

Job Description

Role Title: Academic Developer

School / Dept: Learning and Teaching Enhancement Centre (LTEC)

Reference: MPF1450

Grade: Grade 8

Full or Part time: Full time

Hours: 36.25

Reports to: Director of the LTEC

Overview

This role provides an excellent opportunity to join the University of Salford's Learning and Teaching Enhancement Centre (LTEC). We are seeking an experienced and dynamic professional with a demonstrable track record in academic / educational development within higher education.

LTEC acts as a focal point for sharing academic best practice in the University, supporting educators, and enabling positive change. By working closely with our Academic Schools to embed enhancements in practice, LTEC is helping position Salford as a sector leader in inclusive, high-impact pedagogies. The successful candidate will join us at an exciting time as we implement our new Education Delivery Plan: Realising Inclusive Education for All. They will work closely with colleagues, staff and students, across the University to advance inclusive learning and teaching practices as part of a highly skilled and collaborative team of academic developers and learning technologists.

The LTEC Academic Development team leads the enhancement of academic practice across the institution, promoting excellence in teaching, learning, and assessment. They support and empower individuals and teaching teams through staff development activities, bespoke workshops, and accredited programmes. Acting as LTEC business partners, our academic developers work with Academic Schools to deliver targeted academic development and learning design interventions aligned with local needs and programme evaluation. They also provide expert consultancy on teaching, learning, and assessment strategy and policy. If you are a team-player, experienced in innovative research-informed pedagogies, and keen to make a difference, we would love to hear from you.

About the University

Salford has a rich history and an exciting future; we actively engage with stakeholders across the region to embed our industry collaboration activity, ensuring our students receive the best possible experience to enable them to realise their potential and have wider societal impact.

Our belief in making a tangible contribution to industry and the economy through pioneering partnerships is critical to our identity. These partnerships deliver cutting-edge applied research, drive innovation, and inform our teaching to ensure our graduates have the knowledge and skills to fulfil the future employability needs of the economy.

As we build a new type of university here at Salford, our staff are critical in the development and delivery of our strategic vision; embodying our unique brand and acting as exemplars in demonstrating our philosophy and ethos in how we work.

The University of Salford is proud of its diverse student population and recognises the importance of creating inclusive cultures where all our students and colleagues can bring their whole selves to the University. Salford's Strategic framework ensures we deliver an

excellent student experience focused on student success so that every single student we recruit has equal opportunity.

The framework captures all the work required by the University to improve the outcomes for our students in terms of retention, progression, and employability. There has been significant progress in achieving impact through parallel and related incentives across the University of Salford.

Equity, diversity, and inclusion sit at the heart of everything we do and is a priority for students, staff, our wider community, and external stakeholders. The importance of the EDI agenda is key to us achieving our strategic ambitions, being intentionally inclusive and the government's levelling up agenda.

The University of Salford is committed to an inclusive approach to equality and diversity. We make every effort to form shortlisting and interview panels that are diverse in terms of gender, age, ethnicity, nationality, and socio-economic background.

Role Detail

The Academic Developer is responsible for leading development in teaching and learning practice. They will play a central role in the identification and dissemination of effective practice, driving the improvement of the teaching and learning experience, and enabling student success. The post holder will ensure that institutional priorities are addressed, and that teaching meets minimum expectations. Working primarily with an assigned Academic School, the Academic Developer will support the development and evaluation of teaching and learning practice, enabling teaching teams to provide high quality learning to meet the needs of its diverse student body. The Academic Developer will also work in agile cross-function teams to support key initiatives in driving forward our Education Delivery Plan.

Role Purpose

Reporting to the Director and Associate Director of LTEC, the role holder will work with the LTEC team and Schools in planning, designing, facilitating, reviewing and enhancing development opportunities to support improvement of academic practice and leadership. In line with the University's and LTEC's strategic goals, this role will play a significant part in achieving the objectives of the University's Education Delivery Plan. Ensuring that development activities align with the Professional Standards Framework 2023, the role will make a significant contribution to the Advance HE accredited Postgraduate Certificate in Academic Practice (PGCAP), including module and/or programme leadership, teaching and assessment, and active engagement with the University's quality management and enhancement processes for taught provision. Working with the Academic Development team, the post holder will drive the development of an institutional CPD framework with the aim of gaining Advance HE accreditation for the scheme.

The post holder will facilitate targeted academic staff development interventions, adding value to academic delivery and ultimately impacting measurably on the student experience. They will ensure that in doing so they are responsive to institutional and school priorities, drawing from a common portfolio of interventions that can be customised for the local need where relevant.

The role requires excellent interpersonal, networking and communication skills, the ability to engage academic and professional services staff at every level of the University, and the ability to build and maintain complex relationships with various stakeholders with differing requirements.

In line with the Salford Behaviours, the post holder will be a role model in visibly inspiring, aligning, collaborating, co-creating, enabling and evolving colleagues' behaviours across the remit of the post. The post holder will foster productive relationships to enable excellence at the heart of the University's learning and teaching activities. Key relationships in the professional services will be within the Quality Management Office (QMO), Library, Careers & Enterprise, Strategy, and Student Experience and Support. In the academic community, key relationships include the Deans and Associate Deans of the Academic Schools, and Academic Directors, Programme Leaders and Module Leaders.

Principal Duties & Responsibilities

Working with Academic Schools to impact practice

- Liaise with and influence School leaders and key stakeholders to shape bespoke solutions addressing school needs and aligned to the University academic development agenda.
- Identify, stimulate, and drive strategic, high impact academic development initiatives across the University focusing on the development of learning design, teaching assessment and feedback, graduate outcomes, and student engagement, belonging and retention.
- Make a significant contribution to the design, management, and facilitation of workshops in response to local and institutional needs.
- Work flexibly as part of the LTEC team to deliver appropriate advice, support and guidance in academic practice across the institution.
- Promote the highest standards of professional practice in all areas of responsibility.

Contribute to University-wide Learning and Teaching Accreditation Frameworks

- Lead, teach, assess, review and enhance the Postgraduate Certificate in Academic Practice.
- Drive the development of a CPD framework in academic practice, aligned with the PSF 2023, in support of our Advance HE institutional accreditation.

Contribute to Resource Development

- Contribute to the production of advice and guidance documents and toolkits on policies, procedures and methodologies on matters of high demand, e.g., an 'essentials', 'new to' and 'how to' series.

Relationship Building, Networking and Dissemination

- Represent LTEC at appropriate fora across the University.
- Lead credible and professional relationships with leaders, managers and key stakeholders across the academic and professional services communities, fostering an environment which supports improvements in academic performance to the benefit of the University, its students and staff.

- Build close relationships and sustainable networks to identify and disseminate examples of good practice from across the University.

Commitment to Inclusivity

- Promote equity and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with University policy.
- Contribute to University-wide inclusive education initiatives within and across Schools.

Monitoring and Evaluation

- Track and evidence the impact of development and pedagogical-based interventions.
- Ensure all products and services are compliant with University policies, e.g., academic regulations, equality, diversity and inclusion (EDI), etc.

Generic Duties

- Perform any other duties appropriate to the grade as may be required by the Director of LTEC
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy.
- To engage with the University's commitment to put our students first and deliver services which are customer orientated, represent value for money and contribute to the financial and environmental sustainability of the University when undertaking all duties and aspects of the role.
- Advance equality, support our work towards eliminating unlawful discrimination, foster an inclusive study and work environment for students, staff and visitors in accordance with our public sector equality duties and university policy.

This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Person specification follows on next page

Person Specification

The successful candidate should demonstrate the following, which are 'Essential' (E) or 'Desirable' (D)

Qualifications

1. a first degree or equivalent. (E)
2. a relevant postgraduate certificate in learning and teaching in higher education and Fellowship of the Higher Education Academy. (E)
3. a higher degree or equivalent in a relevant discipline. (D)

Background and Experience

4. a successful track record in the development and implementation of interventions to enhance pedagogic practice including evidence of positive impact in individual, team and unit performance in a higher education context. (E)
5. experience of coordinating and organising accredited professional development frameworks. (E)
6. experience in coordinating and organising professional development programmes in support of improvements in academic practice and academic standards. (E)
7. experience of working with academic managers and cross-functional teams to shape and implement development solutions to meet strategic and operational needs. (E)
8. experience in leading and/or delivering postgraduate certificate programmes of academic practice in HE, or equivalent. (D)

Knowledge

9. learning and teaching pedagogies and practice within a higher education context. (E)
10. academic practice and responsibilities and associated development requirements. (E)
11. the Professional Standards Framework 2023 and the QAA Quality Code for higher education. (E)
12. the strategic drivers of higher education in the UK. (D)

13. institutional strategies for enhancing student experience. (D)

Skills and Competencies

14. a strong customer focus with creative and innovative thinking that optimises success and strategic impact. (E)

15. excellent communication skills both written and oral, and via other media. Ability to build persuasive arguments based on data, logic and the objective merits of situations. (E)

16. ability to build and sustain cross-functional relationships with key stakeholders, interpret their requirements and facilitate engagement. (E)

17. ability to plan, prioritise, organise, and take initiative to deliver objectives within a complex and demanding organisation. (E)

18. ability to identify opportunities for organisational improvement and develop strategies and behaviours that inspire and motivate a diverse audience to influence and share the future direction of the business of the University. (E)

Details of any assessments required will be provided in the invitation to interview letter.

- Appointments to grade 7 and above will normally include a competency based interview and presentation and in some instances a work based simulation exercise.

Candidate guidance

****To fully meet the essential criteria candidates must show clear evidence of how they meet the criteria. Simply stating that you have a skill or experience in an area is not sufficient, you must provide a clear example to show how you have met each of the criterion you address**.**