Educational Adviser (Degree Apprenticeships)
Student and Academic Services, Academic Support Office

Closing date: 17 July 2019
Interview date: Week commencing 5 August 2019
Vacancy reference: 7797
INTRODUCTION

This post in the Academic Support Office is funded through the business plan for the University’s strategic expansion of degree apprenticeship programmes.

The post-holder will work intensively and pro-actively with participating departments, helping programme teams to develop work-based learning and apprenticeship programmes that embed the principles of the York Pedagogy, together with excellent learning design. The post-holder will also be actively involved in facilitating formal approval of new programmes and in developing the supporting infrastructure of academic policy and guidance for these programmes. The role will include working closely with the Associate PVC for Teaching, Learning and Students, other members of the Apprenticeships project team, and with academic and professional services colleagues across the University.
Main purpose of the role

This post forms part of the central project team supporting the University’s strategic expansion of degree apprenticeship programmes. The post-holder will work intensively and pro-actively with participating departments, helping programme teams to develop work-based learning and apprenticeship programmes that embed the principles of the York Pedagogy, together with excellent learning design. The post-holder will also be actively involved in facilitating formal approval of new programmes and in developing the supporting infrastructure of policies, processes and guidance for these programmes.

Key responsibilities

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

The post holder will contribute to the academic workstream of the University’s degree apprenticeships project. In delivering the role, the post holder will:

- work intensively and pro-actively with participating academic departments to help programme teams to develop degree apprenticeship programme proposals that embed the principles of the York Pedagogy, with a particular focus on effective programme, assessment and learning design to support students’ achievement of distinctive and ambitious learning outcomes;
- help to facilitate the formal approval of these new programmes;
- contribute to the development and review of relevant policy, guidance and processes;
- act as a key liaison contact for the project, and
- work closely with the Associate PVC for Teaching, Learning and Students and with other members of the Degree Apprenticeships project team, and with academic and professional services colleagues across the University.

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 degree level apprenticeship programmes. This input will draw on knowledge of the York Pedagogy and of good practice and resources across disciplines and in the wider sector;
- facilitating informed reflection and planning by programme and module teams:
  - to ensure that the proposed programme and module designs align with the principles of the York Pedagogy, including ambitious and stretching programme learning outcomes, and the embedding of effective pedagogy to achieve excellence in learning, teaching and assessment;
  - to ensure that the proposed programme designs meet the needs of employers;
  - to ensure that the proposed programmes align to apprenticeship standards and the associated Knowledge, Skills and Behaviours, and prepare learners for the End Point Assessment;
- 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 both the University’s expectations for academic standards and quality in design and delivery, and the needs of employers;
  - to facilitate smooth and prompt progress through formal academic quality review and approval processes in departments and with central bodies such as the University Teaching Committee;
JOB DESCRIPTION

- contributing to the development and review of the University’s framework of academic policy, procedure and guidance, to ensure that it addresses and supports the nature and requirements of degree apprenticeship programmes;
- maintaining awareness of staff professional development and training needs across departments, exploring ways to address priorities in conjunction with ASO colleagues and other members of the project team;
- assisting in the evaluation of the impact of degree apprenticeship programme designs on the learning experience and achievement of learning outcomes;
- 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;
- 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 academic workstream lead for the Apprenticeships Project or the Head of ASO that may not be included above, but which are nevertheless consistent with the role and grade.

The role will be line-managed in the first instance by the workstream leader, who is one of the ASO’s Faculty Learning Enhancement Project Managers. In the longer term the role will be embedded in the ASO team structure. The post 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 work-based learning programmes is also required, preferably in the specific context of degree apprenticeships.

For informal enquiries please contact Jan Ball, jan.ball@york.ac.uk.
## PERSON SPECIFICATION

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<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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### Knowledge

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<tr>
<td>Knowledge of the national learning and teaching agenda and of learning enhancement issues in higher education.</td>
<td>Essential</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 the academic and practical requirements of apprenticeship programmes and their implications for programme, learning and assessment design and delivery.</td>
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<td>Knowledge of effective teaching, learning and assessment approaches for work-based learning and degree apprenticeship programmes.</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 internal and external quality assurance frameworks for the design and delivery of degree programmes, including degree apprenticeship programmes.</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 learning technologies to support work based learning and apprenticeships, including e-portfolio tools.</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 individuals at 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;
- maintaining and developing internal and external professional networks.
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<tr>
<td>Ability to deliver pedagogic guidance and support for the design and delivery of work-based learning and apprenticeship programmes to academic staff across a range of subjects.</td>
<td>Essential</td>
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<td>Ability to design and write user-support materials and guidance documents on programme design and delivery for work-based learning or apprenticeship programmes.</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>Co-operative management skills to liaise with or co-ordinate the contributions of colleagues across different service units.</td>
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<td>Ability to demonstrate excellent customer service skills.</td>
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<td>Ability to work both 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 plan in the short and long term and to scope new areas of activity.</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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Experience

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<tr>
<td>Experience of teaching or of supporting teaching and learning at degree level in HE.</td>
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<tr>
<td>Experience of delivering pedagogic guidance and support for the design and delivery of degree programmes to academic staff.</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 apprenticeships or work-based learning.</td>
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<td>Experience of curriculum / module design (ideally at Masters level).</td>
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<td>Direct experience of teaching on or supporting staff involved in degree level apprenticeships.</td>
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<td>Experience of designing and writing guidance and supporting resources on programme design and delivery for work-based learning or apprenticeship programmes.</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 evaluating the impact of a 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>
<td>Essential</td>
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<td>An engaging and effective communicator, conveying a positive attitude and personal credibility and integrity.</td>
<td>Essential</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>Highly motivated, able to work independently or as part of a team, with 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, diversity, and inclusion.</td>
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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 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 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](http://www.york.ac.uk/admin/aso).
The University

Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2019 it is the home of more than 18,000 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 to have appeared in the world top 100. We were rated 22nd in the 2019 Times & Sunday Times league table. 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 multiple 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 7797
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 17 July 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 nigel.dandy@york.ac.uk

If you have any questions about your application, contact the HR Services team:
- recruitment@york.ac.uk
- +44 (0)1904 324835