Educational Adviser
Academic Support Office

Closing date: 20 February 2019
Interview date: to be confirmed
Vacancy reference: 7367
INTRODUCTION

This post arises from the expansion of capacity in the Programme Design and Learning Technology Team through the business plan for the University’s development of new online degree programmes in conjunction with an external partner. The post will provide professional advice and support to academic departments for the development and ongoing enhancement of degree programmes.

The post-holder will work intensively and pro-actively with departments, helping programme teams to develop programmes that embed the principles of the York Pedagogy, including distinctive and ambitious learning outcomes, carefully designed assessment and effective use of learning technology and online learning design. The post-holder will also work as a ‘business partner’ for programme teams, supporting ongoing reflection, review and enhancement once programmes are running.
Main purpose of the role

This post provides professional advice and support to academic departments in the design and development of degree programmes at undergraduate and taught postgraduate levels. The role holder will provide guidance, training and strategic planning support to departments, highlighting opportunities to enhance student learning through the provision of engaging online and class-based activities. The role holder will thereby support the strategic initiative to implement and embed the York Pedagogy across all taught programmes. The role holder will also work as a ‘business partner’ for programme teams, supporting ongoing reflection, review and enhancement once programmes are running.

This post arises from the expansion of capacity in the Programme Design and Learning Technology (PDLT) Team arising from the University’s business plan to develop new, fully online Masters-level degree programmes in conjunction with an external partner. This additional support in the PDLT Team for programme design and development will be provided primarily by the Educational Advisers. The role of the appointee could therefore include making a substantive contribution to this initiative and acting as a key liaison contact between staff in the University and representatives of the external partner for online programmes.

Specific responsibilities include:

- ensuring that high quality programmes and modules are provided that meet the University’s expectations for academic standards and quality in design, build out and delivery. This may include taking responsibility for the quality review of instructional design for fully online materials before they are released to students;
- working as a professional ‘business partner’ for programme teams, giving professional advice to support ongoing reflection, review and enhancement once programmes are running;
- being a key liaison contact between academic staff and ASO teams, with other academic and central service staff in the University, and potentially with representatives of the University’s external partner for online programmes.

Key responsibilities

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

- liaising with, and providing professional advice to, programme and module leaders and departmental Chairs of Boards of Studies to support the design and development of degree programmes. This will ensure that programmes embed the principles of the York Pedagogy, with a particular focus on supporting students’ achievement of distinctive and ambitious learning outcomes, effective assessment design, embedding opportunities to enhance student learning through the provision of engaging online and class-based activities, supported by the use of learning technologies, and (where appropriate) excellent online learning design;
- facilitating informed reflection, planning and review by programme and module teams, to create ambitious and stretching programme learning outcomes, effective formative and summative assessment, and effective use of learning technology to support student learning. Where appropriate this may involve the design of fully online programmes and modules;
- contributing to the review and development of academic policy and guidance to ensure that it supports the requirements of teaching, learning and assessment;
- 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 and resources through departmental briefings and workshops and advice to programme teams and academic staff;

- exploring professional development and training needs in programme teams, and ways to address priorities, such as through the design and delivery of structured training workshops and the dissemination of good practice (e.g. ‘show and tell’ events);

- assisting in the impact evaluation of learning enhancement activities, including programme and module designs and modes of delivery, to inform priorities and further developments;

- taking the lead where appropriate in co-ordinating the delivery and development of particular services such as lecture recording or online assessment methods;

- 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, participating in relevant conferences and events and developing links with national organisations;

- performing other duties as required by the Head of the Programme Design and Learning Technology Team or Head of ASO that may not be included above, but are 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 full degree programmes, preferably at both undergraduate and taught postgraduate levels, 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.

For informal enquiries please contact Dr Richard Walker, Head of the Programme Design and Learning Technology Team (richard.walker@york.ac.uk, 01904 321138).
# PERSON SPECIFICATION

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<tr>
<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tbody>
<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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<tr>
<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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<th>Knowledge</th>
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<tr>
<td>Knowledge of the national learning and teaching agenda and of learning enhancement issues in higher education.</td>
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<tr>
<td>Knowledge of effective approaches to teaching and to the support of student learning in higher education.</td>
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<td>Knowledge of pedagogy related to technology-enhanced learning and its application in the design of programmes and modules in higher education.</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>Knowledge of quality standards for the design and delivery of fully online programmes.</td>
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<td>Knowledge of e-learning standards and accessibility, disability, copyright and licensing legislation for e-learning.</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>
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<tr>
<td>Knowledge of instructional roles, responsibilities and techniques used to support the effective use of learning technologies to enhance student learning in HE.</td>
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<td>Knowledge of a range of relevant current research regarding HE pedagogy and student learning.</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

Excellent oral and written communication skills and interpersonal skills, to address a variety of needs and audiences, such as:

- acting as the point of contact for a range of individuals of all levels of seniority;
- developing effective relationships with staff from other teams, academic departments and external partners, using those relationships to promote and further the work of the team;
- delivering engaging presentations and workshops;
- providing professional advice on aspects of teaching quality assurance, academic policy, pedagogy and technical issues to staff at all levels of knowledge;
- negotiating with and influencing stakeholders and facilitating open discussion with individuals and groups on complex issues;
- preparing high quality written material for University committees and other audiences;
- preparing, presenting and advising on formal academic policy documents and guidelines;
- maintaining and developing internal and external professional networks.
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<tr>
<th>Ability to deliver pedagogic guidance and support for the design and delivery of degree programmes at undergraduate and taught postgraduate levels, to academic staff across a range of subjects.</th>
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<tr>
<td>Ability to deliver learning technology training and support 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>
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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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## Experience

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<th>Experience of teaching or of supporting teaching and learning at degree level in HE.</th>
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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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<tr>
<td>Experience of delivering pedagogic guidance and support to academic staff for the design and delivery of degree programmes (ideally at both undergraduate and taught postgraduate levels).</td>
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<tr>
<td>Experience of delivering learning technology training and support to academic staff.</td>
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<td>Experience of supporting the design and delivery of fully online degree programmes.</td>
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<td>Direct experience of tutoring students or supporting staff in the active facilitation of students on online courses.</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 working with academic staff across a range of subjects as an educational / curriculum development adviser, incorporating technology-enhanced learning.</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 guidance statements.</td>
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<tr>
<td>Experience of evaluating the impact of a learning and teaching project or activity, ideally relating to programme/assessment design and/or the use of learning technology.</td>
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<th>Personal attributes</th>
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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 and positive 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 DEPARTMENT

The Academic Support Office (ASO) is part of the Student & Academic Services Directorate, which also includes Careers and Placements, Student Services, and Student Life and Wellbeing.

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
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 mathematics and statistics, intercultural communication, higher-order study skills and academic integrity. This support is designed to enhance learning and 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 Associate Deans 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
A place where we can ALL be ourselves #EqualityatYork

THE UNIVERSITY

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 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 7367
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 20 February 2019

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