Educational Adviser (Online Learning)
Academic Support Office, Student and Academic Services

Closing date: 26 November 2017
Interview date: TBC
Vacancy reference: 6198
INTRODUCTION

This is a fixed-term post in the Academic Support Office’s E-Learning Development Team, funded through the business plan for the University’s strategic expansion of online programmes in conjunction with an external partner.

The post will provide professional advice and support to selected academic departments for the development of online degree programmes in the first two years of the project.

The post-holder will work intensively and pro-actively with participating departments, helping programme teams to develop programme proposals which embed the principles of the York Pedagogy, including distinctive and ambitious learning outcomes, together with excellent online learning design. The post-holder will be actively involved in facilitating formal approval of new programmes, and in developing the supporting policy infrastructure. The post-holder will also act as a key liaison contact between staff in the University and representatives of the external partner. The external partner will contribute to the programme design stage and will take the lead in supporting the development of online materials to give effect to the design. The role will include working closely with the Associate PVC for Teaching, Learning and Students and other members of the project team.
Main purpose of the role

This is a fixed-term post to provide professional advice and support to selected academic departments in the development of fully online degree programmes, as part of the University’s strategic project to expand these programmes in conjunction with an external partner.

Key responsibilities

The post-holder will work intensively and pro-actively with participating departments:

- in helping programme teams to develop programme proposals which embed the principles of the York Pedagogy, including distinctive and ambitious learning outcomes, together with excellent online learning design;
- in facilitating formal approval of the new programmes;
- in developing the supporting policy infrastructure, and
- in acting as a key liaison contact between academic staff and ASO teams, other academic and central service staff in the University, and representatives of the external partner.

The post-holder will also work closely with the Associate PVC for Teaching, Learning and Students and with other members of the project team.

Specific responsibilities include:

- liaising with, and providing professional advice to, programme and module leaders and departmental Chairs of Boards of Studies to support the design of online Masters-level degree programmes in conjunction with the University’s external partner. This input will draw on knowledge of the York Pedagogy and of good practice and resources across disciplines and in the wider sector. (Responsibility for programme design will lie with the programme leader and departmental Board of Studies; the Educational Adviser will provide University advisory and co-ordination support as summarised here, with contributions from the external partner to programme design; the external partner will take a particular lead in supporting the development of online materials to give effect to the design).

- facilitating informed reflection and planning by programme and module teams:
  ⇒ to create ambitious and stretching programme learning outcomes,
  ⇒ to embed effective pedagogy in programme and module design to achieve excellence in learning, teaching and assessment, and
  ⇒ to ensure that the proposed designs align with the principles of the York Pedagogy.

- advising programme and module leaders on the internal procedures for programme and module approval and the applicable policy framework, and working pro-actively with programme teams:
  ⇒ to ensure that high quality programmes are produced which meet the University’s expectations for academic standards and quality in design, build out and delivery;
  ⇒ to facilitate smooth and prompt progress through formal academic quality review and approval processes in departments and with central bodies such as the Standing Committee on Assessment and the University Teaching Committee;

- acting as a key liaison contact between academic staff in participating departments, ASO teams, and other academic and central service staff. The post-holder will also act as a key liaison contact with representatives of the external partner. The post-holder will work particularly closely with the Associate PVC for Teaching, Learning and Students, who is the academic lead for the online learning project, and other members of the project team. The post holder will be expected to attend and contribute to a range of meetings between departments and the Associate PVC, and to represent...
the Associate PVC where appropriate;

- contributing to the review and development of the University’s framework of academic policy and guidance to ensure that it addresses and supports the nature and requirements of online teaching, learning and assessment. This may involve consultations and research, and drafting and editing policy and other documents;

- promoting and supporting the use of the University’s centrally-supported learning technologies and resources provided in conjunction with the external partner, through departmental briefings and workshops, and providing advice to programme teams and academic staff, where appropriate in conjunction with the external partner;

- maintaining awareness of staff professional development and training needs across departments, exploring ways to address priorities with the E-Learning Development Team and the external partner;

- assisting in the evaluation of the impact of fully online programme designs on the student learning experience and achievement of learning outcomes, and the generation of an evidence base to inform priorities and support further development of the online portfolio;

- disseminating progress, working with the Distance Learning Forum and other fora and working groups to share learning, engage other departments and foster further growth in online programmes. This will also promote more broadly the value of online learning and delivery as a component of effective design for all programmes and modules;

- acting as Secretary where appropriate for working groups or other meetings, organising agendas in liaison with the Chair, drafting minutes and reports, and tracking follow-up actions;

- contributing to the orientation, induction support and training for programme tutors, who may not have worked on the design of the modules;

- keeping up to date with relevant developments in the sector to ensure that work is informed by national policy, existing and emerging research, and practice in other HEIs, by undertaking professional networking, attending / presenting at relevant conferences and events and developing links with national organisations;

- performing other duties as required by the Head of the E-Learning Development Team or Head of ASO that may not be included above, but which are nevertheless consistent with the role and grade.

The post-holder reports to the Head of the E-Learning Development Team. The team is assisted by administrative staff who support the whole of the ASO.

Candidates should have knowledge and experience of pedagogy and of effective approaches to teaching and the support of student learning in full degree programmes, preferably at taught postgraduate level, to work successfully with academic colleagues. Some direct experience and knowledge of the application of learning technologies in this context is also required. Professional development support will be provided as appropriate to enable the appointee to build their specialist expertise in TEL.
## PERSON SPECIFICATION

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<tr>
<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tr>
<td>A good honours degree or equivalent qualification.</td>
<td>Essential</td>
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<td>A teaching qualification (e.g. PGCE, PGCAP)</td>
<td>Desirable</td>
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<td>A qualification related to the use of learning technology in higher education (e.g. CMALT)</td>
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### Knowledge

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<tr>
<td>Knowledge of the national learning and teaching quality assurance and enhancement agenda in higher education, including the application of the UK Quality Code.</td>
<td>Essential</td>
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<tr>
<td>Knowledge of effective approaches to teaching and to the support of student learning in HE.</td>
<td>Essential</td>
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<td>Knowledge of pedagogy related to technology-enhanced learning and its application in the design of fully online programmes and modules.</td>
<td>Essential</td>
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<td>Understanding of academic culture relevant to a UK research-intensive university and its implications for supporting learning and teaching.</td>
<td>Essential</td>
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<td>Knowledge of quality standards for the design and delivery of fully online programmes, and awareness of e-learning standards and accessibility, disability, copyright and licensing legislation for e-learning.</td>
<td>Essential</td>
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<td>Knowledge of internal and external quality assurance frameworks for the effective design and delivery of fully online programmes</td>
<td>Essential</td>
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<td>Knowledge of internal University of York teaching quality assurance procedures and policies and their relationship to external requirements.</td>
<td>Desirable</td>
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<tr>
<td>Knowledge of instructional roles, responsibilities and techniques in supporting the effective use of learning technologies in fully online programmes to enhance student learning in higher education.</td>
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<td>Knowledge of a range of current research regarding HE pedagogy and student learning, particularly relating to effective programme design.</td>
<td>Desirable</td>
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<td>Knowledge of project management principles.</td>
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<td>Knowledge of relevant approaches to impact evaluation.</td>
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### Skills, abilities and competencies

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<tr>
<td>Excellent oral and written communication skills and interpersonal skills, to address a variety of needs and audiences.</td>
<td>Essential</td>
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<td>Ability to deliver pedagogic guidance and support for the design and delivery of fully online programmes to academic staff across a range of subjects.</td>
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<td>Ability to maintain a high level of accuracy, even when producing work to tight deadlines.</td>
<td>Essential</td>
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<td>Cooperative management skills to liaise with / coordinate the contributions of colleagues across different service units.</td>
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<td>Ability to liaise with a wide variety of clients and to demonstrate excellent customer service skills.</td>
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<td>Ability to work independently and as part of a team.</td>
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<td>Excellent time management skills and the ability to work well under pressure.</td>
<td>Essential</td>
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<td>Ability to manage, monitor and evaluate a project.</td>
<td>Desirable</td>
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<td>Ability to plan in the short and long term and to scope new areas of activity.</td>
<td>Desirable</td>
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<th>Experience</th>
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<tr>
<td>Experience of teaching or of supporting teaching and learning at degree level in HE.</td>
<td>Essential</td>
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<td>Experience of the successful use of learning technology in HE as an educator or in a professional support role.</td>
<td>Essential</td>
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<tr>
<td>Experience of delivering pedagogic guidance and support for the design and delivery of fully online programmes (ideally at Masters level) to academic staff.</td>
<td>Essential</td>
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<td>Direct experience of tutoring students or supporting staff in the active facilitation of students on fully online courses.</td>
<td>Desirable</td>
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<td>Experience of designing and writing user-support materials for online course design and delivery.</td>
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<tr>
<td>Experience of working with academic staff across a range of subjects as an educational / curriculum development adviser, with a particular focus on technology-enhanced learning.</td>
<td>Desirable</td>
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<td>Experience of curriculum / module design.</td>
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<td>Experience of supporting the development of academic policy and guidance, including the drafting of such policy and guidance statements for approval by senior committees.</td>
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<td>Experience of evaluating the impact of an online learning and teaching project or activity.</td>
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## Personal attributes

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<tr>
<td>A commitment to addressing teaching and learning needs and effecting change.</td>
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<td>A self-starter, well organised and willing to take the initiative.</td>
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<td>A proactive approach, able to use initiative in problem solving and developing service opportunities with an appreciation of possible longer-term implications.</td>
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<td>Enthusiasm and a commitment to service excellence.</td>
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<td>A commitment to continuing professional development.</td>
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<td>A commitment to equality and diversity.</td>
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The Academic Support Office (ASO) is part of Student & Academic Services, which also includes Careers and Placements, Student Services, Open Door and Disability, and Colleges.

Collectively Student & Academic Services contributes to the experience and success of students and staff by:

- providing the support that students and staff need to deal with aspects of student life that can enhance learning and capability;
- promoting and facilitating students’ personal development and career planning;
- contributing to the assurance of academic standards and the quality of teaching and learning, and
- providing the administrative underpinning for the student life cycle.

The ASO plays an important role in helping to ensure that the University maintains its reputation for high quality teaching and learning. The Office is responsible for co-ordinating processes for assuring the quality of educational provision and for supporting a wide portfolio of activities aimed at enhancing teaching and learning practices. The ASO comprises six teams: Academic Practice, E-Learning Development, Learning Enhancement, the Centre for English Language Teaching, Academic Quality and the administrative support team.

In delivering these responsibilities, ASO staff work closely with the Pro-Vice-Chancellor and Associate Pro-Vice-Chancellor for Teaching, Learning and Students, the University Teaching Committee, the Standing Committee on Assessment, the Learning and Teaching Forum, the Distance Learning Forum, staff in academic and central departments, and student representatives. Further information on the work of the ASO can be found at www.york.ac.uk/admin/aso.

The E-Learning Development Team

The E-Learning Development Team (ELDT) works to the highest standards and best practices for online learning. Its overall aim is to support an integrated learning environment through extensive use of learning technology, which will enhance the learning experience gained by students studying at the University through innovative pedagogic approaches.

The Team’s contribution to learning support was recognised with a Vice-Chancellor’s Teaching Award in 2007 and a Vice-Chancellor’s Silver Award for Outstanding Achievement in 2013, and a commendation in the University’s Professional@York awards in 2015.
THE DEPARTMENT

The Team provides advice and guidance to staff on the incorporation of e-learning as part of effective programme and module design, to optimise the opportunities for students to achieve ambitious and stretching programme learning outcomes. The Team serves as the primary University-wide support centre for staff training and development in the use of the Replay lecture recording service, the VLE and e-learning technologies. The Team contributes to the wider learning enhancement agenda and its work is informed by the full range of responsibilities of the Academic Support Office.

Further information on the work of the ELDT can be found at http://www.york.ac.uk/staff/teaching/key-areas/e-learning/.

Priorities and projects evolve over time as particular initiatives become embedded or as new strategic requirements emerge. The work includes:

- contributing to the implementation of the York Pedagogy and the University’s e-learning vision through curriculum development support to departments;
- supporting professional development for staff across the University through designing and delivering workshops and online resources, organising professional networking opportunities including the termly ‘show and tell’ demonstrations of online practice by academic staff, and publication of a monthly e-learning newsletter; supporting departments and individual staff in their use of the University’s centrally supported VLE (Yorkshare, running on Blackboard Learn software), the Replay lecture recording service (running on Panopto software) and in their adoption of centrally supported tools such as the Blackboard Collaborate web conferencing solution and Google Apps for Education;
- supporting a workflow for the electronic submission and management of assessed work and supporting departments in their adoption of administrative and online marking tools;
- supporting departments in the design and delivery of summative e-exams which are delivered via a custom locked-down version of the institutional VLE;
- evaluating the impact of e-learning project initiatives, to ensure efficiency and effectiveness and to inform
THE DEPARTMENT

future development and innovation;

- contributing to University thinking and strategic planning regarding the above, through pro-active proposals and interaction with senior staff (in particular the PVC and Associate PVC for Teaching, Learning and Students) and bodies such as the University Teaching Committee and the Standing Committee on Assessment;

- maintaining current knowledge of relevant national and international developments;

- promoting examples of excellent practice at the University to the wider sector, both nationally and internationally, through attendance and presentations at conferences and other professional networking events, and through publications.
THE UNIVERSITY

Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2017 it is the home of more than 17,000 students across more than 30 academic departments and research centres. Since opening over fifty years ago, we have become one of the world’s leading universities and a member of the prestigious Russell Group.

We are consistently recognised as one of the leading Higher Education Institutes and one of just six post-war universities which appear in the world top 100 (2013-14) and 15th in the Times & Sunday Times league table (2016). The University of York has won six Times Higher Education (THE) Awards and five Queen’s Anniversary Prizes.

The University is proud of its association with Athena SWAN, holding 12 awards in support of gender equality, representation and success for all, with gold awards for Chemistry and Biology and a University-wide bronze award.

Of 154 universities that took part in the Research Excellence Framework (REF) in 2014, The University of York ranked 14th overall and 10th for the impact of our research. The University is consistently in the top ten UK research universities and attracts over £60m a year of funding from research alone.

Our vision is to make the University of York a world leader in the creation of knowledge through fundamental and applied research, the sharing of knowledge by teaching students from varied backgrounds and the application of knowledge for the health, prosperity and well-being of people and society.
Attractive workplace

Centred around the picturesque village of Heslington on the edge of the city of York, our colleges are set in an attractive landscaped campus. York enjoys a safe, friendly atmosphere with facilities including bars, shops, theatres and concert halls all within easy walking distance.

The University has undergone an unprecedented period of expansion and renewal since 2000. We have invested in twenty new buildings on the original campus and have completed the first and second phases of a £750m campus expansion. Our investment in new colleges, teaching and learning spaces, laboratories, research facilities and a new sports village mean there has never been a better time to join us.

During this period of change we’ve worked hard to retain our friendly, informal and collegiate atmosphere, which is important to our core values of inclusivity and interdisciplinarity.

We have a thriving international community and are committed to providing staff moving to York with as much support as possible through our Relocation Package and Welcome Officers.

The University aims to offer a nurturing and supportive environment as an employer. Flexible working hours, nursery facilities, childcare vouchers, cycle to work scheme, generous holidays and an attractive pension scheme all make the University of York one of the region’s leading employers.

For further information please visit our employee benefit pages.
THE CITY AND THE REGION

The City of York

Internationally acclaimed for its rich heritage and historic architecture, York’s bustling streets are filled with visitors from all over the world. Within its medieval walls you will find the iconic gothic Minster, Clifford’s Tower and the Shambles - just a few of the many attractions.

But York isn't just a great place to visit - it's also a great place to live and work. While nourishing a vibrant cosmopolitan atmosphere, York still maintains the friendly sense of community unique to a small city.

Visit www.visityork.org for more information on the city of York

Shopping, culture and entertainment

York boasts specialist and unique boutiques but also all the high street stores on its busy shopping streets. Alongside them you will find cinemas, theatres, an opera house, art galleries, a vast range of restaurants, live music venues and clubs. York is particularly renowned for its multitude of pubs and bars, from the modern to the medieval.

Housing and schools

Whether you choose to live close to the city, in one of the surrounding villages or further afield, you will find a wide range of housing within comfortable distance of York and the University. For families, the area has a range of excellent schools both in the state and independent sector.

Great location

York is one of Britain’s best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King’s Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and it is easily accessible from the A1, M1 and the M62.

For those travelling from overseas, Manchester Airport is two hours away and Heathrow Airport just three and a half. Flights from nearby Leeds Bradford Airport provide easy access to mainland Europe. By Eurostar from London St Pancras, Paris is just over six hours away.

Yorkshire

The Lonely Planet guide recently declared Yorkshire the third best region in the world to visit. There is something to cater to every taste, whether it be the rugged landscapes of the Moors or the Dales, the picturesque seaside towns of Scarborough and Robin Hoods Bay, the gothic architecture of Whitby or the vibrancy of cosmopolitan Leeds.
Apply online

- Go to https://jobs.york.ac.uk
- Find this job using reference 6198
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 26 November 2017.

What will I need?

We will ask you for details of:

- your employment history
- relevant qualifications
- two referees

You need to be ready to show us how you meet the requirements of the job, either in a written statement and / or by answering questions.

Help and assistance

Direct any informal queries to

Dr Richard Walker, Head of the E-Learning Development Team
richard.walker@york.ac.uk or
Tel +44 (0)1904 321138

If you have any questions about your application, contact the HR Services team:

recruitment@york.ac.uk
+44 (0)1904 324835