



Job title	Clinical Associate Professor of Professionalism	Job family and level	Clinical Academic, Clinical Associate Professor (Teaching Focus)
School/ Department	School of Medicine, Education Centre	Location	School of Medicine, University Hospitals of Derby and Burton site

Purpose of role

To provide high-quality teaching and to contribute to the planning, design and development of objectives and materials for innovative degree programmes in the area of Personal and Professional Development (PPD), to guide students towards meeting the standards set by the General Medical Council (GMC), and to contribute to the education, scholarship, and research portfolio of the School.

You will act as Module Co-ordinator for the A108 programme Communication and Professional Skills Module, teach basic communication skills to these students and oversee their formative and summative assessments for this module. You will act as Module Co-ordinator for the GEM programme PPD module and GEM Early Clinical Experience (ECE) programme and work closely with the Director of Clinical Skills and GEM Course Lead to ensure that students develop and document a portfolio and reflections from their ECE experience and evidence the Mandatory Assessment of Competencies and Clinical Skills and oversee their briefing and formative and summative assessments for this module.

You will develop new concepts and ideas and develop and win support for teaching development proposals. This role may also include individual or collaborative teaching development projects. You will make a significant contribution to your academic unit via leadership and/or administrative management and/or coordination of specific initiatives. You will work with the Professionalism and Academic Competency Committee (PACC) which has oversight of the 'low-level concerns' monitoring process and meets to discuss outcomes of individual student cases.

You will have an interest in medical education and be prepared to contribute through participation in and active engagement with other cognate teaching & learning activities such as assessment, curriculum development and quality assurance as appropriate.

Whilst no clinical component is offered with this role, as this is a University clinical academic appointment, it is a requirement that you maintain regular NHS clinical practice, GMC registration, a licence to practice and be revalidated with the GMC. This post may be worked as a separate contract or, following negotiations between the University and the successful applicant 's clinical employer on a single University contract with clinical and University responsibilities. The appropriate model will be discussed around appointment and should not deter General Practitioners from applying.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Teaching Planning and Delivery: <ul style="list-style-type: none"> Be responsible for the design of course modules and/or programmes of study in Personal and Professional Development (PPD) and Inter- 	40%

	<p>professional learning for the Graduate Entry Medicine programme for undergraduate medical students and for the quality and the development of teaching and teaching methods and assessments in the academic unit to ensure student needs and expectations are met.</p> <ul style="list-style-type: none"> ▪ Deliver the relevant Outcomes for Graduates (GMC 2018) described in Outcomes 1 Professional Values and Behaviours, which address: professional and ethical responsibilities; legal responsibilities; patient safety and quality improvement; dealing with complexity and uncertainty; personal and professional values, qualities, and lifelong learning; education skills; career management; organisational and leadership skills; team and interprofessional working. Further details are available at: https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomesfor-graduates ▪ Plan and deliver teaching, including coaching and supporting tutorial groups, across a range of modules or within a subject area, providing curriculum leadership within own area of expertise. ▪ Be a member of the Professionalism and Academic Competency Committee (PACC) which has oversight of the 'Doctor as Professional' aspects of the medical programme. ▪ Be a member of the Staff Committee of the Centre for Interprofessional Education and Learning to identify and facilitate opportunities for GEM student involvement in Interprofessional Learning across the Faculty of Medicine. ▪ Be responsible for and supervise practical work, including projects, field trips or placements, where it is part of the course, and advising students on techniques, ensuring that the School's arrangements for compliance with the University Safety Policy are implemented. ▪ Be responsible for and comply with The University of Nottingham Teaching Quality assurance standards and procedures. ▪ Teach within the PPD theme in highly interactive ways using online technology where appropriate, and through large and small group sessions and workshops within the University and clinical settings. 	
2	<p>Assessment and Supervision</p> <ul style="list-style-type: none"> ▪ To participate in the assessments for initial and higher degrees and diplomas of The University of Nottingham and act as invigilator for examinations as required ▪ Plan teaching, learning and assessment activities for PPD in conjunction with relevant academic and support staff for both the GEM programme (A101) and Foundation into Medicine programme (A108). ▪ Identify appropriate methods of teaching, learning and assessment, focusing on truly engaging interactive and clinically relevant learning methods wherever possible. Balance competing pressures to ensure teaching sessions are well organised and pedagogically sound, while making good use of available resources. ▪ Design, create and mark formative and summative assessments and examination papers, provide constructive feedback and act as an assessor in practical examinations when necessary. ▪ Set assessment standard and monitor student progress against these standards for PPD. ▪ Supervise and examine undergraduate, Postgraduate research and Masters students, when required, within area of expertise. 	30%

	<ul style="list-style-type: none"> ▪ Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required. ▪ Be responsible for the pastoral care of students within a specified area, dealing with sensitive issues. ▪ Act as a personal tutor 	
3	<p>Engagement and Communication:</p> <ul style="list-style-type: none"> ▪ Contribute to student recruitment and secure student placements and provide appropriate advice to others involved in this activity 	10%
4	<p>Line Management (if applicable):</p> <ul style="list-style-type: none"> ▪ Act as a line manager where appropriate, including performance review. ▪ Coach and support colleagues in developing their research and teaching techniques. ▪ Act as a mentor to colleagues with less experience and providing advice on personal development. ▪ Coordinate the work of colleagues to ensure modules are delivered to the required quality standards and there is equitable access to resources and facilities. ▪ Contribute to the leadership and management of the BMBS programme through collaboration with the wider Medical Education leadership team. 	10%
5	<p>Research:</p> <ul style="list-style-type: none"> ▪ You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities. 	10%
6	<p>Other:</p> <ul style="list-style-type: none"> ▪ Any duties appropriate to the grade and level of the role. ▪ We recognise the importance of continuous professional development and, therefore, the importance of providing opportunities, structured support, and encouragement to engage in professional development each year 	N/A

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 and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media. ▪ Ability to design and deliver high quality and up-to-date course materials. ▪ Ability to use a range of delivery techniques and technologies to inspire and engage students. ▪ Skills in counselling, pastoral care, and motivating students ▪ Ability to manage resources and an understanding of management processes. ▪ Ability to build relationships and collaborate with others, internally and externally. ▪ Ability to manage projects relating to own area of work and the organisation of external activities 	<ul style="list-style-type: none"> ▪ Skills in managing, leading and motivating staff. ▪ Ability to develop external networks and form collaborations with researchers from other universities and organisations.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Extensive experience as a practicing professional in clinical or related discipline. ▪ Experience in curriculum and assessment development and educational management relevant to Personal Professional Development and/or Inter-professional Education with evidence of continuous quality improvement to create a successful course or programme in terms of student attainment and enjoyment. ▪ A proven record of excellence in undergraduate and/or postgraduate teaching ▪ Understanding of GMC's Good Medical Practice documentation. ▪ Understanding of the GMC Promoting Excellence document and Outcomes for Graduates (2018). 	<ul style="list-style-type: none"> ▪ National/International reputation in specialist field which continues to grow. ▪ An understanding of university management systems and the wider higher education environment. ▪ Experience of counselling, pastoral care, and motivating students. ▪ Previous leadership experience. ▪ Experience of quality assurance. ▪ Teaching students with a vocation to study for a career in health care, e.g. medicine, nursing, physician associates, physiotherapy etc.

	<ul style="list-style-type: none"> ▪ A detailed understanding of NHS structures ▪ Understanding of portfolio assessment and use of logbooks ▪ Understanding of GMC's Good Medical Practice documentation. ▪ Understanding of the GMC Promoting Excellence document and Outcomes for Graduates (2018). 	
<p>Qualifications, certification and training (relevant to role)</p>	<ul style="list-style-type: none"> ▪ MBBS, or equivalent ▪ PhD or equivalent in a medical specialty or medical education OR equivalent extensive professional/teaching/research experience. ▪ Full GMC Registration with a licence to practice at the time of appointment and subsequently. ▪ Evidence of entry on the GMC's Specialist Register/ GP Register OR evidence that the GMC is processing the Specialist/GP Registration OR be within 6 months of attaining CCT at time of interview with entry on GMC Specialist Register by date of commencement. ▪ Recognised HEA teaching qualification, at least, to Associate Fellowship of Advance HE OR demonstrable equivalent experience. 	<ul style="list-style-type: none"> ▪ Higher education teaching qualification or equivalent e.g., MSc/MPhil/PhD in Medical Education ▪ Fellowship of Advance HE
<p>Statutory, legal or special requirements</p>	<ul style="list-style-type: none"> ▪ Satisfactory Enhanced disclosure obtained from the Disclosure and Barring Service. ▪ Eligible to reside & work in the UK. ▪ Willingness to adopt the vision and values of the School of Medicine. 	



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

