



<b>Job title</b>	Clinical Assistant Professor in Medical Education and Assessment	<b>Job family and level</b>	Clinical Academic, Clinical Assistant Professor (Teaching & Learning)
<b>School/ Department</b>	School of Medicine, Education Centre	<b>Location</b>	The East Midlands Campuses of the University of Nottingham

## Purpose of role

The purpose of this role is to support the Director and Deputy Director of Assessments in the delivery of assessments across all medical degree and related programmes in the School of Medicine. You will work within the assessment team to design, deliver and develop consistently excellent summative and formative assessments for Nottingham students, underpinned by scholarship related to assessment methodologies. You will also support the delivery of the Applied Knowledge tests (AKT) and Clinical and Professional Skills Assessment (CPSA) to ensure an excellent staff and student experience.

Your work will be underpinned by proactive engagement with critical inquiry into the processes of learning in higher education contexts which is evidence-driven in order to enhance student learning and the quality of assessments.

You will make a contribution to the Education Centre via leadership, administrative management and co-ordination of specific initiatives.

The School of Medicine recognises the importance of continuous professional development and the importance of providing opportunities, structured support and encouragement to engage in professional development.

**This post is offered at 0.5 FTE. Whilst no clinical component is offered with this role, it is a requirement that you have a regular clinical commitment, maintain your GMC Registration with a licence to practice, your registration on the GMC Specialist or GP Register.**

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

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Teaching, Planning and Supervision</b></p> <ul style="list-style-type: none"> <li>▪ Work with the Director of Assessments, Senior Clinical Assessment Advisor and CPSA (OSCE) lead to develop and maintain Applied knowledge Tests items (Database) and CPSA Station items</li> <li>▪ Provide timely feedback to students which supports their learning.</li> <li>▪ Act as the personal tutor and/or educational supervisor to undergraduate, postgraduate taught and research students within area of expertise, identifying pastoral and academic needs and signposting</li> </ul>	60%



	<p>appropriately, dealing with sensitive issues with support of line manager and others.</p> <ul style="list-style-type: none"> <li>▪ Provide academic and pastoral support to students developing their knowledge and intellectual skills with due regard to their welfare, with a particular focus on students resitting or retraining</li> <li>▪ Participate in the examination of University students in the OSCE/CPSA format by reference to the criteria.</li> <li>▪ Undertake and take responsibility for duties such as recruitment, admissions, timetabling, examinations, student attendance, and placements, as appropriate.</li> </ul>	
2	<p><b>Lead Curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Be responsible for the design and quality control of assessments for modules and/or programmes of study, ensuring the assessment design is up to date and international in its scope</li> <li>▪ Be responsible for compliance with The University of Nottingham Teaching Quality assurance standards and procedures in own area of responsibility.</li> <li>▪ Provide curriculum leadership in own area of expertise, designing and undertaking assessments, marking and feedback, where required.</li> <li>▪ Evaluate and respond to student feedback to ensure student engagement.</li> <li>▪ Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate.</li> <li>▪ Contribute to the teaching and learning policy/strategy in the School of Medicine's Education Centre</li> </ul>	30%
3	<p><b>Enhance, Engage &amp; Reflect</b></p> <ul style="list-style-type: none"> <li>▪ Develop knowledge and experience of different methods of teaching and assessment and understand the evidence supporting the use of such approaches in own teaching context.</li> <li>▪ Engage in scholarship of teaching and learning in relation to own discipline, with an evidence-based approach, and the dissemination of this.</li> <li>▪ Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation.</li> <li>▪ Take an active role in influencing the practice of consistently excellent teaching in the medical curriculum by disseminating evidence-informed developments in assessment, early adoption and promotion of enabling technologies and pedagogies.</li> <li>▪ Build relationships and collaborate actively with internal and external contacts, nationally and if appropriate internationally to complete research projects and to advance the discipline.</li> </ul>	10%
4	<b>Other:</b>	N/A



	<ul style="list-style-type: none"> <li>▪ Any other duties appropriate to the grade and level of the role.</li> </ul>	
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## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ 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>▪ Ability to devise, advise on and manage learning and research programmes.</li> <li>▪ Ability to design and deliver high quality and up-to-date course and assessment materials.</li> <li>▪ Ability to use a range of delivery techniques and technologies to inspire and engage students.</li> <li>▪ High level analytical capability to facilitate conceptual thinking, innovation and creativity.</li> <li>▪ Skills in counselling, pastoral care and motivating students.</li> <li>▪ Ability to manage resources and an understanding of management processes.</li> <li>▪ Ability to build relationships and collaborate with others, internally and externally.</li> <li>▪ Ability to manage projects relating to own area of work and the organisation of external activities such as placements.</li> </ul>	
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Experience within medical education</li> <li>▪ Evidence of good team working skills.</li> <li>▪ Experience and demonstrated success in developing methods and coaching colleagues</li> <li>▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation.</li> <li>▪ Experience and demonstrated success in delivering teaching and or assessments within an agreed quality framework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ International and growing reputation in specialist field</li> <li>▪ Track record in development and delivery of teaching units.</li> <li>▪ Experience in devising, advising on and managing learning and research programmes.</li> <li>▪ Experience of counselling, pastoral care and motivating students.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Demonstrable knowledge and experience of different methods of assessment and understand the evidence supporting the use of such approaches in the context of medical education.</li> <li>▪ Demonstrable confidence in the use of the University’s virtual learning environment and enabling technologies that support teaching, learning and assessment (e.g. lecture capture, online reading lists).</li> </ul>	
<b>Qualifications, certification and Training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ Higher Education teaching qualification OR extensive experience of undergraduate teaching with a commitment to undertake a qualification from the Higher Education Academy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membership of an appropriate professional teaching body, where appropriate.</li> <li>▪ A higher research degree (PhD or MD by research or equivalent) in a relevant subject area</li> </ul>
<b>Statutory/Legal</b>	<ul style="list-style-type: none"> <li>▪ Satisfactory Enhanced disclosure from the Disclosure and Barring Service</li> <li>▪ Full GMC registration with a licence to practice at the time of appointment.</li> <li>▪ Certificate of Completed Training (CCT) OR Certificate of Eligibility for Specialist Registration (CESR) in a medical or surgical speciality</li> <li>▪ Evidence of entry on GMC Specialist Register in a medical or surgical speciality OR entry on the GMC GP Register.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Willingness to adopt the <u>vision and values</u> of the School of Medicine</li> </ul>	





## 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

