

Job Description – Associate Lecturer

About the Role

The role of the Associate Lecturer (tutor) is to augment the teaching and learning of students to support their success.

Associate Lecturers are an integral part of the academic communities supporting our students. Working to an academic line manager, they:

- are responsible for providing teaching at a distance and through direct contact with students, using, interpreting and building on the teaching materials and guidance produced by the Faculty qualification/module teams.
- monitor students' progression through their studies and will work to retain them and to support their success.
- work in partnership with their students to support their academic, personal and professional development through proactive relationships and structured academic conversations informed by student data.
- provide pastoral support to students and are also able to refer students to specialist central services for support as appropriate.

Key Responsibilities

Teaching and Assessment

- Plan and deliver a range of activities to students which are designed to enhance the material provided by the qualification/module teams. This may involve adapting module material to suit the particular needs of any given student group. A range of methods may be used including on-line curriculum content, online tutorials/ seminars, telephone and face to face.
- Create learning materials where necessary in support of planned tuition in a range of formats including online or face to face tutorials.
- Guide students through learning materials and recorded learning events where appropriate.
- Assess and provide feedback and feed forward on students' submitted work. Verify own students' work and carry out planned final assessment marking.
- Develop students' academic thinking, subject knowledge and study skill appropriate to the stages of learning, foster debate and develop the ability of students to engage in critical discourse and rational thinking and engage them to participate in individual and/or group learning activities in a range of forums.
- Using appropriate learning analytics tools, data, knowledge and judgement Identify learning needs of individual students and provide appropriate support working to the framework of learning objectives set by the qualification teams.

- Use experience in workplaces and professional practice as tools to develop learning as appropriate.
- Share understanding of practical skills, methods and techniques where appropriate.
- Provide advice and support to students relating to the completion of assessment tasks, recording engagement and progression as required.

Supporting Students' Academic Skills

- Provide induction to the qualification subject area, be a point of contact for learning queries re programme/subject and encourage consideration of study pathway and future course module options; facilitate referrals to student support teams where necessary.
- Understand each student's profile, identify pedagogic support needs and using relevant tools and data, monitor student progress and retention providing input to qualification teams as appropriate.
- Advise on preparation for change of stages of study (e.g. stage 0 to stage 1, stage 1 to stage 2), provide pre- and post- end of module contact and support to foster successful transition and provide support for students who withdraw, take study breaks and on re-entry.
- Support students to review their progress and advise on personal development planning and e-portfolio construction where appropriate.
- Liaise with Student Recruitment, as appropriate on the provision of references to/for students.
- Support subject based communities e.g. through forums and programme/subject website(s), contribute to subject/programme events for students and moderate programme/subject online forums for enquirers and/or students, including student consultations.
- Develop supplementary programme/subject based learning materials as directed by module teams and provide programme/subject study and generic skills support.
- Liaise with other colleagues to foster subject communities and maintain links with other staff as appropriate. This will include for example student understanding being captured in knowledge information management systems.
- Provide study skills advice to students and refer when necessary

Pastoral student support

- Provide first line support for the students assigned.
- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Respond to the needs of individual students and their circumstances, referring on for further support where appropriate.

Proactive student contact and study guidance

- Make proactive contact with individual students where it appears necessary or useful to do so and at critical points as directed by the line manager.
- Provide study skills advice to students and refer to specialist services when necessary.
- Monitor, record and support students' engagement with learning and their progress on modules using technology data capture tools. Identify individual student needs for additional support, either referring students directly to relevant University units for information and advice or by contacting appropriate Faculty staff to initiate follow up action.
- Undertake, as directed, activities that contribute to the University strategic objectives around retention, progression and completion and Access and Participation.

Continuous Professional Development

- Maintain and develop subject-related knowledge, skills and practice required to teach and enhance students' education across an appropriate range of modules within a subject area by engaging in relevant scholarly activity to support student learning and tuition.
- Engage in subject, professional and pedagogic staff development as required to support tutorial activities.
- Acquire, develop and maintain relevant IT skills including online pedagogy.
- Develop reflective practice including career development and staff appraisal discussions.
- Take part in staff development activities to maintain and enhance professional experience and commitment to personal development as directed by the line manager.
- Complete any mandatory training requirements necessary to undertake the role.

Four nations specific outreach activities

- Carry out outreach and public engagement activities aimed at widening participation and interest relevant to your subject area where appropriate aligned with the national location of the Associate Lecturer contract. As directed by the line manager on behalf of the School or Faculty.
- Facilitate/contribute to open days or other promotional events.

Practice tuition roles

For Associate Lecturers who are in a Practice Tuition role the following will apply. Individual Faculties may wish to add school specific requirements e.g. maintenance of professional registration:

A Practice Tutor provides individual support to a group of learners to progress and complete all the practice requirements of the apprenticeship or professional programme they have enrolled in. The support must be tailored to the context of each learner's professional duties and their workplace environment. Regular workplace visits and engagement with each learner's line manager (or other similar employer contact) are critical components of this role.

Main duties:

1. To support each learner to progress and complete all the practice requirements of the programme they have enrolled in.
2. To support each learner as one of their first points of contact through their programme journey, including:
 - preparing and supporting learners to commence their studies, start a new placement, or return from a break in learning, as required.
 - supporting and assisting learners in resolving their issues or referring/escalating to other OU staff as required.
 - identifying learners at risk of non-progression on their apprenticeship or professional programme, and referring to, or coordinating interventions with, other OU staff or the employer as required.
3. To establish and maintain relationships with each learner's line manager/supervisor, and/or practice assessor/educator through:
 - Effective monitoring of their engagement and escalation of issues that affect a learner's progress to other OU employer-facing staff when necessary.
 - Attendance at ad hoc meetings with employers to resolve issues as required.
4. To organise and conduct an initial tripartite workplace meeting with each learner and their line manager; ensure the Individual Learning Plan (or equivalent) is documented, signed by all parties, and maintained, within the required timeframes.

5. To coach and develop each learner to integrate their academic learning with their professional work.
6. To guide each learner to develop a portfolio demonstrating evidence of their professional competencies as required by the apprenticeship standard or framework, or professional standards.
7. To monitor each learner's progress towards completing their apprenticeship or professional programme, including their compliance with any Professional or Statutory Regulatory Body (PSRB) requirements.
8. To organise, conduct and document regular tripartite progress reviews, with each learner and their line manager following the agreed meeting schedule for each programme.

All staff are expected to:

- Undertake any other duties which may reasonably be required; and which are commensurate with the grade as directed by their line manager.
- Undertake annual workload planning/ Career development and appraisal (CDSA) meetings with their line manager.
- Take reasonable care of the Health & Safety of themselves and that of any other person who may be affected by their acts or omissions at work.
- Demonstrate through actions and behaviour that they value diversity and recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.

Skills and experience

Essential:

- First degree (or equivalent) or a professional or vocational qualification (or equivalent) in a relevant subject area.
- Masters level qualification (or equivalent) required to tutor on postgraduate qualifications
- In-depth, specialist knowledge of the subject area(s).
- Practical experience of applying subject-specific skills and knowledge in a workplace and/or through professional practice.
- Knowledge and experience of pedagogic methods and techniques relevant to the module(s).
- A clear understanding of, and commitment to, the principles of diversity and inclusion.
- An appreciation of how adults learn and an understanding of how to develop study skills.
- The ability to teach using appropriate technologies, methods and approaches to:
 - Teach and support students
 - Access information to undertake duties in relation to students
 - facilitate contact with academic and other units across the University
- Excellent organisational skills and the ability to manage competing priorities.
- The ability to work successfully in a team and to work independently as appropriate.
- Good written and oral communication skills with the ability to communicate complex information and ideas to students.
- A commitment to improving personal performance using reflective techniques and feedback.

Desirable:

- HEA accreditation
- Membership of a relevant professional body.

Special working conditions

The role requires the post-holder to be available at agreed times to students at weekends and evenings.

Additional requirements

- A commitment to student-centred learning, equality, diversity and inclusion including widening access to higher education for underrepresented groups.
- A commitment to continuous professional development covering area(s) of expertise., pedagogy and technology
- Availability and accessibility to students.
- Ability to travel to designated tutorial centres.

Job Evaluation: Refer to HERA Benchmark Profile OU101 Associate Lecturer Grade AC2