

Post Details		Last Updated: 02/01/2020	
Faculty/Administrative/Service Department:	Library and Learning Services (LLS)		
Job Title:	Teaching Fellow B in Learning Development (Information Literacy)		
Job Family & Job Level	Research and Teaching	5	
Responsible to:	Head of Learning Development		
Responsible for:	Teaching staff in the Department. May supervise other staff.		
Job Summary and Purpose			
To have significant input to teaching at undergraduate and postgraduate level.			
To make a significant contribution to Faculty/Department management and administration as appropriate.			
Main Responsibilities and Activities			
Teaching delivery and development:			
Develop teaching methods, materials, technologies and learning environments which enhance the students learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.			
Assist in the development of curricula and lead on programme and course innovations whilst taking responsibility for the quality of programmes developed.			
Plan, deliver and critically review a range of teaching and learning activities including lectures. Contribute to the development of the Faculty's Teaching and Learning Strategy.			
Develop and apply innovative and relevant teaching, learning and assessment techniques including peer review and other recognised metrics.			
Develop appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students.			
Continually update knowledge and understanding in subject specialism and apply to course of study.			
Extend transform and apply new knowledge from pedagogic developments to teaching and appropriate external activities as part of an integrated approach to academic practice.			
Engage in professional and pedagogical research to support subject specialism teaching and learning activities.			
Conduct individual or collaborative projects related to discipline or pedagogy.			
Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.			
Student pastoral care			
Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.			
Act as personal tutor and give first line support before referring students on to appropriate services.			

Management and Administration

Take on administrative duties such as Examination Officer and Timetabling Officer which contribute to the efficient management and administration of the Faculty/Department.

Be fully involved with students at all levels of support.

Active involvement in academic, professional or clinical networks in the discipline and start to undertake leadership roles in these networks.

Person Specification

Post holders are expected to hold a degree, higher degree or appropriate equivalent professional qualification (with an expectation of holding a higher degree for those teaching at post graduate level).

Post holder to demonstrate:

- Evidence of high level of teaching and presentational skills
- Evidence of administrative/organisational skills
- Evidence of knowledge and understanding of current developments in the relevant discipline or profession.

A Teaching Qualification e.g. Postgraduate Certificate in Learning and Teaching in HE or equivalent is essential.

Relationships and Contacts

Post holder to be a member of Faculty committees relevant to administrative duties, e.g. Faculty Board of Studies and Examination Board.

Teaching and Administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching Committee or similar body.

Special Requirements

The post holder is expected to work outside normal office hours as necessary.

The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.

If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly.

All Staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.

Undertake such other duties within the scope of the post as may be requested by your Manager.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy

Addendum

This document provides additional information relating to both specific aspects of the post/Faculty and any post specific person specification criteria. The information contained within this document should always be read in conjunction with the accompanying generic Job Purpose.

Job Title:	Teaching Fellow in Learning Development (Information Literacy) [TF B]
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Background Information

Department

The department of **Library and Learning Services (LLS)** supports University strategies for Education and Research through the provision of distinctive collections and content, high quality and inspirational learning spaces and sector-leading and accessible services that enable students and researchers to engage creatively with the learning and research opportunities available to them.

The Service

The **Learning Development Area** of LLS comprises:

- **Academic Skills and Development (AS&D)**, which opened in 2007 to provide innovative learning development opportunities for all students at Surrey; the service is located prominently on level 1 of the University's Library & Learning Centre.
The team includes Learning Development Advisors, Learning Development Librarians, the Digital Content Developer (Learning Technologist) and the Learning Development Administrator;
- **Maths and Statistics Advice (MASA)**, which opened in August 2019, providing maths and statistics learning development advice, and operates alongside AS&D in the library.
The team includes the Maths and Statistics Hub Manager, Teaching Fellow in Learning Development (Maths and Statistics) and our PGR (postgraduate research) Tutors in Maths and Statistics;
- Our programme-embedded **Foundation Year Teaching Fellows in Learning Development**.
These posts are fully-integrated within Foundation Year teaching teams across the University's three faculties; for 3/10ths of their role they are based within AS&D.

All elements of the Learning Development Area work extensively together; AS&D and MASA also work closely with the University's Disability and Neurodiversity Service (which is also based in the Library's 'Learning Development Zone'), as well as with numerous services across the institution.

AS&D supports all students studying at Surrey, from level 3 (e.g., Foundation Year), through levels 4-6 (Degree level), to 7 (Masters taught level), with some support for postgraduate research students.

AS&D is committed to helping students to become confident and independent learners. This occurs through an extensive range of activities, including through our Learning Cafés and drop-in advice sessions, bookable appointments, small group-based support activities, workshops and bespoke programmes, but also, critically, through collaborations with faculty staff, for example: programme-integrated activities and support for curriculum change/redesign initiatives at the programme level.

LLS is committed to embedding wellbeing into its organisational culture.

The Role

Teaching delivery and development

The post holder will have extensive knowledge of developments in learning and teaching, drawing upon and contributing to new knowledge pertaining to student learning development, with an ability to identify, advise, design and implement transformative initiatives using evidence-based pedagogic practice in the field of learning development and information literacy, and related areas. They will make a substantial contribution to the design, delivery and evaluation of engaging and varied learning and teaching activities and opportunities run by the service and in collaboration with faculty programme teaching teams.

The post holder will lead in providing expert advice and guidance to colleagues within the team and across the University on strategies to develop confident, independent learners through the identification of optimal and timely learning development opportunities, to enhance students' academic and information literacy capabilities, engagement with subject, and personal and professional development.

- They will work with faculty teaching colleagues, at modular and programme levels, to support ongoing consideration of changing student, subject and faculty needs regarding approaches to integrating learning development within curricula.
- Working with the Head of Learning Development, they will contribute expertise as required to support faculty programme teams' periodic and ongoing reviews of their curricula and methods of teaching and learning, supporting Education Strategy imperatives (for example, regarding adoption of inclusive and student-centred approaches to developing students as learners).

The post-holder will be a learning and teaching innovator, with a practitioner's understanding of the complex and numerous challenges students may encounter in acclimatising to, and becoming successful within, an academic setting, and an ability to inform and influence the wider academic community regarding approaches to developing learner capabilities.

Duties and responsibilities

Learning and Teaching.

Directional leadership, coordination, strategic contributions; enhancement and active promotion of AS&D as a student-focused and staff-supportive service.

The successful applicant will be expected to:

- Provide a directional lead to members of the AS&D team; this may include formal line management responsibilities.
- Support the Head of Learning Development in contributing to, and implementing, service vision and ethos, including the identifying of opportunities for engaging course programmes to enhance student progression and developmental experiences, and ongoing development of the roles and remit of areas of team expertise, for example, evolving the ethos and remit of librarian expertise in learning development contexts.
- Have, and continue to develop, knowledge of theory, concepts and practical application of information and related – for example, digital and statistical – literacies in relation to learning development and learning and teaching. This should encompass an awareness of UK information literacy frameworks and evolving global developments in information literacy as pedagogy, for example, in relation to Threshold Concepts, Metaliteracy and Informed Learning, and of how information pedagogies may be applied to specific subject contexts, providing guidance and leadership to team colleagues in this work as appropriate. Develop and continually update knowledge re: the application of other approaches relevant to

learning development, e.g. Academic Literacies, Inclusive learning and teaching, Playful Learning and gamification.

- Lead on, and cultivate, the adoption of innovative approaches to information skills development which engage and challenge learners in creative, authentic, innovative, timely and scaffolded ways, challenging as necessary more traditional approaches to the delivery of information literacy.
- Identify, and help to address, issues in the design, development and delivery of learning, teaching and assessment activities devised to develop students as learners; this may involve: collaborative and bespoke teaching interactions in specific modules, identifying key engagement points; the development of learning and teaching resources; and consultancy work with faculty colleagues.
- Advocate pedagogically-considered and effective approaches in learning, teaching and assessment, drawing on sector good-practices, research and sector/practitioner experience, to enhance students' learning developmental experiences at all levels of study, in partnership with key stakeholders (e.g. students and staff).
- Encourage and support student partnership activities within the service and, working in collaboration with other areas as appropriate (e.g. Department of Higher Education, Technology Enhanced Learning, etc.), encourage adoption of student partnerships – and partnership principles – across the institution. Support adoption of pedagogically-informed peer-to-peer learning opportunities, providing genuine professional development opportunities for students to become excellent 'developers of others'.
- Lead in ongoing service evaluation and data analysis to inform the development of AS&D provision and have responsibility for core (designated) aspects of service quality assurance, contributing to – and guiding the team on – reporting as required, e.g. for TEF, annual reports, etc.
- Actively engage with wider professional contexts, contributing to cross-institutional projects and sharing of practice as appropriate; for example, contributing to the work of the Association of Learning Developers in Higher Education, the Chartered Institute of Library and Information professionals, or other professional organisations.
- Be actively engaged in, and contribute to steering, the development and application of digital- and electronically-based learning and teaching approaches to support student learning development (including consideration of how distance-learning and degree apprenticeship students are appropriately supported), in collaboration with the Digital Content Developer (Learning Technologist).
- Work collaboratively with faculty academic staff to identify and support inclusive learning and teaching practices. Develop strategies and processes that support University objectives relating to progression, success and attainment, particularly relating to Widening Participation cohorts and our institutional commitments to Access and Participation.
- As agreed with the Head of Learning Development, undertake pedagogic research related to learning and teaching/LD/information literacy activity, for conference presentations and publication in peer reviewed journals.

Other related activities and functions

The successful applicant will be expected to:

- Be responsible for the day-to-day running and ongoing development and enhancement of core aspects of Academic Skills & Development.
- Support the Head of Learning Development with the strategic direction of the service.
- Contribute to the dissemination and promotion of service strategies and objectives through liaison with key stakeholders in LLS, Professional Services (Department of Technology

Enhanced Learning, Department of Higher Education, Employability and Careers, etc.), faculty representatives and University committees; take part in team, LLS and University groups, meetings and committees as required.

- Engage in staff development programmes which are consistent with the needs and aspirations of the member of staff and the service/department.
- Undertake such other duties as may be reasonably requested by the Head of Learning Development that are commensurate with the nature and grade of the post.
- Contribute to the fostering of healthy working practices, encompassing both personal and team wellbeing.

Additional responsibilities

The successful applicant will be expected to:

- Carry out duties in a way which promotes fairness in all matters and which engenders trust.
- Promote equality of opportunity and support diversity and inclusion as well as working to support the University's environmental sustainability agenda and practices.
- Ensure and promote the personal health, safety and wellbeing of service users.

Person Specification

This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. This is in addition to the criteria contained within the accompanying generic Job Purpose.

	Essential/ Desirable
An accredited honours degree or postgraduate qualification in Library or Information Science, or a related subject.	E
A professional qualification in learning and teaching in higher education, e.g. PG Cert/Graduate Certificate/Masters in L&T in HE.	E
At least three years' experience of developing and supporting students in a learning and teaching capacity in HE.	E
Experience of effective management of a team and/or leadership of significant team-based projects in relation to learning development and/or learning and teaching in HE.	E
Ability to organise, work independently, and take ownership for delivering on individual and team-based projects in a timely and responsible manner, drawing on professional values to make informed decisions.	E
Demonstrable evidence of the ability to identify and implement information literacy learning development opportunities across a varied range of applied areas, e.g. social sciences, arts and humanities, pure and applied sciences, business, etc., and a willingness to develop understanding in relation to new contexts.	E
Awareness of specialist areas of consideration pertinent to specific subject information contexts; preparedness to develop breadth and depth of knowledge in specialist areas, e.g., systematic reviews, statistical literacy, researching software, etc.	E
Awareness of specific information requirements at different levels of study level and ability to provide guidance on appropriate approaches to the design, development and	

<p>implementation of relevant and engaging learning experiences mapped to learners' information needs.</p> <p>Understanding of the application of subject databases within learning and teaching contexts to advise upon, or deliver, informed and effective research experiences as appropriate to different levels of study.</p>	
<p>Experience in developing students towards reaching their full potential and of identifying and helping learners to address conceptual difficulties in the application of academic and information literacies; lead in developing approaches to personalised learning and enhancing learner engagement.</p>	E
<p>Demonstrable commitment to inclusive, student-centred and innovative approaches to learning development; a creative thinker with the ability to develop and support appropriate and innovative approaches that will be of benefit to students and staff.</p>	E
<p>Demonstrable understanding of the diverse learning development needs of students entering HE from non-traditional or under-represented constituencies and experience of working with students from diverse backgrounds/with varied prior life and learning experiences.</p>	E
<p>Evidence of working collaboratively and effectively within a team, and across teams, and of developing and maintaining effective interpersonal relationships with institution stakeholders and colleagues at all levels, demonstrating an ability to inspire, motivate and generate confidence through excellent communication skills (written and oral).</p>	E
<p>Fellowship of HE Advance.</p>	E
<p>Senior Fellowship of HE Advance, or successful completion of this during probation period.</p>	D