
University of Sunderland

Role Profile

Part 1

Lifechanging



**University of
Sunderland**

Online Instructor

Job Title:	Online Instructor
Reference No:	NEW529
Reports to:	Online Manager
Responsible For:	n/a
Grade:	D
Working Hours:	As determined by the Faculty
Faculty/Service:	Faculty of Health Sciences and Wellbeing
Location:	Home Based (With occasional travel to City Campus)
Main Purpose of Role:	To facilitate learning as part of a teaching team within an established programme of study under the guidance of Academic Colleagues
Special Circumstances	This role is home based and there may be a requirement to alter working patterns outside of a normal 9am-5pm Monday to Friday arrangement to support student discussions and progress.

Teaching and Learning

- To facilitate learning of online students through the management of interactions with established materials
- Facilitate individual and online learning groups
- Facilitate knowledge transfer through guidance applied to established materials and resources
- Challenge thinking, foster debate via the virtual learning environment
- Provide information and guidance to students in preparation for the completion of tasks
- Provide feedback to students on completed formative tasks against the set criteria
- Seek ways of improving performance by reflecting on the learning processes and receive feedback including through peer review from Academic Colleagues
- Continually update own knowledge and understanding of the programme and learning outcomes to support the facilitation of learning
- Use learning resources and facilities as appropriate
- Manage own facilitation of learning; including planning and managing own time to support students against the defined programme timetable and deadlines

Liaising and Networking:

- Liaise with colleagues/students and participate in internal networks.

Teamwork:

- ☐ Collaborate with Academic colleagues as appropriate
- ☐ Attend and contribute to team meetings.
- ☐ Respond to any pastoral issues with referral to the appropriate support
- ☐ Refer students as appropriate to services providing further help.
- ☐ Respond to any practical challenges as appropriate

Digital

- ☐ Uses digital platforms effectively to support learning outcomes
- ☐ Suggests changes to the digital learning experience which may enhance student outcomes
- ☐ Works effectively with colleagues across the institution to feed back issues or improvements to the digital systems

University of Sunderland

Role Profile

Part 2

lifechanging



**University of
Sunderland**

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 Masters degree level or in exceptional circumstances has significant experience as a practitioner within industry, within the relevant discipline.

Experience:

- Previous facilitation experience of learners in an HE environment or experience as a facilitator within industry within the relevant discipline

Key Knowledge and Expertise:

- Possess sufficient working knowledge of theory and practice in the relevant discipline
- Demonstrates continuous specialist development by acquiring the relevant skills and competencies of a virtual learning environment and facilitative process
- Facilitation Skills; including questioning, coaching, managing group dynamics
- Digital Skills; experience and skills of using a range of digital technology effectively within a learning setting.

Desirable

Qualifications and Professional Membership:

- A Learning and Development or Coaching /Training qualification

Experience:

- Teaching and / or training experience.

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

Oral and Written Communication:

- Understand and convey straightforward information in a clear and accurate manner and the role holder is required to,
- Understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others and occasionally is required to,
- Understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist

Service Delivery:

- Deal with internal or external contacts where the service is usually initiated by the role holder, working within the organisation's overall procedures or policies OR proactively seek to explore and understand customers' needs;
- Adapt service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost)

Pastoral Care and Welfare:

- Show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress;
- Initiate appropriate action by involving relevant people and the role holder is required to give advice on commonly occurring welfare issues or queries;
- Follow standard welfare procedures for the organisation;
- Recognise when an individual should be referred elsewhere for professional help; respect confidentiality

Teaching and Learning Support:

- Introduce students or others who are new to the area to standard information or procedures in order to provide standard information or deliver teaching or training.
- Train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event in order to provide standard information or deliver teaching or training.
- The role holder is required to teach, train or facilitate development activities for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism;
- Monitor performance giving feedback and guidance; act as a catalyst for further development or learning in order to provide standard information or deliver teaching or training.
- Deliver a range of development activity within a particular academic discipline or specialism, teaching across the breadth or depth of the subject; challenge thinking and foster debate; encourage the development of intellectual reasoning and rigour in order to provide standard information or deliver teaching or training

Analysis and Research:

- Analyse routine data or information using predetermined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified

Date Completed:

February 2021