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University of Sunderland

## Role Profile

### Part 1

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lifechanging



**University of  
Sunderland**

Academic Tutor	
Job Title:	Academic Tutor (Coach Assessors)
Reference No:	0335-19
Reports to:	Principal Lecturer (Team Leader)
Responsible For:	n/a
Grade:	E
Working Hours:	As determined by the Faculty
Faculty/Service:	Business, Law and Tourism
Location:	Based at Reg Vardy Building, St.Peter's Campus. National travel required.
Main Purpose of Role:	To support learners as they undertake their programme of studies whilst in the workplace. The role will involve conducting both face to face and virtual tripartite meetings with learners and their sponsoring employers. These meetings focus on coaching the students to enhance their personal and professional development in line with the appropriate apprenticeship standards; assessing progression against programme milestones and ensuring compliance aspects are being achieved.
Key Responsibilities and Accountabilities:	<b>Role Specific Accountabilities:</b> <ul style="list-style-type: none"><li>• Work collaboratively with the academic teams in supporting learner development and completion of their undergraduate/postgraduate apprenticeship standards.</li><li>• Conduct both face to face and virtual tripartite meetings with learners and their sponsoring employers.</li><li>• Focus on coaching the students to enhance their personal and professional development in line with the appropriate apprenticeship standards</li><li>• Set realistic goals, monitor learners' development, provide feedback and assessment</li><li>• Liaise with employers, work-based mentors, academic staff and members of our Work Based Learning Team</li></ul>
	<b>Teaching and Learning (Where appropriate based on the above):</b> <ul style="list-style-type: none"><li>• To deliver high quality teaching, as part of a teaching team in a developing capacity within an established programme of study, with guidance from a mentor if required.</li><li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li><li>• Transfer knowledge in the form of practical skills, methods and techniques.</li><li>• Identify learning needs of students and define appropriate learning objectives.</li><li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li></ul>

- Develop own teaching materials, methods and approaches with guidance.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback, including peer review of teaching.
- Continually update knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.
- Translate knowledge of advances in the subject area or professional practice into the course of study.
- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials.

#### **Liaising and Networking:**

- Liaise with colleagues/students and participate in internal networks.
- Join external subject/research/teaching networks to share information and ideas.

#### **Leadership and Management:**

- In exceptional circumstances, may supervise post-graduate students or researchers or other grant-funded staff.
- In exceptional circumstances, could be expected to supervise students' projects, fieldwork and placements.
- In exceptional circumstances, may act as Module Leader and manage personal administrative tasks including contributing to the planning of delivery of taught programmes as relevant so as to contribute to quality enhancement in all areas of academic activity.

#### **Teamwork:**

- Collaborate with academic colleagues as appropriate.
- Attend and contribute to subject group and team meetings.
- Share responsibility in deciding how to deliver modules and assess students.

#### **Teamwork:**

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Refer students as appropriate to services providing further help.
- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.



#### Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage.

The essential criteria must be met in order to be eligible for interview.

##### Essential

###### Qualification & Professional Memberships:

- Educated to Degree level or equivalent professional qualification or, in exceptional circumstances, has significant experience as a practitioner within industry, within the relevant discipline.
- Qualification and/or experience of Coaching/Mentoring

###### Experience:

- Previous teaching experience in an FE or HE environment or experience or experience as a practitioner within industry, within the relevant discipline.
- Business Management experience, including administrative responsibilities

###### Key Knowledge and Expertise:

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes
- Demonstrable commitment to engagement in continuous professional development.

##### Desirable

###### Qualifications and Professional Membership:

- A postgraduate qualification (normally doctorate or Masters) or equivalent.
- Higher Education Academic Fellowship status or working towards this.

###### Experience:

- Previous teaching experience in an FE or HE environment.

##### Special Circumstances

Academic tutors who have limited FE/HE teaching experience may be required to undertake a University two day development programme entitled 'Preparing to Teach at the University of Sunderland'.

The role will involve some travel within the UK and hours will be flexible and volume of work depending upon the split of responsibility and cohort numbers.

#### Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

##### Oral and Written Communication:

- Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs.
- Uses appropriate styles and arguments to influence and negotiate satisfactory

	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Monitors understanding of others, develops approach and takes corrective action if required.</li> <li>• Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others.</li> <li>• Presents complex information in formats appropriate to non-specialists without comprising meaning.</li> <li>• Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.</li> </ul>
	<p><b>Teaching and Learning Support:</b></p> <ul style="list-style-type: none"> <li>• Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.</li> <li>• Reflects on own and others practice and develops insights into the learning process.</li> </ul>
	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>• Adapts services and systems to meet customer's needs and identifies ways of improving standards.</li> <li>• Learns from complaints and takes action to resolve them.</li> <li>• Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.</li> <li>• Actively promotes services.</li> </ul>
	<p><b>Pastoral Care and Welfare:</b></p> <ul style="list-style-type: none"> <li>• Calms and reassures those in distress.</li> <li>• Deals with difficult situations or confidential matters, according to policy and procedures.</li> <li>• Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.</li> </ul>
	<p><b>Analysis and Research:</b></p> <ul style="list-style-type: none"> <li>• Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge.</li> <li>• Develops hypotheses and concepts to explain data, events and phenomena.</li> <li>• Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.</li> </ul>
	<p><b>Teamwork and Motivation:</b></p> <ul style="list-style-type: none"> <li>• Helps to clarify priorities and ensure they are understood by all.</li> <li>• Supports colleagues in need of extra help.</li> <li>• Monitors progress and takes appropriate action to deal with difficulties or slippage.</li> </ul>
<b>Date Completed:</b>	October 2019