Extensive track record of published research</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ Postgraduate qualification in a relevant field</li> <li>▪ Level 6: Fellowship of Advanced HE or other recognised HE teaching qualification.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current registration with a relevant professional body, e.g. HCPC, NMC etc.</li> <li>▪ Level 5 Fellowship of Advanced HE or other recognised HE teaching qualification.</li> </ul>



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 work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.



The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

## Level 5: 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** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

## Level 6: 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** Understands that it is essential to provide a structure that people can thrive in. Knows how to communicate with people to create a healthy working environment and get the best out of people.
- Taking ownership** Communicates vision clearly, providing direction and focus. Knows how to create a productive environment where people are inspired and can work cross-departmentally in partnership.
- Forward thinking** Has the ambition to be a pioneer in own area, anticipating the future change, needs and challenges. Knows how to innovate within their work context and champions others to be inspired to be part of this ambition
- Professional pride** Keeps up to date on latest thinking, trends and work practices. Supports team to be thought leaders; willing to challenge if obstacles get in the way.
- Always inclusive** Establishes far reaching partnerships, well beyond own area across a broad range of networks. Understand role to pay due regard to the needs of the whole community.

## Key relationships with others

