Academic Practice Adviser

**Department:** Student & Academic Services

**Hours of work:** Full time, 37 hours per week (1fte)

**Contract type:** Fixed-term for twelve months

**Salary:** Grade 6, £33,309 - £40,927 per year
Introduction

Student and Academic Services makes a significant contribution to the University’s vision of being a University for Public Good and underpins the academic endeavour, through the provision of high-quality support to our University colleagues; enabling them to achieve excellence in research, teaching and the student experience.

Collectively, and by working collaboratively with students, colleagues and external partners we facilitate learning, development and success of students and staff by:

- providing the services and 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 administrative infrastructure to support the student life cycle.

Student and Academic Services is organised into the following departments/service areas:

- Student Careers and Systems
- Library, Archives and Learning Services
- Student Life and Wellbeing
- Student Administration and Academic Affairs
- Online Partnerships
- Directorate Administration team and Executive Office (projects and change management)

This fixed-term role has been created to provide the Academic Practice team in Student Administration and Academic Affairs (Student and Academic Services) the resource and capacity to support the development of a strategy for programme design, post the initial phase of Modularisation and Semerisation implementation. The post-holder will support the full range of current Academic Practice activity. The will include contributing to, and where appropriate taking the lead in, developing and delivering high quality teaching development support, including through credit-bearing and accredited programmes, to academic staff and GTAs. The post-holder will work closely with other members of the Academic Practice Team, as well as other teams within SAAA and S&AS as appropriate and with academic departments/schools. The post-holder will be managed by the Head of the Academic Practice Team.

Main purpose of the role

This role will provide support across the range of activities undertaken by the Academic Practice Team. The post-holder will contribute to the design and delivery of high quality credit-bearing professional development programmes and non-credit-bearing courses and workshops, for teaching staff and Graduate Teaching Assistants. The post-holder will be expected to act in a professional advisory role to help individuals, departments and faculties to develop their curricula and teaching practice, and will play an active role in supporting schemes which lead to professional recognition and/or which promote the scholarship of teaching and learning within the University. It is also expected that the post-holder will play a key role in the effective implementation of the Academic Practice Team’s impact evaluation activities.
Key responsibilities

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

The post-holder will contribute to a range of activities to support the development of teachers and teaching practice at York, working with individuals and teams located at departmental, faculty and institutional levels. Examples of specific responsibilities include:

1. contributing to the ongoing design, delivery and assessment of credit-bearing programmes and/or professionally accredited courses for staff and Graduate Teaching Assistants;

2. contributing to, and where appropriate taking responsibility for, organising, developing and delivering workshops, events, courses and other activities to support teaching and teaching leadership development within the University;

3. developing materials that support high quality teaching and teaching development, including digital and online resources;

4. supporting, and where appropriate taking the lead, in the ongoing development of activities that promote the Scholarship of Teaching and Learning;

5. contributing to the implementation of an impact evaluation protocol, to ensure that the work of the Academic Practice Team is able to evolve from an evidence-informed base;

6. providing consultation support to one of the University’s faculties, and its constituent departments, which will include acting as a conduit to expertise within the wider SAAA team and other professional services;

The Academic Practice Advisers are also expected to:

7. maintain, through appropriate scholarly activity, an up-to-date awareness of HE pedagogy and innovation. This includes ensuring that work is informed by existing and emerging educational research; keeping up-to-date with advances in technology relevant to teaching and learning in higher education, and undertaking professional networking with the wider HE community;

8. work collaboratively with other academic and central departments across the University to ensure that the learning and teaching agenda is developed and implemented effectively;

9. undertake other duties as required by the Head of the Academic Practice Team or Head of Student Administration and Academic Affairs that may not be included above, but are nevertheless consistent with the role and grade.

The post-holder will report to the Head of the Academic Practice Team. The post-holder will need to work effectively with a range of colleagues across the University for whom teaching, learning and assessment matters are a key concern. These include the Pro-Vice-Chancellor and for Teaching, Learning and Students, Faculty Associate Deans for Teaching, Learning and Students, academic and central services staff, student representatives and the student body more widely. The role holder is supported by the Student and Academic Services administrative team.
### 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.</td>
<td>Essential</td>
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<tr>
<td>A higher education teaching qualification or equivalent recognition.</td>
<td>Essential</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 higher education learning and teaching agenda.</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 and developing learning and teaching.</td>
<td>Essential</td>
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<td>Knowledge of good practice in, and effective approaches to, higher education learning and teaching and/or educational development.</td>
<td>Essential</td>
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<td>Knowledge of a range of current research regarding HE pedagogy.</td>
<td>Essential</td>
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<td>Knowledge of the opportunities offered by the use, and the application, of technology in supporting learning.</td>
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<td>Knowledge of relevant approaches to impact evaluation.</td>
<td>Essential</td>
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<tr>
<th>Skills, abilities and competencies</th>
<th>Essential / Desirable</th>
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<td>The ability to design and to deliver presentations and workshops that engage participants and convey useful and well-pitched content in a meaningful way.</td>
<td>Essential</td>
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<td>The ability to produce educational materials of a high standard in a variety of formats, including those utilising learning technologies</td>
<td>Essential</td>
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<td>Excellent planning and organisational skills with the ability to prioritise and work well under pressure.</td>
<td>Essential</td>
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<td>Excellent interpersonal and communication skills that will enable effective engagement with colleagues, one-to-one and in larger groups, across a range of disciplines and at all levels of seniority within the University.</td>
<td>Essential</td>
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<td>The ability to work productively and constructively, both independently and as part of a team.</td>
<td>Essential</td>
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The ability to engage with pedagogic research, and evaluate its value. | Essential  
---|---  
The ability to implement appropriate evaluation approaches. | Essential  
Competent use of standard IT software. | Essential  

**Experience**

Experience of teaching and/or educational development in a higher education institution. | Essential  
Experience of designing and developing effective learning resources, in the context of educational and staff development or tertiary-level teaching. | Essential  
Experience of contributing productively to a team-based project. | Essential  
Experience of leading tertiary level curriculum design (module or programme). | Desirable  
Experience of working with a range of academic and support staff to develop their learning and teaching practice. | Desirable  
Experience of evaluating learning and teaching activity. | Desirable  

**Personal attributes**

An engaging and effective communicator, conveying a positive attitude and personal credibility and integrity | Essential  
A commitment to addressing teaching and learning needs and effecting change. | Essential  
A proactive approach, able to use initiative in problem solving and developing service opportunities with an appreciation of possible longer-term implications. | Essential  
Highly motivated, able to work independently or as part of a team, with a commitment to service excellence. | Essential  
A commitment to continuing professional development. | Essential  
A commitment to equality and diversity. | Essential