Educational Advisor
Academic Support Office—Student and Academic Services

Closing date: 3 September 2018
Interview date: Week commencing: 1 October 2018
Vacancy reference: 6907
INTRODUCTION

This is a new post arising from a restructuring of the Academic Support Office in 2018. This role in the Academic Support Office’s Programme Design and Learning Technology Team provides professional advice and support to academic departments in the development of their degree programmes, with a particular focus on working with departments in one of the University’s three Faculties.
Main purpose of the role

This role provides professional advice and support to academic departments in the development of their degree programmes, with a particular focus on working with departments in one of the University’s three Faculties.

The role holder will provide guidance, training and strategic planning support to departments, highlighting opportunities to enhance student learning and the provision of engaging teaching and classroom activities. The role holder will thereby support the strategic initiative to implement and embed the York Pedagogy across all taught programmes, liaising with academic staff, colleagues across the Academic Support Office and in other central service teams. The role holder will also contribute more widely to learning enhancement activities across the University, liaising with other Academic Support Office teams and with academic and central services staff.

Key responsibilities (Role holders will be required to undertake some or all of the duties below)

The Educational Adviser has the following main responsibilities:

To provide professional advice and support to academic departments in the development of their degree programmes, with a particular focus on effective programme design to support students’ achievement of ambitious and stretching programme learning outcomes. This work is informed by the principles of the York Pedagogy and by knowledge of good practice and resources across disciplines and in the wider sector. Specific responsibilities include:

- liaising with and providing professional advice to departmental Chairs of Boards of Studies, Chairs of Teaching Committees, VLE coordinators, and programme and module leaders, facilitating informed reflection on effective pedagogy, programme and module design. Where appropriate this includes opportunities to enhance student learning and the provision of engaging teaching and classroom activities through the use of learning technologies;
- advising staff on internal and external resources and good practice appropriate to their discipline, informed by the University’s strategic priorities and by developments in the sector;
- working with the Faculty Learning Enhancement Project Managers, other members of ASO and other academic and central services staff in support of learning and teaching projects;
- promoting and supporting the use of the University’s centrally-supported learning technologies, through the delivery of departmental briefings and workshops tailored to local requirements, and provision of advice and desk-side support to programme teams and academic staff;
- taking the lead where appropriate in co-ordinating the delivery and development of particular services such as lecture recording or online assessment methods, providing: (i) first-line technical support, guidance and supporting resources for staff and students; (ii) second-line service management duties, including close liaison with the software supplier and other relevant internal support teams (e.g. Audio Visual Team, IT Services) to trouble-shoot support queries and ensure the effective running of the service. This aspect of the role would also include assisting the Head of the Team in planning the development and growth of the service to meet institutional requirements;
- maintaining an up-to-date awareness of staff professional development and training needs across departments, exploring ways to address priorities;
- assisting in the evaluation and dissemination of the impact of learning enhancement activities, and of effective programme and module design and modes of delivery;
- performing other duties as required by the Head of the 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 Programme Design and Learning Technology 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 HE, 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.

Informal enquiries may be made to Dr Richard Walker, Head of the Programme Design and Learning Technology Team (richard.walker@york.ac.uk).
## 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>
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<td>A teaching qualification (e.g. PGCE; PGCAP)</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 agenda and of learning enhancement issues in HE.</td>
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<td>Knowledge of effective approaches to teaching and to the support of student learning in HE.</td>
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<td>Knowledge of pedagogy related to technology-enhanced learning and its application in the design of blended and distance learning programmes and modules</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>
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<td>Awareness of e-learning standards and accessibility, disability, copyright and licensing legislation for e-learning</td>
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<td>Knowledge of instructional roles, responsibilities and techniques in supporting the effective use of learning technologies 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>
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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, written and interpersonal skills, in particular the ability to deliver engaging presentations and workshops, and to provide professional advice on pedagogic and technical issues clearly to staff at all levels of technical and academic knowledge.</td>
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<td>Ability to deliver learning technology training and support to academic staff across a range of subjects.</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>
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<td>Ability to manage, monitor and evaluate a project.</td>
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<td>Ability to plan in the short and long term and to scope new areas of activity.</td>
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# PERSON SPECIFICATION

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<th>Experience</th>
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<tr>
<td>Experience of teaching or of supporting teaching and learning in HE,</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>
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<td>Experience of delivering learning technology training and support to academic staff.</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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<td>Experience of developing and implementing innovations using learning technologies.</td>
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<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>
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<td>Experience of curriculum / module design.</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

- A commitment to addressing teaching and learning needs and effecting change. E
- A self-starter, well organised and willing to take the initiative. E
- Enthusiasm and a commitment to service excellence. E
- A commitment to continuing professional development. E
- A commitment to equality and diversity. E
The Academic Support Office (ASO) is part of the Student & Academic Services Directorate, which also includes Careers and Placements, Student Services, Open Door and Disability, and Colleges.

Collectively the Directorate 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 work includes:

- supporting departments and individual staff in programme design, improving assessment and feedback, using technology to enhance teaching and learning, and embedding academic skills development in programmes and modules;
- providing, and advising staff on the pedagogic opportunities arising from, technology-related services and online learning tools including lecture recording, in-class polling and software to support student interaction online;
- supporting quality review processes in departments, including Periodic Review and Annual Programme Review, and engagements with professional accreditation bodies;
- supporting the development of academic policy and the University’s engagement with national initiatives such as the TEF;
- providing professional development for staff across the University through programmes such as the Postgraduate Certificate in Academic Practice, workshops, online resources, and networking and
THE DEPARTMENT

practice-sharing opportunities including the annual Learning and Teaching Conference;

- providing direct support to students across the University through workshops, ‘drop-ins’, appointments and online resources on topics such as English language, mathematics and statistics, intercultural communication, higher-order study skills and academic integrity. This support is designed to enhance learning and also facilitate the transition to University-level education;

- contributing to the University’s widening participation agenda including the delivery of workshop events for school children which help them to understand and aspire to HE-level study;

- evaluating the impact of learning enhancement initiatives, to ensure efficiency and effectiveness and to inform future development and innovation;

- contributing to University thinking and strategic planning, through pro-active proposals and interaction with senior staff;

- maintaining current knowledge of relevant national and international developments, and active engagement with professional networks in the sector.

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

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, Faculty Learning and Teaching Groups, 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
Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2018 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 are ranked 16th in the Times & Sunday Times league table (2017). 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 is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds.

For further information please visit our employee benefit pages.
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 6907
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 3 September 2018.

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 Richard.walker@york.ac.uk

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

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