



Job title	Assistant Professor	Job family and level	Research and Teaching Extended Level 5 (Teaching Focus)
School/ Department	School of Health Sciences	Location	Queens Medical Centre Campus

Purpose of role

The School of Health Sciences is looking to recruit a new member of staff to its prescribing education team. The Non-Medical Prescribing course is now being delivered nationally following 20 years of successful regional provision. Prescribing related education is also embedded into the pre-registration nursing curriculum. The successful candidate would become a key member of this teaching team, working across a range of educational projects at both undergraduate and postgraduate level.

The role holder will also contribute to curriculum development, quality assurance and enhancement, undertake continuing professional development and work in partnership with staff and students to maintain the highest standards in all areas of their work. The successful candidate will contribute to prescribing agendas across Nottinghamshire and will be expected to liaise with external stakeholders, such as clinical providers and regulatory bodies.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Education</p> <p>Contribute to high quality education provision by:</p> <ul style="list-style-type: none"> ▪ teaching across a range of courses within prescribing education, ensuring that teaching demonstrates up to date knowledge of academic content but also engagement with scholarship related to discipline ▪ provide academic and pastoral support to students developing their knowledge and intellectual skills but also having due regard to their welfare ▪ working to meet the University, Faculty and School's Education and Student Experience Strategies ▪ demonstrating evidence-based educational practice and contributing to the development of that evidence base in own teaching 	40%
2	<p>Lead and co-produce curriculum</p> <ul style="list-style-type: none"> ▪ Be responsible for the design and quality control of courses and/or programmes of study in their specialist area ensuring the curriculum is up to date ▪ Work with stakeholders to continuously review and develop the curriculum ▪ Where appropriate identify the need for developing the aims, delivery or assessment of existing modules and make proposals on how this should be achieved ▪ Provide curriculum leadership in own area of expertise; design and undertake assessments, marking and feedback 	15%

3	<p>Assure</p> <ul style="list-style-type: none"> ▪ Be responsible for and comply with the University's quality assurance standards and procedures and PSRB requirements for prescribing education ▪ Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate 	5%
4	<p>Enhance</p> <ul style="list-style-type: none"> ▪ Take an active role in influencing the practice of consistently excellent teaching across the academic unit by disseminating evidence-informed developments in curriculum delivery, early adoption, and promotion of enabling technologies and pedagogies 	5%
5	<p>Scholarly activity and professional development</p> <ul style="list-style-type: none"> ▪ Engage in scholarship of teaching and learning in relation to own discipline, with an evidence-based approach, and the dissemination of this ▪ Engage in a programmatic approach to professional development that supports excellence in teaching ▪ Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation of teaching ▪ To supervise and provide first line support for postgraduate and/or undergraduate student projects as appropriate and contribute to collaborative decision making with colleagues on the assessment of student's work to identify and respond to the diversity of students ▪ Develop knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context, and contribute to the development of new and innovative approaches ▪ Maintain professional registration with NMC or HCPC through revalidation as required 	15%
6	<p>Develop</p> <ul style="list-style-type: none"> ▪ Develop knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context ▪ Contribute to the development of new and existing curriculum working in co-production with students, service users and practice partners 	5%
7	<p>Enable</p> <ul style="list-style-type: none"> ▪ Develop expertise in the use of enabling technologies to support student experience and student learning and to support collaborative and efficient working ▪ To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities 	5%
8	<p>General/Administration</p> <ul style="list-style-type: none"> ▪ To contribute to the effective management and administration of the School. This may include responsibility for administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance 	10%

	<ul style="list-style-type: none"> ▪ You will be required to act as a personal tutor and academic assessor (nurse) or practice educator (AHP) whilst being involved in recruitment interviews and open days ▪ Undertaking duties relevant to courses, including student recruitment and selection, assessment, placement responsibilities, tutorial support, curriculum development, attendance at course meetings ▪ Maintain good relations and active linkages with colleagues in the School, University, and practice areas ▪ Demonstrate commitment to equality, diversity, and inclusion. Keep up to date with changes in education and healthcare provision ▪ To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities 	
--	---	--

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex information ▪ High analytical ability to facilitate conceptual thinking, innovation, and creativity ▪ Ability to creatively apply relevant approaches to teaching and learning support ▪ Ability to assess and organise resource requirements and deploy effectively ▪ Ability to build relationships and collaborate with others, both internally and externally 	<ul style="list-style-type: none"> ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn ▪ Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of teaching in a higher education or equivalent setting ▪ Proven record of promoting and maintaining collaborative links with external organisations such as clinical partners, industry, or community 	<ul style="list-style-type: none"> ▪ An understanding of University management systems and the wider higher education environment ▪ Previous experience of the supervision and pastoral care of students at all levels ▪ An established national and international reputation
Qualifications, certification, and training (relevant to role)	<ul style="list-style-type: none"> ▪ Current registration with the NMC or HCPC ▪ Masters degree or equivalent qualification relating to clinical practice ▪ Non-medical prescriber 	<ul style="list-style-type: none"> ▪ PhD level education ▪ Higher Education or other teaching qualification (or working towards)
Statutory, legal, or special requirements	<ul style="list-style-type: none"> ▪ Satisfactory Enhanced Disclosure obtained from the Disclosure and Barring Service 	



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.

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.

Key relationships with others



