



Job title	Teaching Associate - Student Supervision Support Assessment (SSSA) & Practice Assessment Document (PAD) Lead	Job family and level	Teaching & Learning Level 4
School/ Department	School of Health Sciences	Location	Medical School, B Floor, Queen's Medical Centre

Purpose of role

The School of Health Sciences (SoHS) is seeking to appoint a Teaching Associate with a role responsible for Student Supervision Support and Assessment (SSSA) & electronic practice documentation for practice learning (ePAD). This role is an exciting developmental role for an individual who is committed and motivated to advancing the practice learning element of curricula to ensure that the school's vision for delivering excellence to students is realised.

The role-holder will be provided training to develop their skills, knowledge, and experience in leadership and management, conflict resolution, negotiation and influencing, strategic planning, staff development, engagement, and equality and diversity.

Practice accounts for up to 50% of academic plans leading to registration with a Professional, Statutory Regulatory Body (PSRB) e.g. British Association of Sport Rehabilitators (BASRaT), Nursing and Midwifery Council (NMC), The Chartered Society of Physiotherapists (CSP), The Health and Care Professionals Council (HCPC). Practice placements occur throughout Nottinghamshire, Derbyshire and occasionally beyond in a diverse range of NHS Trusts, private, independent and voluntary organisations (PIVO) and vary according to academic plan.

The NMC Standards for Student Supervision & Assessment (SSSA) set out expectations for the learning, support and supervision of students in the practice environment (2018). The key principles are:

- Effective practice learning - All students are provided with safe, effective and inclusive learning experiences.
- Supervision of students – Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role.
- Assessment of students & confirmation of proficiency – Student assessments are evidence based, robust and objective.

All students in SoHS record the practice learning requirements of their programmes in electronic practice assessment documents. This allows for more dynamic and real time engagement with student support and progression in clinical placement. Midwifery students use eMORA (electronic version of the Midwifery Ongoing Record of Achievement), nursing students use the MYEPAD and physiotherapy students use the Common Placement Assessment Form (CPAF).

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<ul style="list-style-type: none"> ▪ Collaborate with Director and Assistant Director of Practice Learning, practice leads, practice partners and student stakeholders to ensure SSSA compliance. ▪ Lead on updating training and support materials for ePADs for staff and Students. ▪ Work collaboratively with professional leads to ensure appropriate allocation of staff to Academic Assessor (AA), Practice Assessor (PA)/Supervisor (PS) roles. ▪ Lead on updating training and support materials and support staff with training and development required to undertake AA, PA and PS roles. ▪ Work with placement quality team to ensure the school meets PSRB requirements for SSSA in terms of audit and database holding for PIVO placements. ▪ Work with Placement quality team, placement development lead and practice partners to facilitate engagement with SSSA in placement areas to ensure quality and facilitate placement expansion. ▪ Work with Health E-Learning and Media (HELM) team and Academic Plan Leads/Year Leads to ensure any issues with ePADs are actioned and communicated to students and staff. ▪ Work with Academic Plan Leads, Year Leads and Module Leads to manage delivery of introduction to ePAD sessions across programmes. ▪ Engage in regional and national meetings regarding all electronic practice assessment documents for SoHS students, including working collaboratively as part of the MYEPLG/other professional collaborative groups. ▪ Ensure appropriate records and evaluations of actions, processes and decisions are made and changes and updates to ePADs are reported to PSRB via Quality Assurance Lead. ▪ Support the Practice Learning Team and Academic Plan Leads to ensure effective communication with staff, students and stakeholders relating to SSSA and ePADs. ▪ Foster a culture of continuous improvement in practice learning to contribute to the implementation of the SoHS practice learning strategy and promote excellence in student experience. 	40%
2	<p>Contribute to high quality education provision by:</p> <ul style="list-style-type: none"> ▪ teaching on pre and post registration undergraduate and postgraduate courses. ▪ working to meet the University and the School's Learning and Teaching Strategies. ▪ demonstrating evidence-based educational practice and contributing to the development of that evidence base. ▪ working under the guidance of the relevant programme leads. ▪ undertaking duties relevant to courses, including student recruitment and selection, assessment, placement responsibilities, tutorial support, curriculum development and attendance at course meetings. ▪ contributing to quality monitoring and ensuring related requirements are met, applicable to role. 	30%

3	<ul style="list-style-type: none"> ▪ Engage in professional development that supports excellence in teaching. ▪ Individually or collaboratively identify and investigate issues relating to teaching. ▪ Maintain NMC registration through revalidation as required. 	20%
4	<ul style="list-style-type: none"> ▪ Maintain good relations and active links with colleagues in the School, University and practice areas. ▪ Contribute to the work of the relevant professional group and School, locally, nationally and internationally. ▪ Demonstrate effective use of IT knowledge and skills. ▪ Demonstrate commitment to equality, diversity and inclusion. ▪ Keep up to date with changes in education and healthcare provision. 	10%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Flexible and able to adapt to changing circumstances ▪ Excellent communication skills ▪ Good Leadership and management skills ▪ Evidence of commitment to equality of opportunity for all ▪ Proficient IT skills 	<ul style="list-style-type: none"> ▪ Compassionate leader ▪ Strategic thinker ▪ Ability to develop learning resources and guides
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of supporting students and/or practice assessors/supervisors in relation to the practice learning element of their studies ▪ Knowledge and awareness of the NMC Standards for Student Supervision and Assessment ▪ Some understanding of practice learning documentation and the challenges and opportunities of electronic documentation ▪ Enthusiasm for teaching and learning and an awareness of the student experience ▪ Experience and capability to act as a role model 	<ul style="list-style-type: none"> ▪ Scholarly/research activity ▪ Knowledge of Pebblepad system ▪ Experience of developing and delivering teaching to students and learners ▪ Experience of delivering SSSA training ▪ Experience of completing Practice Assessment Documentation ▪ Understanding of the University's vision of the Nottingham Graduate and how this may be translated for practice learning.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Current NMC registration ▪ Degree or equivalent qualification 	<ul style="list-style-type: none"> ▪ MSc or equivalent qualification ▪ Recordable Teaching qualification ▪ HEA Fellowship/Senior Fellowship ▪ Practice Supervisor or Assessor training
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:

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| Valuing people | Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported. |
| Taking ownership | Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as H&S, EDI and other considerations. |
| Forward thinking | Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process. |
| Professional pride | Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices. |
| Always inclusive | Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area. |

Key relationships with others

