

Job Description & Person Specification

Academic and Research roles

JOB DESCRIPTION

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| Job title | Lecturer (ASPIRE) |
| School/Department | Directorate of Learning and Teaching Enhancement |
| Division (if applicable) | Department of Learning Transformation |
| Programme (if applicable) | ASPIRE |
| Location | Paisley, with travel to other campuses |
| Reporting to | Senior Lecturer, Academic, Professional and Personal Development |
| UWS grade | AC3 |
| FTE | 1.0 |

Job summary

At UWS we aim for all students to have a positive and transformative student experience. The ASPIRE modules (currently being delivered at SCQF levels 7 and 8) are fundamental to building a supportive, encouraging and inspirational context for student-led learning and an advising curriculum for student success. The modules comprise part of an integrated model of student support at UWS.

As we continue enhancement activity to ensure that design and delivery of the modules offer authentic, contextualised and valuable learning for our students, we seek an enthusiastic, creative and student-centred practitioner to join our team. The remit of the post-holder will look to support development of a continuously enhanced Academic, Professional, and Personal Development (APPD) curriculum and be confident in articulating their student-centred values in the engaging and discursive ASPIRE teaching space. Predominantly working, in the first instance, in partnership with our School of Computing, Engineering and Physical Sciences or Health and Life Sciences, the candidate would ideally have an appreciation of/ experience in teaching within related disciplines in order to facilitate contextualised learning.

As well as dialogically-based in-class teaching, the ASPIRE modules also provide regular meetings with students on both a group and one-to-one basis to offer disciplinary-focused context to consider academic, professional, and personal development as part of an advising curriculum. These meetings involve coaching and other facilitation approaches to guide students and signpost sources of information and support whilst students explore and develop various learning themes in support of developing academic, digital and information literacies, including: academic integrity; digital learning; self-directed learning; goal-setting and management; reflection; collaboration and valuing diversity.

The candidate will join us at a busy and exciting time in both module delivery and envisioning. With ambitious plans for cross-institutional implementation over the next few years, the ASPIRE Lecturer will contribute to drawing on knowledge of sector-wider trends and priorities to make critical contributions to effective curriculum design.

People & finance responsibilities

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| People | The post holder has no line management responsibilities. |
| Finance | The post holder has no direct budgetary responsibilities. |

Key activities

Teach on the ASPIRE modules as part of a cross-university teaching team, with responsibility for designing, developing, implementing and co-ordinating a curriculum designed to support, lead, and develop learners as they successfully transition into, through and beyond UWS.

- Facilitate students' learning, supported by appropriate resources and materials, in the ASPIRE modules for academic, professional, and personal development.
- Work in partnership and collaboratively with School colleagues to support the contextualisation, design, development and delivery of the ASPIRE curriculum in UWS programmes.
- Demonstrate a commitment and interest in the students as individuals and help them settle into and thrive within University life at UWS.
- Act as role models for the academic and professional environments our students are joining/ preparing to join.
- Guide and support students through the ASPIRE studies in regularly scheduled group and individual synchronous sessions.
- Provide opportunities to reflect on progress and engagement.
- Signpost and refer students to appropriate support services.
- Assist students in making the most of the opportunities available to support academic, professional and personal development.
- Mark and provide constructive and developmental feedback on formative and summative assessments.
- Participate in quality assurance and enhancement activities.
- Ensure a student-centred approach including the promotion of the student voice and student development.

Support the broader implementation and educational change project of ASPIRE and the APPD curriculum within the context of a renewed approach to student support at UWS, including the refresh of the Personal Tutoring system through the development of the ASPIRE advising curriculum.

- Work within Learning Transformation and other adjacent Departments within the Office of the Pro Vice-Chancellor Learning, Teaching and Student Success, to promote best practice and co-ordinate activity ensuring effective implementation of ASPIRE and related activities in learning, teaching and student support in order to enhance the student experience and demonstrate unity of effort in achieving business objectives.

- Effectively utilise data, systems and other evidence in order to identify, implement, develop and enhance ASPIRE as an advising curriculum and the experience of UWS students.
- Contribute to the professional development support - both the design and delivery - for ASPIRE Advisors.
- Foster effective relationships with staff, students and other cross-University stakeholders.
- Support the work of the Director of Learning and Teaching Enhancement and Director of Student Success to promote student development across the University and identify significant development opportunities.
- Promote innovation in learning, teaching and student support aligned with UWS culture and strategy.

Undertake related scholarship and research aligned with the role.

- Design, develop and implement scholarship, research, knowledge exchange and external engagement activities (including commercialisation activities) to produce outputs in accordance with agreed objectives.
- Contribute to national/international events/major conferences relating to higher education and maintain an up-to-date knowledge of developments in higher education to inform the University's policy development and implementation of strategy to support the enhancement of learning, teaching and assessment.

Job scope

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| Planning and organising | <p>The post-holder will:</p> <ul style="list-style-type: none"> ● Agree objectives with the Senior Lecturer, APPD, and within this context act with autonomy to plan, manage and prioritise core work elements of the job considering appropriate objectives, timescales, and resource. ● Demonstrate by example, good practice in teaching both group and 1-2-1 sessions with students. ● Manage own research, teaching, scholarly and administrative activities with appropriate support. ● Support implementation and development activities aligned with ASPIRE Project timelines. ● Set and agree challenging personal and teaching team focused goals and targets. ● Manage competing deadlines with timescales of work ranging from short to long-term according to the nature of the work. ● Support the work of Learning Transformation, and across the Departments within the Office of the Pro Vice-Chancellor Learning, Teaching and Student Success by promoting best practice and ensuring effective implementation of ASPIRE and the UWS student support model to enhance the student experience. ● Supervise students' projects and, if appropriate, placements. |
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| Decision making | <p>The post-holder will:</p> <ul style="list-style-type: none"> • Have authority to take decisions with appropriate consultation with the Senior Lecturer, APPD according to the nature of the work within the ASPIRE teaching team. • Develop engaging and creative ideas to support the implementation of ASPIRE, appropriate disciplinary contextualisation of learning for students in their discipline area and strong student engagement. • Collaborate on the implementation of teaching and assessment strategies and operate within the limits of the implementation of University strategy, as defined through operational planning. • Collaborate with colleagues and support students on the implementation of assessment procedures, including the use of ePortfolio. • Have a degree of autonomy in dealing with problems, as agreed with the Senior Lecturer, APPD, according to the nature of work. • Initiate and support others in development of ideas for promoting best and innovative practice in learning and teaching. • Initiate and develop ways of disseminating and applying the result of research and scholarship. • Participate in and contribute to quality assurance processes. |
| Working relationships – <i>Liaison and Networking</i> | <p>Internal</p> <ul style="list-style-type: none"> • Act as a responsible Learning Transformation team member and productive working relationships with colleagues. • Sustain close professional relationships across UWS, particularly colleagues in the Directorate of Student Success, to engender creative and best practice approaches to learning and teaching and supporting an excellent student experience. • Work closely with designated School to ensure APSIRE is aligned with School activities and approaches to supporting the student experience. • Work with colleagues on teaching design, planning, delivery, and engagement, working in partnership with Schools and any relevant professional services areas. <p>External</p> <ul style="list-style-type: none"> • Work with external consultants, organisations, PSRBs and employers as required to support curriculum development activities. • Participate in external committees, meetings and working groups as required in order to represent the University and develop the business. |

PERSON SPECIFICATION

Qualifications

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| Essential | QE1 | <ul style="list-style-type: none"> Educated to degree level or equivalent in a relevant subject area. | |
| | QE2 | <ul style="list-style-type: none"> Postgraduate qualification. | |
| | QE3 | <ul style="list-style-type: none"> Evidence of ongoing continuing professional development. | |
| Desirable | QD1 | <ul style="list-style-type: none"> Training and development qualification. | |
| | QD2 | <ul style="list-style-type: none"> Doctoral level qualification (or working towards). | |
| | QD3 | <ul style="list-style-type: none"> Advance HE Fellowship. | |

Experience

| | | | Evidence A = Application I = Interview |
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| Essential | EE1 | <ul style="list-style-type: none"> Teaching, assessment and/or supporting students in Higher Education, including a strong awareness of current pedagogical approaches. | |
| | EE2 | <ul style="list-style-type: none"> Personal tutoring in Higher Education. | |
| | EE3 | <ul style="list-style-type: none"> Teaching and learning design for blended, online or hybrid delivery including use of real-world/authentic assessment. | |
| | EE4 | <ul style="list-style-type: none"> Facilitating one-to-one and/or group sessions with Higher Education students. | |
| | EE5 | <ul style="list-style-type: none"> Working with a high degree of initiative and adopting a proactive approach. | |
| | EE6 | <ul style="list-style-type: none"> Delivering enhancement in learning, teaching or student support including working collaboratively with different stakeholders in a change environment. | |
| | EE7 | <ul style="list-style-type: none"> Experience of record-keeping and maintaining and reporting on multiple sources of data. | |
| Desirable | ED1 | <ul style="list-style-type: none"> Demonstrable leadership of projects in a university setting from conception through to delivery, and ability to develop creative solutions to overcome challenges. | |
| | ED2 | <ul style="list-style-type: none"> Research active or has evidence of research potential. | |
| | ED3 | <ul style="list-style-type: none"> Experience of supporting others in curriculum development, including curriculum validation. | |
| | ED4 | <ul style="list-style-type: none"> Engagement in external projects. | |

Skills

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| Essential | SE1 SE2 SE3 SE4 SE5 SE6 SE7 SE8 | <ul style="list-style-type: none"> • Ability to design, develop and co-ordinate strategically aligned curriculum. • Effective facilitation skills centred around advising and nurturing professional and student relationships through effective feedback channels. • Developed approaches to engaging and interacting with students in both online and on-campus sessions. • Ability to work with evidence and analytics in the development of an advising curriculum for student success. • Organisational and strong decision-making, including planning and making timely and appropriate actions in all situations required. • With initiative, demonstrated through leading and capitalising on opportunities to improve, and is action-orientated. • Excellent communication skills. • Strong IT skills (including MS Office such as Word, Excel & PowerPoint). | |
| Desirable | SD1 SD2 | | |

Knowledge

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| Essential | KE1 KE2 KE3 KE4 | <ul style="list-style-type: none"> • Strong understanding of approaches to student support, personal tutoring, advising techniques and approaches for use to support student success in higher education. • Designing and developing online and/or hybrid teaching activities, lesson outlines and resources as appropriate within the ASPIRE modules. • Designing, delivering and co-ordinating curriculum appropriate to students of the relevant discipline contexts and different anticipated learners. • Demonstrable understanding of the professional settings, contexts and networks that students of the relevant discipline may be looking to engage with and join. | |
| Desirable | KD1 KD2 KD3 | <ul style="list-style-type: none"> • Strong understanding of teaching, learning, assessment and learning technology issues in HE and professional contexts, and of research evidence relating to differential effectiveness. • The changing policy and operational context of Higher Education in Scotland, the UK and internationally. • Demonstrable scholarly standing in one or more of the areas of academic development, curriculum | |

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| | | development, hybrid learning, assessment and feedback, or technology-enhanced learning. | |
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Behaviours

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| Essential | BE1 BE2 BE3 BE4 BE5 | <ul style="list-style-type: none"> • Highly motivated, creative and inspirational. • Ability to communicate clearly and effectively. • Ability to lead and motivate staff. • Committed to a culture of continual improvement and innovation. • Committed to delivering high quality teaching and supporting an outstanding student experience. • Solutions-focused. | |
| Desirable | BD1 BD2 | | |

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| Updated (mm/yy): | 04/2024 |
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