



<b>Job title</b>	Associate Professor of Medical Education and Deputy Director of Student Wellbeing	<b>Job family and level</b>	Research & Teaching Level 6, Teaching Focus
<b>School/ Department</b>	School of Medicine/ Education Centre	<b>Location</b>	Medical School, Queens Medical Centre (QMC)

## Purpose of role

The School of Medicine is the largest of the University of Nottingham's 22 Schools, and forms part of the Faculty of Medicine and Health Sciences. It is also amongst the UK's largest medical schools with approximately 950 staff and 3500 students spread across 3 undergraduate courses (Medicine BMBS, Medical Physiology and Therapeutics and Cancer Sciences), 14 postgraduate taught courses and postgraduate research.

Nottingham is a sought-after UK University in which to study medicine and has one of the largest yearly intakes of medical students. Our BMBS medicine programmes have a total of around 2400 students at any one time with five routes of entry:

- 5-year systems-based integrated course, delivered at both Nottingham and Lincoln Medical Schools
- a 6-year medicine with a foundation year at Nottingham and Lincoln Medical Schools
- a 4-year graduate entry medical course, which starts with 18 months of problem-based pre-clinical learning delivered at the University's Royal Derby Hospital campus. These graduate entry students are then integrated with the undergraduate medical students for the clinical phase of the course, which is coordinated by the Education Centre in Nottingham.

Our 5 & 6 year programmes offer the opportunity for all students to undertake a period of research in year 3 leading to a BMedSci qualification, alongside their eventual BMBS degree.

As Associate Professor of Medical Education and Deputy Director of Student Wellbeing you will make a significant leadership contribution to the wellbeing provision for our undergraduate students in the School of Medicine. In particular, in liaison with the Director of Student Wellbeing, you will be responsible for the School Wellbeing Strategy and ensure our provision is aligned to need and enhances the overall student experience.

Additionally, you will participate as a senior leader in the Education Centre's organisation, management and strategic planning and contribute, overall, to management within the School of Medicine and to the University's strategic planning processes.

You will have achieved, and sustained, scholarship in teaching practice and an outstanding reputation for excellence in medical education.

You will be directly responsible for our international students and will be expected to establish an international wellbeing, induction and support provision. You will have direct responsibility for liaison with our occupational health providers and transfer of information processes.

You will work with the Foundation programme lead to ensure our students are supported through the National preallocation process and Step Foundation transition process.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<b>Organisation, leadership and management</b> <ul style="list-style-type: none"> <li>▪ Together with the Director of Student Wellbeing you will be responsible for the Wellbeing strategy within the School of Medicine.</li> </ul>	70%

	<ul style="list-style-type: none"> <li>▪ Provide leadership and improve provision for international students</li> <li>▪ Oversee the effectiveness of our occupational health referral provision</li> <li>▪ Liaise and support wellbeing colleagues in their role</li> <li>▪ Deputise for the Director of Student Wellbeing</li> <li>▪ Develop a process to collect relevant data for evaluation, monitoring and governance of our provision.</li> <li>▪ Chair the weekly special considerations meeting and the student support and development committee which is responsible for the governance and oversight of all student support and wellbeing provision for the School of Medicine</li> <li>▪ Quality assure wellbeing processes.</li> <li>▪ Discuss academic progress with students that have been highlighted as requiring specific support.</li> <li>▪ Discuss any special leave plans with students with special circumstances e.g., elite athletes, those on military bursaries.</li> <li>▪ Discuss any requirements to catch-up essential missed components on the clinical course in liaison with the lead for remediation and phase lead</li> <li>▪ Work collaboratively with early years colleagues, specialist university services, Local Education Providers, Sub Deans/Directors of undergraduate medical education to ensure adequate understanding and provision of support across all sites are identified and supported</li> <li>▪ Represent the School on relevant Faculty and University committees and working groups</li> </ul>	
2	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Contribute to the teaching and project supervision of medical students within your areas of expertise and engage with research being undertaken within the Education Centre as required.</li> <li>▪ Act as a personal tutor to School of Medicine UG and PGT students.</li> <li>▪ Contribute where relevant to Undergraduate teaching and curriculum design.</li> </ul>	20%
3	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ Engage and support research in the Medical Education field, through personal contribution, the direct supervision of others and promoting research and development within Medical Education.</li> <li>▪ Engage proactively in the scholarship of Medical Education by providing relevant leadership of teaching and curriculum development; taking an evidence-driven approach to student support and wellbeing and implementation of new pedagogies and disseminating the results of this work both internally and externally.</li> </ul>	10%
4	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>▪ Undertake any duties in accordance with the nature and grade of the post, as required</li> <li>▪ Engage in developmental and networking activities such as being an external examiner for other institutions.</li> <li>▪ 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.</li> </ul>	N/A

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Proven ability to provide effective leadership and management of groups and support and wellbeing activities.</li> <li>▪ Proven ability to develop, plan and lead the delivery of relevant teaching programmes.</li> <li>▪ Proven ability to lead teams and meet deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to lead innovative projects.</li> <li>▪ Skills in planning and organising resources.</li> <li>▪ Proven skills in coaching, motivating, and developing others.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ A proven record of excellence in undergraduate and/or graduate medical teaching.</li> <li>▪ A proven record of excellence in organisation, innovation and leadership of support provision for students.</li> <li>▪ Understanding of GMC's Good Medical Practice and the Medical Licencing Assessment.</li> <li>▪ Understanding of the GMC Promoting Excellence document and Outcomes for Graduates (2018).</li> <li>▪ Commitment of delivery of quality services to students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A thorough understanding and experience of university management systems and the wider higher education environment</li> <li>▪ Experience of counselling, pastoral care, and motivating students.</li> <li>▪ A detailed understanding of NHS structures</li> <li>▪ Record of promoting, and maintaining, collaborative links with HEE, GMC and/or the NHS</li> <li>▪ Previous experience of conflict resolution or managing students/trainees in difficulty</li> <li>▪ Evidence of experience of quality assurance in Medical Education</li> </ul>
<b>Qualifications, certification, and training</b>	<ul style="list-style-type: none"> <li>▪ A PhD in Medical Education AND/OR equivalent extensive professional &amp; research experience</li> <li>▪ Extensive teaching experience, supported by a relevant HE teaching qualification (at least Fellowship of Advance HE) AND/OR recognition against UKPSF with additional experience.</li> <li>▪ Membership of a professional body where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior or Principal Fellow of Advance HE</li> </ul>

<p><b>Statutory, legal or special requirements</b></p>	<ul style="list-style-type: none"> <li>▪ Satisfactory enhanced disclosure from the Disclosure and Barring Service as support and wellbeing work may involve working with vulnerable adults and children.</li> <li>▪ Eligible to reside and work in the UK.</li> <li>▪ Willingness to adopt the vision and values of the School of Medicine.</li> <li>▪ Engagement with Continuous Professional Development</li> </ul>	
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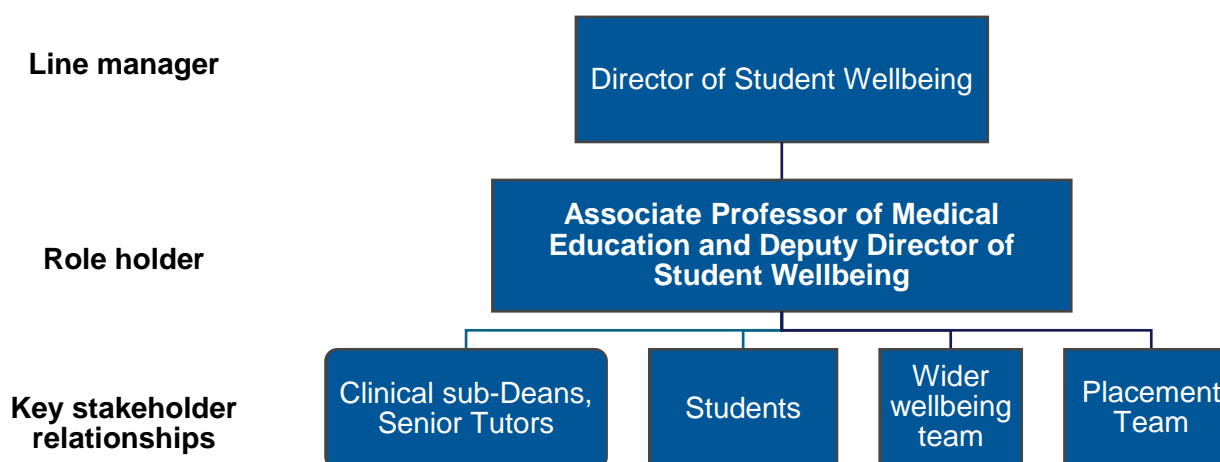


## Expectations and behaviours

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





<b>Job title</b>	Clinical Associate Professor of Medical Education and Deputy Director of Student Wellbeing	<b>Job family and level</b>	Clinical Associate Professor Clinical Academic - Teaching Focus
<b>School/ Department</b>	School of Medicine/ Education Centre	<b>Location</b>	Medical School, Queens Medical Centre (QMC)

## Purpose of role

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You will be directly responsible for our international students and will be expected to establish international wellbeing, induction and support provision. You will have direct responsibility for liaison with our occupational health providers and transfer of information processes.

You will work with the National Foundation programme lead to ensure our students are supported through the National preallocation process and Step Foundation transition process.

The role of Clinical Associate Professor of Medical Education and Deputy Director of Student Wellbeing is open to applicants who meet the Person Specification below.

**As a Clinical Academic, it is a requirement that you have attained your Certificate of Completed Training (CCT) are suitably qualified to consultant or General Practitioner level, that you undertake regular NHS clinical duties, that your GMC registration and licence to practice are maintained and that you remain revalidated with the GMC.**

It is anticipated that on agreement of appropriate arrangements for clinical duties for Clinical Academic applicants, the role outlined would be conducted at 0.4FTE with a maximum of 0.6FTE of clinical duties in the NHS in one of our local NHS Trusts (Nottingham University Hospitals NHS Trust, Nottinghamshire Healthcare NHS Foundation Trust, United Hospitals of Derby and Burton NHS Foundation Trust, Derbyshire Healthcare NHS Foundation Trust) or General Practices in Nottinghamshire or Derbyshire. We envisage that a successful hospital-based Clinical Academic candidate's clinical and academic PAs may then be combined under a single, joint appointment between the successful candidate's clinical employer and the University with relevant Royal College approval This should not deter General Practitioners from applying.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Organisation, leadership and management</b></p> <ul style="list-style-type: none"> <li>▪ Together with the Director of Student Wellbeing, you will be responsible for the Wellbeing strategy within the School of Medicine.</li> <li>▪ Provide leadership and improve provision for international students</li> <li>▪ Oversee the effectiveness of our occupational health referral provision</li> <li>▪ Liaise and support wellbeing colleagues in their role</li> <li>▪ Deputise for the Director of Student Wellbeing</li> <li>▪ Develop a process to collect relevant data for evaluation, monitoring and governance of our provision</li> <li>▪ Lead patient safety incident reporting investigations</li> <li>▪ Lead the final year pre-allocation and National STEP process and transition to the foundation programme</li> <li>▪ Liaise with colleagues in the Assessment team, Course Management Teams (FFP/Advanced Practice), and Trust-based Clinical Teaching Coordinators in relation to formative examinations and how wellbeing provision can support periods of retraining, resit and interruption</li> <li>▪ Chair the weekly special considerations meetings and the Student support and development committee which is responsible for the governance and oversight of all student support and wellbeing provision for the School of Medicine</li> <li>▪ Quality assure wellbeing processes</li> <li>▪ Discuss academic progress with students that have been highlighted as requiring specific support</li> <li>▪ Discuss any special leave plans with students with special circumstances e.g. elite athletes, those on military bursaries</li> <li>▪ Discuss any requirements to catch-up essential missed components on the clinical course in liaison with the Lead for Remediation</li> <li>▪ Work collaboratively with early years colleagues, specialist University services, Local Education Providers, Sub Deans/Directors of undergraduate medical education to ensure adequate understanding and provision of support across all sites are identified and supported</li> <li>▪ Represent the School on relevant Faculty and University committees and working groups</li> </ul>	70%



2	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Contribute to the teaching and project supervision of medical students within your areas of expertise and engage with research being undertaken within the Education Centre as required.</li> <li>▪ Act as a personal tutor to School of Medicine UG and PGT students.</li> <li>▪ Contribute where relevant to Undergraduate teaching and curriculum design and especially clinically related wellbeing themes.</li> <li>▪ Act as OSCE examiner, where requested</li> </ul>	20%
3	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ Engage and support research in the Medical Education field, through personal contribution, the direct supervision of others and promoting research and development within Medical Education.</li> <li>▪ Engage proactively in the scholarship of Medical Education by providing relevant leadership of teaching and curriculum development, taking an evidence-driven approach to student support and wellbeing and implementation of new pedagogies and disseminating the results of this work both internally and externally.</li> </ul>	10%
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	<ul style="list-style-type: none"> <li>▪ Full GMC Registration with a licence to practice</li> <li>▪ Entered on the GMC Specialist Register/General Practitioner Register</li> <li>▪ Membership or Fellowship of a relevant Royal College e.g., General Practitioners, Physicians etc.</li> </ul>	
<b>Statutory, legal or special requirements</b>	<ul style="list-style-type: none"> <li>▪ Satisfactory enhanced disclosure from the Disclosure and Barring Service as assessment work may involve working with vulnerable adults and children.</li> <li>▪ Eligible to reside and work in the UK.</li> <li>▪ Willingness to adopt the vision and values of the School of Medicine.</li> <li>▪ Engagement with Continuous Professional Development.</li> </ul>	



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### 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.

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