# Role profile

<table>
<thead>
<tr>
<th>Job title</th>
<th>Assistant Professor of Non-Medical Prescribing</th>
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<tbody>
<tr>
<td>Job family and level</td>
<td>Research and Teaching Extended Level 5 (Teaching focus)</td>
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<tr>
<td>School/Department</td>
<td>School of Health Sciences</td>
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<tr>
<td>Location</td>
<td>Queens Medical Centre Campus</td>
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## Purpose of role

Due to increasing student demand, the School of Health Sciences is recruiting a new member of staff to support the delivery of its multi-professional post-registration Non-Medical Prescribing (NMP) and pre-registration preparation to prescribe programmes. The primary purpose of the role is to provide a consistently excellent standard of teaching and support for student learning that is underpinned by scholarship* related to the discipline.

The Role holder will 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 role holder will contribute to the NMP agenda locally and nationally and will be expected to liaise with external stakeholders, such as clinical providers, service users and regulatory bodies.

*proactive engagement with critical inquiry into the processes of learning in higher education contexts which is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

## Main responsibilities

(Primary accountabilities and responsibilities expected to fulfil the role)

<table>
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<th>% time per year</th>
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<tr>
<td>40%</td>
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<td>15%</td>
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### Education
Contribute to high quality education provision by:

- Teaching across a range of courses within the Non-Medical Prescribing subject area, 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.

### Lead and co-produce curriculum

- 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 including service users 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.
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<th></th>
<th>Assure</th>
<th>5%</th>
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| 3 | ▪ 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% |
|   | Enhance                                                                                                                                                                                                                                                                                                                                               | 5% |
| 4 | ▪ 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% |
|   | Scholarly activity and professional development                                                                                                                                                                                                                                                                                                         | 15%|
| 5 | ▪ 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 GPhC.                                                                                     | 5% |
|   | Develop                                                                                                                                                                                                                                                                                                                                               | 5% |
| 6 | ▪ 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% |
|   | Enable                                                                                                                                                                                                                                                                                                                                               | 5% |
| 7 | ▪ Develop expertise in the use of enabling technologies to support 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% |
|   | General/Administration                                                                                                                                                                                                                                                                                                                                | 10%|
| 8 | ▪ To contribute to the effective management and administration of the School. This will include responsibility for administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance.  
▪ You will be required to act as a personal tutor and Academic assessor 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.                                                                                 | 10%|

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Person specification

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<th>Essential</th>
<th>Desirable</th>
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| **Skills** | ▪ 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 independently review published research to demonstrate evidence based practice.  
▪ Has knowledge of national clinical guidelines and is able to use them in prescribing decisions.  
▪ Ability to build relationships and collaborate with others, both internally and externally. | ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn.  
▪ Ability to design course materials, plan and organise the delivery and assessment of taught courses within an agreed quality framework. |
| **Knowledge and experience** | ▪ Recent clinical experience around non-medical prescribing.  
▪ Experience of teaching in a higher education or equivalent setting.  
▪ Experience of promoting and maintaining collaborative links with external organisations such as clinical partners, industry or community.  
▪ Sufficient breadth or depth of specialist knowledge in the discipline  
▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation.  
▪ Able to demonstrate commitment to equality, diversity and inclusion. | ▪ An understanding of University management systems and the wider higher education environment.  
▪ Previous experience of the supervision and pastoral care of students at under and post graduate levels.  
▪ An established national and international reputation.  
▪ Experience, achievement and growing reputation in the discipline, reflected in relevant national committee memberships, and/or involvement in national research events.  
▪ Evidence of publication record in peer reviewed journals.  
▪ Research experience within subject specialism. |
| **Qualifications, certification and training (relevant to role)** | ▪ Current registration with GPhC.  
▪ Relevant Master’s Degree or equivalent. | ▪ Non Medical Prescriber.  
▪ PhD level education.  
▪ Higher Education or other teaching qualification (or working towards). |
| **Statutory, legal or special requirements** | ▪ DBS Satisfactory Enhanced Disclosure |
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.

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

- **Line manager**
  - Professional Lead
  - Assistant Professor
  - Colleagues
  - Students

Key stakeholder relationships

- Role holder
  - Assistant Professor
  - Colleagues
  - Students

Sept 2021