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| Last updated: | 29/3/23 |

**JOB DESCRIPTION**

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| Post title: | **Senior Teaching Fellow (Assessment and Feedback)** | | |
| School/Department: | Centre for Higher Education Practice (CHEP) | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Principal Teaching Fellow (Assessment Consultancy Lead) | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based (with hybrid working) | | |

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| Job purpose |
| The Centre for Higher Education Practice (CHEP) is the University of Southampton’s Centre for promoting academic professional development for every member of University staff, in all areas of academic activity and at every stage of their career. <https://www.southampton.ac.uk/chep/index.page>  The University has begun work on a multi-year Strategic Major Project (SMP) on assessment that aims to advance assessment thinking and practice across the institution. The project will build upon existing effective assessment, feedback practices, and provide a range of enhancement activities and professional development to support good assessment design and delivery.  CHEP will be providing extensive support for this SMP in partnership with key stakeholders, staff and students.  The purpose is to play a key role in supporting the development of assessment expertise and literacy in our community as part of a new SMP funded team within CHEP. Drawing on appropriate institutional/sector expertise and knowledge, quality assurance frameworks and the wider HE context you will be part of a team of assessment consultants that will deliver academic enhancements aligned to the Advancing Assessment Strategic Major Project Principals, CHEP objectives and University Strategy. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Support the objectives, priorities, and activities of the Advancing Assessment Strategic Major Project and CHEP by planning, designing, and delivering development activities and resources for staff involved in education, assessment, and student support.  Develop, co-design or provide an appropriate level of input and guidance into modules, materials, methods and approaches across CHEP and the University. Ensure resources and activities are accessible and align with institutional policies, frameworks, processes and guidance.  Undertake a wide range of engagement, analysis and enhancement work on the design and delivery of assessment provision in partnership with the internal and external stakeholders. This may include undertaking Southampton’s Transformative Assessment Redesign with Students (STARS) activity, which is modelled on TESTA, and contributing to CHEP’s continuing professional development programme and PGCAP (Postgraduate Certificate in Academic Practice). | 60 % |
|  | Develop and implement new approaches appropriate to the needs of academic staff working in collaboration with Programme and Module Leads. Make proposals and lead on implementing aspects to support SMP Project progression and to CHEP’s professional development offer.  Make a significant contribution to University-wide initiatives in education, particularly where they inform staff development in assessment and feedback. This includes membership of relevant University networks and communities of practice. | 20 % |
|  | Keep abreast of relevant literature and best practice to ensure evidence-informed practice. Undertake relevant scholarly work which may include but is not limited to disseminating and explaining pedagogic research findings through leading peer reviewed national and international publications, conferences and exhibitions. | 5 % |
|  | Keep abreast of national and international developments to ensure we are both current in our outlook and horizon scanning.  Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration, both nationally and internationally. | 5 % |
|  | Contribute to the efficient management, administration and positive working environment of the Centre by a) performing personal administrative, leadership, mentoring duties as allocated by the CHEP Assessment Consultancy Lead; b) undertaking all mandatory CPD and abiding by University policies and c) acting collegially, respecting all team members, raising concerns where necessary and undertaking actions to enhance the working environment and team spirit. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Director of the Centre for Higher Education Practice  Education Strategic Lead, Centre for Higher Education Practice  Assessment Consultancy Lead, Centre for Higher Education Practice  Advancing Assessment Strategic Major Project Sponsor, Academic Lead, Business Lead, Senior Advisor and Steering Group  Faculty and University staff, including Deputy Heads of School (Education), Associate Deans (Education), Programme Leads, Module Leads and professional service staff supporting the Education & Student Experience Strategy and People Strategy  CHEP Academic and administrative staff  External partners, stakeholders and members of other institutions |

| Special Requirements |
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| None |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications OR expertise in higher education (i.e., track record of and reputation within a Higher Education context relating to assessment and feedback).  Fellowship of Advance HE or equivalent relevant qualification or experience  In depth understanding, knowledge and skills in contemporary assessment and feedback good practice in higher education.    Understanding and knowledge of learning and teaching for academic development.    Relevant experience of delivering high quality academic development in the higher education sector or recent experience of developing high quality learning and teaching within an education context.    Track record of developing and disseminating successful learning approaches including significant activity relating to assessment and feedback.  Understanding of developing an excellent student experience in learning, teaching and assessment including student co-design. | Experience of evaluation and impact of professional development  Track record of involvement in national events relating to relevant academic development or assessment and feedback  Experience and expertise in developing online learning and assessment materials.  Experience and expertise in developing adoption of new process, approaches, and digital assessment practices (including areas of Generative AI)  Significant awareness and understanding of academic development in the UK context, including a working knowledge of the UKPSF.  Significant awareness of current UK higher education context. | Application and interview |
| Planning and organising | Proven ability to plan, manage, document, organise and assess own professional development contributions (i.e., the professional development of others).  Proven ability to plan and implement innovative, evidence-based academic development programmes with focus on assessment enhancement.    Ability to take responsibility for overseeing and developing fresh delivery approaches and material, which are supportive in nature, create motivation, interest, understanding and enthusiasm amongst staff for enhancing their practice. Proven ability to plan and organise events, projects and other activity related to academic development. | Data Analysis Skills  Plan and develop high quality, independent, original contributions to HE policy and practice.  Proven ability to design assessment processes that lead to making sound judgments based on the requirements of external professional bodies. | Application and interview |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issues.  Able to apply originality in modifying existing approaches to solve problems |  | Application and interview |
| Management and teamwork | Proven ability to manage and deliver own areas of responsibility and contribute to team-delivered activities.  Proven ability to work effectively across multiple stakeholders.  Proven ability to work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development.  Ability to undertake coordinating/leadership role in School/Department/University  Ability to monitor and manage resources and budget.  Ability to support colleagues in creating a positive working environment for all centre staff. |  | Application and interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.  Proven ability to deliver face to face or online CPD activities relating to different aspects of academic development or project work.  Track record of ability to work collaboratively and effectively with both academic and professional services staff from a range of backgrounds.  Ability to persuade and influence at all levels to foster and maintain relationships.  Ability to resolve tensions/difficulties as they arise.  Ability to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems. | Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes.  Previous experience of engagement with relevant committees and working groups across the University. | Application and interview & references |
| Other skills and behaviours | Positive attitude to colleagues and students  Self-aware and reflective of own strengths and weaknesses and willingness to engage in professional development as appropriate. |  | Application, interview & references |
| Special requirements | Ability to work on site at Highfield and travel to other University campus sites locally. This role is based at our Highfield Campus but will require visiting our other UK campuses to deliver training or build stakeholder relationships.  Ability to work remotely when necessary. |  | Application & Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles (eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |