

JOB DESCRIPTION

Job Title:	Academic Developer, Learning and Teaching (Decolonising)
Department:	Centre for Excellence in Learning and Teaching (CELT)
Faculty:	Division of Education
Location:	Keppel Street, London
FTE:	1
Grade:	G6
Accountable to:	Assistant Professor Learning and Teaching
Job Summary:	The Academic Developer, Decolonising Learning and Teaching will sit within the Centre for Excellence in Learning and Teaching (CELT). They will play a significant role in supporting a change programme of decolonising learning and teaching at LSHTM. The role is focused on providing advice and support for initiatives designed to decolonise learning and teaching, including: the Decolonising the Curriculum Toolkit, a self-reflection tool for academic staff, continuing professional development activities for LSHTM staff, student engagement with decolonising learning and teaching, and evaluation. The role holder will also contribute to the broader professional development activities within CELT.

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing 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.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

History

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world. [Learn more about the history of LSHTM.](#)

Research

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.

Staff community

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.

Partnerships

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.

Education

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 270,000 participants globally.

Excellence in research and education

We perform strongly in various global university league tables. In the Shanghai Ranking's Global Ranking of Academic Subjects 2020 we placed 3rd in public health (1st in the UK). In the 2020 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked 3rd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 11th in the world for social sciences & public health, and 12th best University in the UK overall. We ranked 27th for medicine in the 2019 QS World University Rankings.

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.

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.

Centre for Excellence in Learning and Teaching

This role is based in the recently established Centre for Excellence in Learning and Teaching (CELT), a vibrant team of education specialists working across the School to promote and develop innovative and inclusive approaches to learning, teaching and assessment.

The CELT runs professional development activities for staff in key aspects of teaching, learning, assessment and technology-enhanced learning and offers bespoke advice and support to academic staff in the faculties and other staff across the School who support teaching. The CELT also leads and coordinates educational enhancement projects in partnership with Faculty colleagues, professional services and students.

The CELT runs a Postgraduate Certificate in Learning and Teaching to support the needs of staff who are new to teaching or supporting student learning, as well as experienced staff aiming to develop specific areas of their teaching. A new CPD Route to HEA Fellowship will be launching in March 2022.

The Centre also runs digital skills training for students in technologies that can enhance their studies and career prospects and is involved in several student-centred initiatives.

Decolonising learning and teaching at LSHTM

A large programme of change is underway at LSHTM to ensure that approaches to learning and teaching reflect the diversity of our learning community and that all students

have the opportunity to engage in learning activities. Central to this programme of change is the Decolonising the Curriculum workstream, a community of cross-faculty academic and professional staff that support curriculum teams as they reflect on their teaching materials and methods. The workstream aims to ensure that LSHTM education programmes are actively and deliberately inclusive and that they reflect the range of cultures and knowledge systems that make up the field of global health, equipping graduates of LSHTM with the skills they need to be engaged, critical global health practitioners and researchers.

The Decolonising the Curriculum workstream has four sub-workstreams:

- Student engagement
- Monitoring, evaluation and learning
- School-wide and faculty-specific events
- Staff continuing professional development

JOB DESCRIPTION

Main Activities and Responsibilities

1. Main point of contact in CELT for decolonising learning and teaching, providing advice and support to staff on how to revise, innovate and implement changes to their learning, teaching and assessment practices, in line with the new Decolonising the Curriculum Framework which sets out expectations at the programme, module and tutor level.
2. Develop good practice case studies from decolonising learning and teaching activities at the School to share with the wider LSHTM teaching community.
3. Deliver a programme of continuing professional development activities (e.g. seminars, workshops, external speakers) on decolonising learning and teaching for staff in collaboration with the Academic Professional Development team. Enable a community of practice to develop focused on decolonising the curriculum.
4. Convene regular meetings and lead discussion forums with the Decolonising the Curriculum Facilitators (currently 10), who are academic staff based in the faculties.
5. Undertake a review of PGCiLT and CELT resources with a decolonising lens to embed and model best practice, reporting to the PGCiLT Programme Director and Director of CELT.
6. Support the development and roll-out of a tool to enable staff to self-reflect on their journey to decolonise their learning and teaching, working together with colleagues in CELT and the Decolonising the Curriculum workstream.
7. Support the continued development of the LSHTM Decolonising the Curriculum Toolkit on Moodle. Work with the Decolonising the Curriculum Facilitators and Technology-Enhanced Learning (TEL) team to edit and expand the toolkit.
8. Engage with students in decolonising learning and teaching, co-creating resources and bringing the student voice into decolonising learning and teaching activities.

9. Research and report on good external practice in decolonising learning and teaching. Make recommendations for further activities to support decolonising learning and teaching at LSHTM.
10. Contribute to broader CELT projects, bringing knowledge and expertise in pedagogy, decolonising learning and teaching and inclusive practice into a wide range of enhancement projects.
11. Collaborate with teams across the School such as the Equity, Diversity and Inclusion team and Decolonising Global Health group to support the development of embedded and cohesive approaches to decolonising learning and teaching.

Generic duties and responsibilities of all LSHTM employees

This job description reflects the present requirements of the post but may be altered at any time in the future as duties and responsibilities change and/or develop providing there is full consultation with the post-holder.

The post-holder will carry out any other duties, tasks or responsibilities as reasonably requested by the line manager, Dean of Faculty, Head of Department or Director of Professional Service.

The post holder will be responsible and accountable for ensuring all School policies, procedures, Regulations and employment legislative requirements are adhered to including equality and diversity and health and safety.

This job description is not a definitive or exhaustive list of responsibilities but identifies the key responsibilities and tasks of the post holder. The specific objectives of the post holder will be subject to review as part of the individual performance review (appraisal) process.

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.

ESSENTIAL CRITERIA:

1. A postgraduate qualification (e.g. MA, MSc, MEd, PGCert).
2. Evidence of a commitment to decolonising the curriculum in higher education.
3. Experience of inspiring and motivating change in learning and teaching, preferably in the context of embedding decolonial methods and principles in learning and teaching.
4. Experience of providing academic development support to staff.
5. Experience of learning and teaching, its delivery and development in a Higher Education context.
6. Experience of creating high-quality digital learning materials and familiarity with a VLE, preferably Moodle.
7. Proven ability to work independently, as well as collaboratively, with academic and professional services colleagues.
8. Evidence of excellent interpersonal skills, including ability to communicate complex and/or sensitive ideas effectively both orally and in writing.
9. Experience of working within a project-orientated environment.
10. Experience of working with colleagues from a wide range of backgrounds, and understanding of the strategies for improving equity, diversity and inclusion in learning and teaching.

DESIRABLE CRITERIA:

1. Postgraduate Certificate in Learning and Teaching in Higher Education or equivalent.
2. Fellowship of the Higher Education Academy or equivalent professional recognition.
3. Experience working in partnership with students in a Higher Education context.

SALARY AND CONDITIONS OF APPOINTMENT

This post is fixed term, to the end of September 2024 (with the possibility of extension) on a full-time basis. This role is also open to internal LSHTM staff on a secondment basis, subject to all relevant approvals.

Applications should be made on-line via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if shortlisted. Online applications will be accepted by the automated system until 10pm of the

closing date. Any queries regarding the application process may be addressed to jobs@lshtm.ac.uk. Please quote reference DOE-CELT-2023-02.

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable.

Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date.

ASYLUM AND IMMIGRATION STATEMENT

The School will comply with current UKVI legislation, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Sponsorship and eligibility to work in the UK, can be found at: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: Jan 2023

