

University Tutor



ROLE DESCRIPTION

GRADE

Grade 5

LOCATION

Sighthill, Edinburgh.

ROLE SUMMARY

Deliver high quality, student centred teaching and support, underpinned by academic scholarship (pedagogy, research, knowledge exchange or professional practice).

MAIN DUTIES AND RESPONSIBILITIES

Academic staff are expected to carry out a range of duties and responsibilities taken from the duties listed below. Whilst it is not anticipated that all activities listed below will be covered by one person, it is expected that all individuals will make a balanced contribution to teaching and learning and will demonstrate academic leadership.

The role of the University Tutor may vary depending on the specific requirements of the school. The below details some of the more specific areas that the role may be aligned to, however this is not an exhaustive list.

SKILLS ENHANCEMENT/PROFESSIONAL PRACTICE TUTOR

- To contribute to the learning, teaching and assessment (LTA) of practice in clinical practice environments and simulation and clinical skills delivery within health and social care programmes.
- Support students to develop and enhance practical skills relevant to subject of study.

TEACHING AND LEARNING SUPPORT

- Teach as a member of a teaching team in a developing capacity within an established programme of study or across different modules, with the assistance of a mentor if required.
- Teach in a developing capacity in a variety of settings from small group and practical tutorials, laboratory environments and large lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
- Develop own teaching materials, methods and approaches with guidance.
- Develop the skills of applying appropriate approaches to teaching.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students in line with University feedback and assessment standards and guidance.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.

RESEARCH AND SCHOLARSHIP

- Reflect on practice and the development of own teaching and learning skills.

COMMUNICATION, LIASON AND NETWORKING

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Preparing proposals and applications to external bodies, e.g., for funding accreditation purposes.
- Communicate material of a specialist or highly technical nature.
- Liaise with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and ideas.

ACADEMIC LEADERSHIP

- Agree responsibilities.
- Manage own teaching, scholarly and administrative activities, with guidance if required.
- Could be expected to supervise students' projects, fieldwork and placements.
- Act as a mentor for students in capacity of personal tutor.

TEAMWORK AND PASTORAL CARE

- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to student's needs.
- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Act as personal development tutor (PDT) for students, giving first line support.
- Refer students as appropriate to services providing further help.

INITIATIVE, PROBLEM-SOLVING AND DECISION-MAKING

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

PLANNING AND MANAGING SOURCES

- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials as agreed with mentor and module leaders.
- Be responsible for ensuring that the information and records processed (received, created, used, stored, destroyed) on behalf of the University are managed in compliance with ALL applicable legislation, codes and policies e.g. [Data Protection](#), [Information Security](#) and [Records Management](#).

SENSORY, PHYSICAL AND EMOTIONAL DEMANDS

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.

WORK ENVIROMENT

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

EXPERTISE

- Possess sufficient breath or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Engage in continuous professional development.
- Able to engage the interest and enthusiasm of students and inspire them to learn.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need.

PERSON SPECIFICATION

ESSENTIAL

DESIRABLE

EDUCATION / QUALIFICATIONS

- | | | |
|---|---|---|
| • MSc in relevant discipline. | ✓ | |
| • Relevant professional body registration | ✓ | |
| • A PhD or equivalent in a relevant subject or working towards achieving a PhD. | | ✓ |
| • PG Cert for Teaching in Higher Education or other relevant qualification in teaching (or readiness to undertake). | | ✓ |
| • Ideally HEA membership or a strong willingness to achieve membership within 2 years of appointment. | | ✓ |

SKILLS / EXPERIENCE

- | | | |
|--|---|---|
| • Record supporting a continued commitment to professional development. | ✓ | |
| • Experience of assessing student work. | ✓ | |
| • Experience of delivering and supporting undergraduate or postgraduate students either in an online, distance learning or face to face environment. (where applicable). | ✓ | |
| • Professional /industry experience in music performance, one to one and group tuition and assessment at HE level (where applicable). | ✓ | |
| • Experience in supervising, mentoring or teaching students in practical and active learning environments (where applicable). | ✓ | |
| • Experience of developing and accessing work place learning plans and portfolios (where applicable). | ✓ | |
| • Current nursing/midwifery/medial experience as a registrant with knowledge of practical education commensurate with pre-registration health midwifery/nursing/AHP/Social work education. | ✓ | |
| • Experience in the delivery of teaching and learning activities in an UG/PG environment. | | ✓ |
| • Actively publishing research outputs. | | ✓ |



	ESSENTIAL	DESIRABLE
• Substantial record of professional/industry practice.		✓
• Recent experience of working in applied settings.		✓
• An advance knowledge of the subject area.	✓	
• Excellent communication and presentation skills.	✓	
• Ability to use IT and relevant software packages to support teaching and learning.	✓	
• Proven ability to work independently and as part of team.	✓	
• Ability to work to deadlines.	✓	
• Demonstration of the University's agreed values and behaviours – Professional, Innovative, Inclusive and Ambitious.	✓	