

CANDIDATE PACK

Academic Professional Development (APD) Co- ordinator

Centre for Education and Teaching Innovation
(CETI)

UNIVERSITY OF
WESTMINSTER 



OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



OUR STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

Design, Creative and Digital Industries

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services



JOB DESCRIPTION

Job Title: Academic Professional Development
Reports to: Head of the Centre for Education and Teaching Innovation (CETI)
Department: Centre for Education and Teaching Innovation (CETI)
Grade: NG6

ROLE PURPOSE

The post will create resources and training opportunities relating to transitions and student lifecycles at the University of Westminster.

PRINCIPAL ACCOUNTABILITIES

1. To work with the Head of CETI to co-ordinate the delivery of a funded project which aims to embed best practice in transitions of students at the University of Westminster.
2. To co-ordinate the work of a range of stakeholders who contribute to the process of transitions, including Colleges, Professional Services, the Employability Team, Outreach, and the Westminster Students Union.
3. To utilize data and contacts from recent research to identify models of good practice at other universities in the UK and the international context. This will inform materials that are developed for use at Westminster.
4. To lead listening campaigns and other student-voice initiatives to build processes and interventions that support long-term engagement with the curriculum.
5. To work as part of a team to develop new and innovative ways in which the Westminster journey can be communicated to students, enabling them to progress more seamlessly.
6. To create a resource bank to enable academic colleagues to develop appropriate authentic and transformative interventions and learning journeys.
7. To contribute to the design and delivery of training interventions to support the professional development of academic colleagues and community partners wishing to engage effective transitions
8. To contribute to the management of events related to this project.
9. To use a range of media in order to communicate the benefits associated with best practice in transitions to a range of stakeholders.
10. To undertake any other duties as appropriate, within their competence, as required by the Head of CETI from time to time.

CONTEXT

CETI has a University-wide role in championing learning and teaching and promoting excellence in the context of the needs of our particular students. The Centre has



responsibility for, inter alia: coordination and delivery of courses in English for Academic purposes; coordination and core delivery of Foundation courses; promoting partnership and co-creation with students; supporting scholarship in learning and teaching; building learning communities to foster pedagogic and educational research; supporting course teams in curriculum development; developing the professionalism, excellence and innovation of our staff in learning and teaching.

CETI runs the University's Professional Recognition and Enhancement Scheme for Teaching (PRESTige), which provides a framework for recognition and continued development of professional standards in teaching and supporting learning. The scheme is available to both academic colleagues and other colleagues who support student learning. The scheme is accredited by Advance HE. A taught route, leading to a PGCHE is a probation requirement for new academic colleagues with less than three years' experience. The PGCHE provides Fellowship of the Higher Education Academy (FHEA). There is also a Certificate of Special Study that provides Associate Fellowship (AFHEA) for PhD students and those with limited responsibilities in supporting student learning. The PRESTige e-Portfolio provides a route for more experienced staff who teach and support learning to recognise and reflect on their experience, and to record it against a national benchmark - the UK Professional Standards Framework (UKPSF). E-portfolio routes are available for Fellowship (FHEA) and Senior Fellowship (SFHEA).

CETI has recently launched an innovative model of academic professional development by which tailored development opportunities are designed and delivered in partnership with colleagues in academic Schools to respond to local needs. This work is coordinated by CETI and a team of Academic Professional Development Fellows who hold substantive academic posts in Schools but spend a portion of their time working with CETI. A programme of professional development activities is being planned under this scheme.

The core responsibility of this Co-ordinator position will be to work with other colleagues in our Academic Professional Development team to design, co-ordinate and deliver materials and interventions related to effective student transitions. This project will enhance the ways in which our undergraduate and postgraduate students experience their transitions into, through and out of the curriculum at the University of Westminster. Improving these processes will positively impact on their sense of belonging, their aspirations, confidence levels and intentions to continue on their educational journey

These interventions will support colleagues to design effective learning episodes that reflect the University's values and principles, and the outcomes identified in the Education Strategy - particularly those in relation to authentic and transformational learning. A key part of the role will be effective partnership working with stakeholders across the University, including Colleges and Quality and Standards. This will ensure that colleagues successfully engage with our newly established Intensive Curriculum Design workshops, and prepare courses that are



contemporary, innovative and meet the needs of students and wider stakeholders.

This is a fixed term appointment that sits within the Centre for Education and Teaching Innovation (CETI). The appointment is a core feature of a project funded by the Quintin Hogg Trust, an independent charity which exists to support the advancement of the education of students at the University of Westminster. The project aims to embed community engaged and service learning in the curriculum of the University.

The postholder will need to apply appropriate methods of learning design to the subject area, adjusted appropriately to the level of the academic programmes. This will require the application of appropriate learning technologies to support how colleagues learn, both generally and in the subject. This postholder will also require the ability to routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high-level skills and a range of media.

It will be necessary for the postholder to have and maintain a sound and comprehensive understanding of the University's Academic Regulations in order to ensure that these are adhered to and that appropriate advice and guidance can be provided to colleagues and peers. The postholder must have the knowledge and understanding of the implications of quality assurance and enhancement for professional practice.

The postholder will be expected to work as part of a team, co-ordinating work with colleagues and mentoring colleagues with less experience, providing advice and assistance with personal development as necessary.

DIMENSIONS

There are no budgetary or line management responsibilities attached to this post.



PERSON SPECIFICATION

QUALIFICATIONS

Essential

Relevant 1st degree or practical experience that demonstrates appropriate knowledge and skills

Desirable

Post-Graduate Degree or Professional Qualification or equivalent level of experience

TRAINING AND EXPERIENCE

Essential

Demonstrable experience in an academic environment which has included leading or contributing to training or professional development interventions

Working in partnership within and beyond the context of a specific organisation

Designing and developing guidance materials for colleagues and students

Experience of leading or contributing to institutional or community consultation processes

Familiarity with induction and transition pathways in higher education settings

Comfortable working with data, collating and interpreting information from a range of sources

Experience of leading, co-ordinating and evaluating institutional events



APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

Essential

High level analytical capability

Ability to communicate information clearly

Ability to encourage commitment to learn in others

Ability to assess and organise resources

Understanding of and ability to contribute towards broader management issues

Ability to take ownership and control and exercise leadership; initiating action and taking responsibility.

Ability to set ambitious but realistic goals and to provide direction, inspiring others and take responsibility for contributing to and delivering results to achieve the University's vision/goals.

Ability to build effective relationships with colleagues at all levels across the University

Fully committed to contributing to a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable

Desirable

Project management skills



HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

Applications should include:

- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae;
- names and contact details of two referees (although referees will only be approached at offer stage).

The deadline for receipt of applications is midnight on 15 September 2024.

Interviews will take place on 20 September 2024.

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

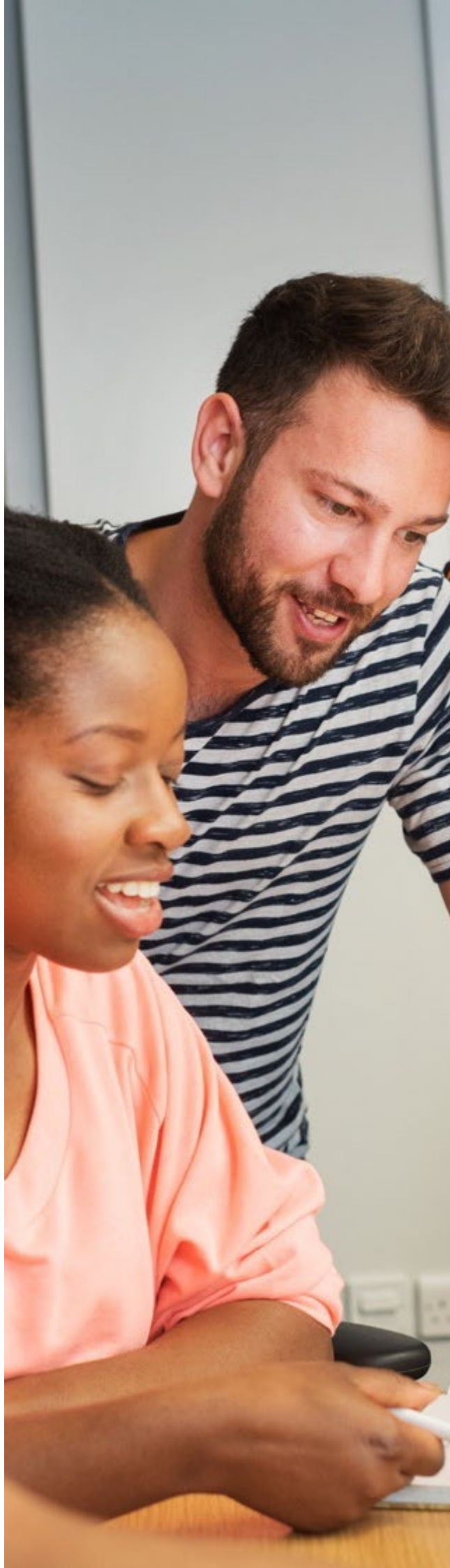
The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.



OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





[westminster.ac.uk](https://www.westminster.ac.uk)

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