



Job title	Clinical Associate Professor in Medical Education and Director of Professionalism	Job family and level	Clinical Academic (Teaching & Learning) Clinical Associate Professor
School/ Department	School of Medicine, Education Centre	Location	The East Midlands Campuses of the University of Nottingham

Purpose of role

The Director of Professionalism will embed professionalism teaching, learning and assessment into the BMBS Medicine course, across Nottingham and Derby, and for any students in Lincoln who are registered with the University of Nottingham. They will ensure the longitudinal management and remediation of students who demonstrate attitudes and/or behaviours which give rise to professionalism concerns.

Professionalism is at the heart of the ethos of a doctor. It is vital that we graduate students who are aware of their professional responsibilities and who practice in a way that their patients will expect. The GMC's guidance on professional values states that basic medical training gives students the opportunity to learn professional behaviour in a supervised environment that is safe for patients. It is also an opportunity for medical schools to identify types of behaviour that are not safe, and to take appropriate action to help students to improve their behaviour.

The Director of Professionalism will have oversight of the 'Professional Values and Behaviours' component of the BMBS Medicine course in Nottingham and Derby and for any students in Lincoln who are registered with the University of Nottingham. The school has established a Professional Values and Behaviours Committee' (PVBC) to manage the 'Professional Values and Behaviours' component of the curriculum. The PVBC also has oversight of the 'intervention form' process, which is the main means by which potential professionalism concerns related to students are reported to the school. Any potential professionalism concern not immediately reaching the threshold for entry to the fitness to practise process, is initially investigated through a meeting between the student concerned and one of the professionalism team. These student cases are then discussed by members of the PVBC, who determine an outcome. The main ethos for this process is the educational development of a student's professionalism, rather than an adversarial disciplinary process.

Whilst this is a University academic appointment at 0.2 FTE, it is a requirement that you maintain regular NHS clinical practice, GMC registration, a licence to practice and entry on the GMC Speciality or GP Register, be revalidated with the GMC and undertake an annual appraisal according to Follett principles.

The Director of Professionalism will report to the Dean of Education, University of Nottingham, but will also liaise closely with other senior colleagues within the school of medicine.



The School of Medicine 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.

To find out more about the School of Medicine, its values, vision, teaching and research, please see our [further information leaflet](#).

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Leadership: Engagement, Communication, Administration: • Lead, develop and deliver the professionalism component of the medical programme (assessment and curriculum). • Line manage the Deputy Director of Professionalism who will provide additional support, resource and expertise in this area. • Liaise with relevant staff including those in the Education Centre, Student Services Registry and Academic Affairs, local educational providers, and other staff delivering the medical programme, to ensure that appropriate standards are maintained in relation to educational matters and quality assurance. This may include the development and delivery of training to academic and NHS staff on teaching and assessment of Professionalism. • Be responsible for the triage of intervention forms. • Lead and co-ordinate the annual review of the school's professionalism processes including appropriate returns to the GMC. • Deputise for the School Lead for Fitness to Practise when required.	40%
2	Student meetings: • Meet with students to discuss intervention form content, understand scenarios, review student reflections, sign-off minutes of student meeting and present case to PVBC. • On occasion, further information gathering from third parties (e.g., those submitting the form) is required for satisfactory completion of the process. The process may involve close liaison with the wellbeing team, the lead for fitness to practise, and staff in partner local education providers. Most meetings with students are still taking place via MS-Teams.	30%



	• Provide follow up for students after a PVBC outcome is delivered which may include setting remediation as appropriate and/or a learning agreement. • Refer students as necessary to the Fitness to Practise lead.	
3	Committee Attendance: • Co-Chair PVBC, together with the other co-chair (lay representative). Currently the main PVBC meetings occur twice per year and have a duration of three hours. There are additional monthly 'case discussion' meetings (which can be joined remotely) lasting between 1-2 hours. Occasionally an 'extra-ordinary' case discussion meeting is convened for discussion of time-pressured cases. • School of Medicine UG Teaching, Learning and Assessment Committee (UG TLAC). • Attend and contribute to national meetings related to Professionalism and UG medical education, for example as run by the GMC, representing the University.	20%
4	Teaching and other related activity: • Contribute to the knowledge and skills assessment processes. • Lead and deliver lectures, tutorials, and seminar teaching related to professionalism education as appropriate. • Co-ordinate and deliver student induction activities on matters of professionalism. • Keep information for students and staff updated regarding Professionalism on Moodle and any other course material. • Undertake any duties in accordance with the nature and grade of the post, as required. • 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.	10%

Person specification

	Essential	Desirable
Skills	• 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	• Skills of counselling, pastoral care and motivating students.



	well as to peers, using high level skills and a range of media. • Proven ability to provide effective leadership and management of groups and teaching activities. • High analytical ability to facilitate conceptual thinking, innovation and creativity. • Excellent communication and interpersonal skills when speaking with students regarding challenging situations. • Ability to establish and maintain effective communication networks for colleagues working towards enhancing the professionalism education of undergraduate medical students.	
Knowledge and experience	• Understanding of the GMC documents Promoting Excellence and Outcomes for Graduates in the wider context of the undergraduate curriculum for medicine in Nottingham. • Understanding of guidance on standards of conduct for students issued by the General Medical Council. • Understanding of the importance of professionalism in undergraduate medical education. • Experience of managing professionalism concerns relating to undergraduate medical students. • A proven track record and experience in delivering UG teaching. • Knowledge of pastoral and academic support systems for students in Nottingham programmes. • Established national reputation in the field of professionalism in UG education. • Experience in managing, leading and motivating staff.	• An understanding of University management systems and the wider higher education environment.



Qualifications, certification and training (relevant to role)	• Primary medical qualification and a PhD or equivalent experience in medical education with a focus on professionalism. • Higher education teaching qualification (such as FHEA) or equivalent. • Membership or Fellowship of a Royal College. • Entry on the GMC specialist register/GP register or within six months of gaining CCT at the time of interview. • Full GMC Registration with a licence to practice.	• Membership of a professional body, where appropriate.
Other	• 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

