
University of Sunderland

Role Profile

Part 1

lifechanging



**University of
Sunderland**

Academic Development Officer (Learning and Development)

Job Title:	Academic Development Officer (Learning and Development)
Reference No:	NEW748
Reports to:	Learning and Teaching Enhancement and Sustainability Manager
Responsible For:	N/A
Grade:	Grade E
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Centre for the Enhancement of Learning and Teaching (CELT)
Location:	St Peter's Campus, Sunderland
Main Purpose of Role:	<p>To work in partnership with the Academic Development Team, CELT team and colleagues across the University to support a quality learning and teaching student experience.</p> <p>To take a lead role in the University's Learning & Teaching Academy (LTA) as a means of developing teaching and pedagogical innovation / research across the University.</p> <p>Act as key partner with colleagues in the Centre for Graduate Prospects to embed the Work Integrated Learning Framework.</p> <p>To work collaboratively with CELT colleagues to deliver pedagogical innovation, CPD and taught programmes designed to enhance the quality of teaching and learning across the University.</p> <p>To support the AdvanceHE professional recognition scheme.</p> <p>To lead and drive professional recognition, across a range of schemes, as a means of recognising teaching and promoting the development of pedagogical practice.</p> <p>Design, deliver and evaluate university wide staff development activity that contributes to curriculum enhancement and an excellent student experience.</p> <p>Plan, lead, contribute to and evaluate learning, teaching, and assessment enhancement projects.</p>

Key Responsibilities and Accountabilities:

- Contribute to CELT campaigns and work streams by developing and leading pedagogical innovation.
- Contribute to specific projects within the Student Success Plan.
- Attend and act as a representative for CELT on key University committees and strategic groups related to role and responsibilities.
- Lead on projects and support the development of the Learning and Teaching academy.
- Plan, design and deliver a programme of staff training and support in line with strategic objectives, including a range of accredited and non-accredited staff development activities.
- Evaluate and seek to continuously improve development initiatives.
- Gather and analyse relevant progress data, providing regular management reports to senior management,
- Acting as a mentor to Fellowship applicants and as a scheme reviewer for other Fellowship applications.
- Contribute to the delivery of Higher Education Teacher preparation and development programmes including the prepare to teach, Post-Graduate Certificate.
- Work in partnership with the Centre for Graduate Prospects to support the implementation of the work integrated learning framework into the curriculum.
- Support the planning and delivery of the University wide learning and teaching conference.
- Maintain knowledge and understanding of contemporary approaches to learning, teaching and assessment.
- Provide expert advice through pedagogical knowledge, understanding and know-how to academic colleagues.
- Engage in some external discipline-related responsibilities such as AdvanceHE networks.
- Ensure the accuracy and maintenance of learning and teaching systems,
- Network and develop links with external groups both regionally and nationally, so as to ensure that academic development interventions reflect best practice in the sector.
- Undertake appropriate training in line with the requirements of the role, ensuring continuing professional development is updated to reflect developments within the sector.

Special Circumstances:

Some out of hours work on evenings, weekends and during Public and University holidays may be required from time to time.

Travel to and work at our London campus will be required.



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

Qualifications and Professional Memberships:

- Honours Degree.
- Higher Education Teaching Qualification – Post-Graduate Certificate or equivalent.
- Fellowship of the HEA at Senior Fellow level.

Experience:

- A minimum of three years' experience in Higher Education.
- Experience of programme leadership including module and programme management and support of students.
- Experience of designing and delivering programmes that develop teaching and learning.
- Experience of engaging in pedagogical innovation and development projects.
- Experience of designing and delivering staff development workshops/programmes/modules.
- Experience of gathering, analysing data in order to produce reports.

Key Knowledge and Expertise:

- Knowledge of contemporary approaches to teaching, learning and assessment within higher education.
- Experience of developing teaching practice across a Higher Education Institution.
- Knowledge of AdvanceHE Fellowship scheme.
- Expertise in contributing to pedagogical innovation within teams.
- Able to collaborate and work in partnership with others to support the development of learning and teaching

Desirable

Qualifications and Professional Memberships:

- Higher Education teaching qualification at Masters level.
- Principal Fellowship of the HEA.

	<p>Experience:</p> <ul style="list-style-type: none"> • A track record of delivering teaching programmes across disciplines. <p>Key Knowledge and Expertise:</p> <ul style="list-style-type: none"> • Knowledge of a range of pedagogical approaches such as problem based learning, technology enabled learning, distance learning course design, simulation
<p>Special Circumstances:</p>	<p>None</p>

Part 2B: Key Competencies

<p>Competencies are assessed at the interview/selection testing stage</p>	<p>Key Knowledge and Expertise (generic):</p> <ul style="list-style-type: none"> • Possess sufficient breadth or depth of teaching, learning and assessment knowledge to contribute to enhancement projects. • Able to make informed judgments on complex issues often in the absence of complete data. • Able to work independently, motivated and able to manage own time to meet the competing demands. • Skills in collaborating with others and partnership working. • Skills in designing and delivering development interventions that support enhancements in learning, teaching and assessment. <p>Analysis and Research:</p> <ul style="list-style-type: none"> • Gathers data and conducts robust analysis, questioning assumptions and existing knowledge. • Develops hypotheses and concepts to explain data, events and phenomena. • Can plan and deliver pedagogical research projects using a variety of methods. • Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis. <p>Communication:</p> <ul style="list-style-type: none"> • Routinely communicate complex and conceptual ideas to peers and senior managers using high level skills and a range of media. <p>Oral</p> <ul style="list-style-type: none"> • 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 outcomes. • Monitors understanding of others, develops approach and takes corrective action if required. <p>Written</p> <ul style="list-style-type: none"> • Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others. • Presents complex information in formats appropriate to non-specialists without comprising meaning. • Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.
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Decision Making:

Independent decisions

- Considers impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgment to make decisions with limited or ambiguous data and takes account of multiple factors.
- Distinguishes between the need to make a decision, when to defer and when not to take a decision.

Collaborative decisions

- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success considered.

Provision of advice

- Anticipates and highlights issues that need to be taken into account.
- Outlines possible impacting factors, assessing their degree of influence on the choice of options.
- Ensures previous learning is included.

Liaison and Networking Liaison

- Ensures that accurate information is passed on to the most appropriate people in a timely fashion to improve working practices.
- Co-ordinates own effort with that of others so the work is completed effectively in line with team objectives.
- Promotes a positive image of the Institution.

Participation in networks

- Works across team boundaries to build and strengthen working relationships.
- Shares information and ideas to help others develop their practice.
- Is involved in networks to pursue a shared interest as a requirement of the role.

Building internal networks

- Leads and builds role related networks.

Pastoral Care and Welfare:

- Deals with difficult situations or confidential matters, according to policy and procedures.
- Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.

Initiative, Problem Solving and Decision Making

- Identifies how to reach difficult to reach groups of staff on different campuses with regard to supporting and enhancing learning and teaching.

Planning and Organising Resources

- Actively seeks information to support planning and prioritisation of work.
- Ensures that time and resources are used effectively to their maximum efficiency.
- Checks and reports on progress and achievement against plans to key parties.
- Involves other areas appropriately so performance standards and shared objectives are achieved.

Service Delivery:

- Learns from complaints and takes action to resolve them.
- Collates feedback and views from customers and reports on these.
- Actively promotes services.

Teaching and Learning Support:

- Contributes to teaching enhancement through academic development activities.
- Encourages in others a commitment to learn.
- Contributes to the development of learning programmes.
- Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.
- Reflects on own and others practice and develops insights into the learning process.

Date Completed:

Updated July 2023