Inclusive Learning Adviser

Department: Student and Academic Services - Academic Support Office

Hours of work: 22.20 hours a week (0.6 fte) / Part-Time

Contract type: Fixed-term until 31 July 2022

Salary: £32,817 - £40,322 a year (pro-rated for part-time working) / Grade 6
Introduction

The Inclusive Learning Adviser will support the work of the Inclusive Learning, Teaching and Assessment Strategy Group, and contribute to the key deliverables within the Inclusive Learning, Teaching and Assessment Project. The project has funding until July 2022. Key deliverables within the project include recruitment and involvement of student interns, co-production of inclusive learning approaches and resources working alongside students and student interns, involvement of 12 ‘pathfinder’ academic departments, development of a network of inclusive learning champions within academic and professional services departments, delivery of workshops and events, and research and evaluation activities.

Main purpose of the role

This post provides professional advice and support to academic departments in the design and development of inclusive learning approaches, as part of the University’s Inclusive Learning, Teaching and Assessment project. The post will also support the development of policies, processes, resources and workshops on the design and delivery of inclusive learning approaches, working with student interns, students, academic and professional services colleagues across the university.

Key responsibilities

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

To support the implementation of the University’s Inclusive Learning, Teaching and Assessment Policy Statement by contributing to the implementation of the Inclusive Learning, Teaching and Assessment Project. This will include:

- working with colleagues from academic departments. This is expected to take the majority of the role holder’s time, and will include:
- working with pathfinder departments to design and implement inclusive learning, teaching and assessment approaches and research projects,
- establishing a network of inclusive learning champions within academic departments and coordinating networking events;
- developing an action plan to enhance and develop inclusive learning, teaching and assessment approaches;
- coordinating the co-production of resources for the project, including exemplars and case studies, and research evidence;
- coordinating the development of a self-assessment inclusive learning checklist for departments to benchmark current practice and identify areas for development;
- contributing to the design and delivery of workshops and other events, which may be tailored to the needs of individual departments or more generic, to help raise awareness and share practice across the University community;
- coordinating a programme of research involving students in selected departments, for example through desk based research, focus groups and interviews, and by working with student interns to carry out research and evaluation activities;
- supporting student interns as members of the project team;
- working with professional services departments, including the Academic Support Office, to review current policies and processes and embed inclusive learning principles and approaches;
• providing secretariat support for the Inclusive Learning, Teaching and Assessment Strategy group, including organising meetings, taking minutes, and working with the Chair to set the agenda for each meeting and to produce progress reports;
• monitoring and evaluating progress and outcomes in defined work areas and reporting to relevant University officers and committees as necessary;
• performing other duties as required that may not be included above, but which are nevertheless consistent with the role and grade.
• The role holder will be line-managed by one of the Faculty Learning Enhancement Project Managers and will be supported by the ASO’s administrative staff team.
## Person specification

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<tr>
<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tr>
<td>A first degree or equivalent.</td>
<td>Essential</td>
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<tr>
<td>A teaching qualification (e.g. PGCE; PGCAP)</td>
<td>Desirable</td>
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<td>A postgraduate qualification</td>
<td>Desirable</td>
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<tr>
<th>Knowledge</th>
<th>Essential / Desirable</th>
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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>
<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 internal and external quality assurance frameworks for the effective design and delivery of degree programmes</td>
<td>Essential</td>
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<td>Knowledge and understanding of inclusive learning, teaching and assessment principles and pedagogic approaches within an HE environment.</td>
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<td>Knowledge of co-production principles and approaches and working with students as partners.</td>
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<td>Knowledge of a range of current research regarding HE pedagogy and student learning.</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

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 inclusive learning, teaching and assessment 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.

Ability to gather, record efficiently and present data.  

Essential

Ability to deliver pedagogic guidance and support on inclusive learning, teaching and assessment principles and approaches to academic staff across a range of subjects.  

Essential

Ability to work independently and as part of a team.  

Essential

Excellent time management skills and the ability to work well under pressure.  

Essential

Ability to manage, monitor and evaluate a project.  

Desirable

Experience

Experience of delivering pedagogic guidance and support for the design and delivery of degree programmes (ideally at Masters level) to academic staff.  

Essential

Experience of working with academic staff across a range of subjects as an educational / curriculum development adviser, with a particular focus on inclusive learning, teaching and assessment.  

Essential

Experience of teaching or of supporting teaching and learning at degree level in HE.  

Essential

Experience of presenting to a range of audiences including senior staff and large student groups.  

Essential

Experience of working on projects that involve students as partners.  

Desirable

Experience of curriculum / module design.  

Desirable

Experience of conducting HE pedagogy-based research.  

Desirable

Experience of evaluating the impact of a learning and teaching project or activity.  

Desirable
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<th>Experience of leading a project through to completion.</th>
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<td><strong>Personal attributes</strong></td>
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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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