Lecturer (Teaching & Scholarship)

Department: Health Sciences

Hours of work: Full Time - 37 per week (1.0FTE)

Contract type: Open

Salary: Grade 7 - £40,322 to £49,553 per year
Introduction

Established in 2013, the MSc in International Humanitarian Affairs (MIHA) has been a leading postgraduate programme globally to provide education for policymakers and practitioners in the field of humanitarian and development sector. As a research-led teaching programme, this MSc seeks to build upon the research and teaching strengths of the Department of Health Sciences and the teaching team, and to extend the University of York’s expertise in online / distance learning.

The typical students of the MSc in International Humanitarian Affairs consist of experienced fieldworkers, frontline humanitarian workers, policymakers from the UN and governmental bodies, affected populations and fresh graduates from undergraduate programmes across the world. The teaching and learning of the MSc have contributed to strengthening field responses in disaster and conflict affected countries such as Afghanistan, Syria, South Sudan, Uganda, Malawi, Pacific Islands and Colombia.

The MSc is a flexible, online and distance learning programme, which provides students with analytical-based interdisciplinary and multidisciplinary approaches to dealing with critical challenges in the field of humanitarian affairs. A valuable part of this MSc in the combination of theory, policy and practice which is based on case studies and examples from real-time crises in Asia, Africa and the Middle East.

The teaching and learning of the MSc in International Humanitarian Affairs have three parts: It begins with critically examining academic, policy and practice frameworks, international protection and assistance mechanisms and practicalities of delivering humanitarian assistance. Then, the students are introduced to research methods with options to choose from evaluation, education, disasters and communities. Finally, the independent dissertation project invites the student to go deeper into a selected topic. These modules draw on a range of literatures from the mainstream as well as traditional wisdoms from Asia, Africa and the Middle East. Students are encouraged to critically and analytical; examine every part of humanitarian and development policy and practice.

Main purpose of the role

- To lecture, lead seminars, tutorials and other forms of graduate and postgraduate teaching
- To develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students
- To carry out on-going curriculum review, including teaching content and materials and contribute to the development of teaching and learning strategies
- To undertake effectively a range of administrative and managerial responsibilities

Key responsibilities

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

Teaching and Promotion of Learning

- To support the teaching objectives of the department by delivering teaching through allocated lectures, tutorials and other forms of undergraduate and postgraduate teaching.
- To set and mark coursework and examinations, providing constructive feedback to students.
- To ensure the quality of the design of existing teaching content, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement
To develop teaching and learning activities in the department and deliver teaching across a range of modules and to all levels, through lectures, tutorials, practicals and seminars.

To oversee, develop and promote innovative teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students.

To ensure that teaching design and delivery comply with the quality standards and regulations of the University and department.

**Administrative and support responsibilities**

- To act as internal examiner for undergraduate and postgraduate students.
- To supervise directly students, students’ projects, field trips and academic activities. To provide expert advice on learning best practice and helping with learning problems. To identify the learning needs of students and define learning objectives.
- To contribute to planning and teaching design across a range of modules and to the administration and management of teaching programmes.
- Engagement with internal and external activities that contribute to the smooth and collegial operation of the University.

**Involvement in scholarship and development**

- To investigate innovative teaching, learning and assessment methods and techniques in the sector generally, bringing new insights to the department.
- To disseminate excellent teaching practices e.g. through discipline or inter-disciplinary groups both within and beyond the University.
- To learn from crisis affected communities through engagement and collaboration.
- To engage with humanitarian and development organisations including the United Nations, INGOs, national organisations and community-based organisations.
## Person specification

### Qualifications

<table>
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<tr>
<th>Essential / Desirable</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Essential</td>
<td>Postgraduate degree relevant to programme or equivalent experience</td>
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<tr>
<td>Essential</td>
<td>Appropriate academic professional and teaching qualification or a willingness to complete the Postgraduate Certificate in Academic Practice</td>
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### Knowledge

<table>
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<tr>
<th>Essential</th>
<th>Knowledge</th>
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<tbody>
<tr>
<td>Essential</td>
<td>Extensive knowledge in humanitarian and development studies to design &amp; develop teaching programmes and the provision of learning support across different levels of academic activity</td>
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<tr>
<td>Essential</td>
<td>Knowledge of a range of teaching techniques and methodologies that enhance teaching and learning and student experiences.</td>
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<td>Essential</td>
<td>Advanced and specialist IT knowledge</td>
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<tr>
<td>Desirable</td>
<td>Knowledge of a range of research techniques and methodologies to draw materials to strengthen teaching and learning.</td>
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### Skills, abilities and competencies

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<tr>
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<tr>
<td>Essential</td>
<td>Highly developed communication skills to engage effectively with a wide ranging audience, both orally and in writing, using a range of media</td>
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<td>Essential</td>
<td>Ability to innovate in teaching and learning, e.g. through the development of teaching materials</td>
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<td>Essential</td>
<td>Ability to teach at any level within area of expertise, and across a range of subjects at a more introductory level, and demonstrate enthusiasm and commitment in the process of teaching</td>
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<td>Essential</td>
<td>Ability to present specialist material in a logical, coherent and interesting manner, both to students and to fellow specialists</td>
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<td>Ability to obtain new knowledge by theoretical and/or practical methods</td>
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<td>Essential</td>
<td>Ability to disseminate scholarly work, for example presenting papers at conferences and workshops, development of appropriate websites and publishing articles or papers in academic journals</td>
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<td>Essential</td>
<td>Capability and flexibility to engage with students from different cultures, backgrounds and languages (students speaking English as a second or third language).</td>
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### Experience
Experience in teaching and learning in HE at undergraduate or postgraduate level or in an evidenced similar context | Desirable
---|---
Experience of using different delivery techniques to enthuse and engage students and people from different backgrounds, experiences and disciplines. | Essential
Evidence of successful planning and teaching design across a range of modules | Essential
Evidence of lecturing, leading seminars, tutorials and other forms of undergraduate and postgraduate teaching or equivalent experience in your professional field | Essential
Experience in working or living in crisis-affected settings. | Desirable

**Personal attributes**

Attention to detail and commitment to high quality | Essential
---|---
Displays creativity, initiative and judgement in applying appropriate approaches to teaching, learning support and scholarly activities | Essential
Collaborative ethos | Essential
Positive attitude to colleagues and students | Essential
Willingness to work proactively with colleagues in other work areas/institutions | Essential
Ability to plan and prioritise own work in order to meet deadlines | Essential
Commitment to personal development and updating of knowledge and skills | Essential