

## Job Description

**Date Job Description created:** May 2021; updated July 2022

<b>Job Title:</b> Senior Lecturer, Learning Futures	<b>Job Holder:</b> Vacant
<b>School/Department:</b> Learning Transformation	<b>Location:</b> Paisley, with travel to other campuses

**Reporting To:**  
Head of Learning Transformation

### Job Summary:

Position level: AC4

Provide leadership, enthusiasm and a creative approach to drive the implementation of key education change projects across UWS, in particular in the areas of curriculum design, flexible and hybrid learning and teaching, and academic development.

The postholder will lead the implementation of significant learning and teaching innovation and curriculum renewal across UWS aligned with the UWS Curriculum Framework, initially within focused projects of the Student Experience Programme and as outlined in the UWS Learning and Teaching Thematic Plan 2020-25.

The postholder will play a lead role in the development, delivery and review of a comprehensive academic development provision, including credit-bearing programmes, routes to professional recognition and continuing professional development provision for all who teach and support student learning.

### Dimensions:

#### Financial

Budget holder of a sub-function budget comprised of operational and staffing resources. This will include the preparation and management of the departmental budget, allocation of resource to the various areas as set out in the operational plan.

#### Staffing

Line manage a small team of professional and academic staff.

### Key Result Areas:

- Develop and lead an effective professional and academic team responsible for the management, development and implementation of academic development, curriculum design initiatives, and learning innovation across UWS, creating a working environment within the team that is supportive of staff, encourages active engagement and a positive contribution from individual members of staff.

- Work with colleagues to seek out innovation in learning and teaching across the higher education sector, identifying opportunities for adoption at UWS and leading projects furthering the development of new teaching strategies and curricula.
- Lead and source research into learning, teaching, assessment, and curriculum design, ensuring that UWS stakeholders are kept up to date with international work in this area.
- Play a leadership role in the development and implementation of the UWS academic development framework, and lead a comprehensive portfolio of academic development activity that is fit for a modern university and reflecting the linkage between research, teaching and global engagement.
- Establish a model of a distributed *UWS Academy* comprising leaders and experts in learning and teaching across UWS who contribute to the academic development of all staff and provide the core of a vibrant community of practice for teaching and learning.
- Effectively utilise data, systems and other evidence in order to identify the development needs for programmes and teachers at UWS.
- Contribute to national/international events/major conferences relating to higher education and maintain an up-to-date knowledge of sector developments to inform the University's policy development and implementation of strategy to support the enhancement of learning, teaching and assessment.
- Provide leadership to identify, make accessible, and disseminate good practice in all issues relating to Learning and Teaching, and particularly in relation to curriculum development, assessment and feedback, learning technologies including learning spaces, in order to drive and facilitate change in our University.
- Create partnerships and networks focussed on key aspects of learning and teaching, providing leadership and mentorship for academic and professional services staff as required to ensure a high quality student experience at UWS.
- Contribute to the development of the Office of the Vice Principal Learning, Teaching and Students and the wider strategic planning processes of the University where appropriate.

## **Planning and Organising:**

### **Planning and Organising**

The post holder will:

- Agree objectives with the Head of Learning Transformation, and within this context act with autonomy to plan, manage and prioritise core work elements of the job considering appropriate objectives, timescales, and resource.
- Set and agree challenging personal and team-focused goals and targets.
- Plan, organise and direct resources and staff to ensure the implementation of both strategic and operational plans.
- Manage competing deadlines with timescales of work ranging from short to long-term according to the nature of the work.
- Manage projects relating to own areas of work and the organisation of external activities as appropriate.

- Support the work of Learning Transformation by promoting best practice and ensuring effective implementation of initiatives in learning and teaching in order to enhance the student experience.
- Supervise students' projects and, if appropriate, placements.
- Demonstrate by example good practice in development, teaching, and scholarship/research.

### **Decision-Making**

The postholder will:

- Ensure decision-making and use of judgement reflect the leadership and coordination role.
- Ensure work is driven by strategic objectives defined in the Department and University plans.
- Have authority to take decisions with appropriate consultation with the Head of Learning Transformation, according to the nature of the work.
- Have a degree of autonomy in dealing with problems, as agreed with the Head of Learning Transformation, according to the nature of work.
- Contribute to the development of strategic plans and lead the development of annual operational plans including staff resourcing to deliver excellence and continuous improvements.
- Initiate and develop ways of disseminating and applying the result of research and scholarship.
- Participate in and contribute to quality assurance processes including the validation and accreditation of academic programmes.
- Initiate and support others in development of ideas for generating income and promoting best and innovative practice in learning and teaching.

### **Working Relationships:**

#### **Internal**

- Provide formal and informal leadership within Learning Transformation, whilst acting as a responsible team member and developing productive working relationships with colleagues.
- Sustain close professional relationships across UWS to engender creative and best practice approaches to learning and teaching and supporting an excellent student experience.
- Work with colleagues on teaching design, planning, delivery, and engagement for educational development projects, working in partnership with Schools and any relevant professional services areas.
- Develop, encourage and motivate staff, ensuring that there is a strong emphasis on effective communication with staff and effective academic leadership.

- Participate in University projects and initiatives as directed, including chairing working/project groups, as required.

**External**

- Participate in external committees, meetings and working groups as required in order to represent the University and develop the business.
- Participate in and develop external networks with varied stakeholders which may contribute to the identification of sources of funding, contribute to student recruitment, secure student placements, contribute to the marketing of the institution, facilitate outreach work, generate income, obtain consultancy projects or build relationships for future activities.

## Person Specification

<b>School/ Department:</b> Learning Transformation	<b>Job Title:</b> Senior Lecturer, Learning Futures
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### Education/Qualifications/Training:

#### Essential

- PhD, relevant postgraduate qualification, or equivalent professional experience.
- Advance HE Fellowship or Senior Fellowship.
- Evidence of continuing professional development in academic practice.

#### Desirable

- PG Certificate in Academic Practice/Learning and Teaching in HE.

### Experience:

#### Essential

- Track record of learning, teaching and assessment in Higher Education, including a strong awareness of current pedagogical techniques.
- Curriculum design and development, including supporting curriculum validation.
- Module co-ordination of taught provision.
- Demonstrable leadership and management of projects in a university setting from conception through to delivery, and ability to develop creative solutions to overcome challenges.
- Demonstrated experience leading teams of academic and/or professional staff.
- Initiating collaborative working with a broad range of stakeholders (e.g. in a project environment, within a teaching team, or creation of a special interest group/ community of practice).
- Research active or has evidence of research potential.
- Significant experience of working with academic colleagues in a change environment.
- Development and delivery of Advance HE accredited professional development taught programmes/courses/activities for academic staff.

#### Desirable

- Programme leadership of taught provision.
- Engagement in external projects.

### Skills/Knowledge/Understanding:

#### Skills

#### Essential

- Ability to interpret and operationalise strategic objectives, leading the delivery of strategic initiatives in learning and teaching development.
- Designing and managing educational projects.
- Excellent communication skills.
- Excellent problem solving and analytical skills.
- Capable of effectively managing multiple projects and functioning productively as a member of a multi-disciplinary team, using data and influencing skills to build support.

- Ability to work under pressure and respond to challenging timeframes, ensuring outcomes are effectively delivered.
- Ability to drive improvements via the introduction of best practice, and policy implementation.
- Development of online and/or hybrid teaching resources and modules.
- Ability to lead development, design and delivery of curriculum for discipline contexts and different anticipated learners.

### **Knowledge Essential**

- Cutting-edge understanding of teaching, learning, assessment and learning technology issues in HE and professional contexts, and of research evidence relating to differential effectiveness.
- Current practices in academic development, learning technology and curriculum design.
- The changing policy and operational context of Higher Education in Scotland, the UK and internationally.

### **Desirable**

- A knowledge of challenges of the development, delivery and evaluation of programmes to support, develop and change the practice of academic staff and others who support student learning.
- Demonstrated scholarly standing in one or more of the areas of academic development, curriculum development, hybrid learning, assessment and feedback, or technology-enhanced learning.
- Approaches to accreditation of prior experiential learning, recognition of prior learning and credit rating.

### **Personal Attributes:**

- 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.