



## **Associate Professor Education Development**

### **GENERAL INFORMATION**

#### **The London School of Hygiene & Tropical Medicine**

The London School of Hygiene & Tropical Medicine is a world-leading centre for research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Our staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources.

Our diverse research talents, skills and experience, underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

We have 3,300 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,200 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 70,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2019 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, first in Europe for publishing open access research, and first in Europe and eighth in the world for research impact in sciences (for the proportion of its total publications ranking in the top 10% of most cited research).

In the US News Best Global Universities Ranking 2019, we ranked ninth in the UK overall and 13th in the world in the fields of social sciences and public health. We ranked 27th for medicine in the 2019 QS World University Rankings.

In the 2019 Shanghai World Ranking we placed 201-300 overall, and ranked 4th in public health (1st in the UK), 17th in clinical medicine, and 76-100 in human biological sciences. In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health, and social sciences and biomedical.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach undergraduates.

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

## **Job Summary**

The role holder will play a key strategic leadership role in enhancing higher education practice in relation to curriculum development and quality improvement of teaching and learning across all LSHTMs education programmes. The role holder will lead key strategic projects, with guidance from the Pro Director Education and Head of Centre for Excellence in Learning & Teaching (CELT), be responsible for educational development activities across the School and will act as the Programme Lead for the Postgraduate Certificate in Teaching and Learning (PGCILT).

## **JOB DESCRIPTION - Main Duties & Responsibilities**

### **Teaching & Learning Strategy Enhancement and Development**

1. Support the Pro Director Education, Head of Centre for Excellence in learning & Teaching and Faculty Taught Programme Directors to develop, implement and lead School-wide strategies in respect of learning, teaching, assessment and quality for postgraduate programmes in the UK and internationally, ensuring the School's curriculum is fit for 21<sup>st</sup> Century learners.
2. Act as the Programme Director for the Postgraduate Certificate in Learning and Teaching (PGCILT), supporting the Module Leaders to develop the programme to ensure it meets the needs of LSHTM staff and providing support to the programme delivery e.g. supporting Module Leaders, assessment moderation, teaching observations and feedback.

3. Make a major contribution to developing and embedding a sustainable programme of high quality and appropriately targeted professional development opportunities relating to learning, teaching and assessment practices, and the wider student experience. The programme should support diversity in respect of disciplines, programmes of study, academic experience and learner characteristics.
4. Provide learning, teaching and assessment consultancy support to faculties, programme teams and individuals.
5. Lead on the development and delivery of appropriate resources, materials and approaches to support the continuing professional development of LSHTM staff, research students and selected others who contribute to the School's Education Portfolio.
6. Through evaluations and analysis of development needs, actively identify new development needs for staff, concerning learning, teaching, assessment and the student experience
7. Support and mentor individuals and teams to improve professional standards in relation to learning, teaching and assessment e.g. advising on curriculum development, individual applications to the HEA.
8. Undertake horizon scanning and build effective internal and external networks to ensure LSHTM is well informed about pedagogic developments in higher education (particularly in relation to postgraduate teaching and learning).

#### **Delivery of the PGCILT**

1. Lead the running and development of the programme, ensuring it supports the Education Strategy.
2. Research, develop and deliver training relating to teaching & learning and educational leadership as relevant to the needs of the School in liaison with the TED team.

#### **Own professional practice as a scholarly educator**

1. Use innovative and cutting-edge pedagogical approaches to support learning in a range of settings.
2. Maintain up-to-date knowledge of educational theories and methods to inform practice.
3. Evaluate and report on own progress and practice.
4. Engage in education-focused scholarship, research or evaluation as part of internal and external networks.
5. Publish scholarly work.
6. Manage your own continuous professional development, internal collaborations and external networks, in order to contribute to service quality, research excellence and innovation.

#### **Other**

1. Participate in and contribute to relevant committees relating to area of work and expertise.

2. Support the work of the CELT by taking the lead on projects as required.
3. Work co-operatively with academic and professional services colleagues. Share information and achieve shared goals and objectives.
4. Contribute to funding applications relating to LSHTM's Education Strategy or research priorities.
5. Participate in and build internal and external networks that enhance best practice relating to educational development and learning and teaching excellence.
6. Undertake any other duties as reasonably delegated by the Line Manager.
7. Demonstrate LSHTM's values through behaviour at work relating to equality and diversity, health and safety, data protection, and any other legislative requirements

## PERSON SPECIFICATION

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessed by: Application Form (AF) Supporting Statements (SS) Interview (I)</b>
<b>Qualifications</b>		
A doctoral degree in an area related to Education/Pedagogy in HE	<b>Essential</b>	<b>AF/SS</b>
Senior Fellowship of the HEA	<b>Essential</b>	<b>AF</b>
<b>Experience</b>		
Demonstrable experience of teaching at postgraduate level in Higher Education	<b>Essential</b>	<b>AF/SS/I</b>
Demonstrable experience of using tools in a VLE for the delivery of teaching and providing feedback	<b>Essential</b>	<b>AF/SS/I</b>
Experience of working with doctoral level candidates (teaching and/or supervision)	<b>Desirable</b>	<b>SS/I</b>
Track record of effectiveness in supporting others to use innovative approaches in their teaching within the HE environment	<b>Essential</b>	<b>SS/I</b>
Experience of working in collaboration with a range of academic and professional service colleagues to enable the development of excellent learning and teaching activities	<b>Essential</b>	<b>SS/I</b>
Experience of supporting learning and teaching development within an international / transnational HE context	<b>Essential</b>	<b>SS/I</b>
<b>Knowledge, Skills and Attributes</b>		
Current knowledge of educational development within the UK HE context	<b>Essential</b>	<b>SS/I</b>
Knowledge of educational development within an international / transnational HE context	<b>Desirable</b>	<b>SS/I</b>
Be able to provide evidence of continuing professional development	<b>Essential</b>	<b>SS/I</b>
Knowledge of effective methods for enhancing learning and teaching practice	<b>Essential</b>	<b>SS/I</b>
Understand the principles of pedagogic research and evaluation	<b>Essential</b>	<b>SS/I</b>
Have proven ability to manage own workload and prioritise work demands	<b>Essential</b>	
Be a co-operative team worker with the ability to establish and maintain effective working relationships with staff at all levels, and from a wide variety of backgrounds	<b>Essential</b>	<b>SS/I</b>
Excellent communication and interpersonal skills	<b>Essential</b>	<b>Interview</b>
Strong organisational and problem-solving skills, demonstrated through an ability to work independently, prioritise and implement solutions	<b>Essential</b>	<b>SS</b>