

Job Description

Position:	Curriculum Specialist Practitioner
School/Service:	Quality Transformation Unit
Reference:	QTU-012/A
Grade:	8
Status:	Fixed-Term (2 Years)
Hours:	37
Reporting to:	Lead for Academic Quality Transformation

Main Function of the Position:

The Curriculum Specialist Practitioner (CSP) will play a key strategic role in enhancing the design and delivery of the University's taught programmes. As a pedagogical leader and subject expert, the postholder will work collaboratively with programme teams and the Lead for Quality Transformation to ensure curricula are research-informed, inclusive, future-focused, and aligned with institutional TIRIAE strategies for teaching excellence and student success.

The CSP will contribute to the development and embedding of innovative teaching practices and curriculum transformation frameworks, supporting the University's mission to deliver outstanding learning experiences. The postholder will act as a change champion, guiding colleagues through curriculum redesign, validation, and enhancement processes to ensure coherence, relevance, and alignment with sector benchmarks, PSRBs, and OfS conditions.

All post holders are required to work flexibly and collaboratively across Schools and central services as demand necessitates, taking ownership of their professional practice and demonstrating commitment to continuous improvement, partnership, and the University's values.

Principal Duties and Responsibilities:

1. To provide expert advice and leadership in the design, development, and review of curricula, ensuring alignment with pedagogical best practice and regulatory standards.
2. To work in partnership with academic staff to co-create engaging, inclusive, and coherent learning experiences informed by research and innovation.
3. To support programme validation and review processes, contributing pedagogical expertise and critical insight.
4. To embed principles of inclusive design, digital pedagogy, and universal design for learning (UDL) across programmes and modules.
5. To promote and implement evidence-based teaching and assessment strategies that enhance student engagement, achievement, and satisfaction.

6. To contribute to the professional development of colleagues through workshops, mentoring, and sharing of best practice.
7. To engage in educational scholarship, keeping abreast of developments in curriculum theory, pedagogy, and learning technology.
8. To contribute to institutional quality enhancement initiatives and strategic projects related to learning and teaching.
9. To collaborate with colleagues in the Quality Transformation Unit and digital learning spheres (for example the Centre of AI in Education and Centre of Intelligence of Things), to ensure integrated approaches to curriculum design and delivery.
10. To evaluate the effectiveness of curriculum design and pedagogical practice using data, feedback, and research evidence.
11. To promote a culture of innovation, inclusivity, and reflection within Schools and across the wider University community.
12. To support events and activities related to academic development, such as Learning and Teaching Conferences, curriculum Design Sprint Method meetings, and staff development programmes.
13. To ensure compliance with University policies on data protection, equality and diversity, and health and safety.
14. To undertake any other duties commensurate with the role, as required by the Head of School.
15. Ensure a safe working environment and abide by University health and safety policies and practices and to observe the University's Equal Opportunities policy and Dignity at Work policy at all times.
16. Awareness of environmental and sustainability issues and a commitment to the University's associated strategy with respect to the performance / delivery of key responsibilities of the role.
17. Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with statutory and corporate requirements.

Note:

This is a description of the position requirements as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the position requirements to be performed and if necessary update to incorporate changes were appropriate. The review process will be conducted by the relevant manager in consultation with the post holder.

Please note that this appointment may be subject to Disclosure and Barring Clearance.

Person Specification

Position: Curriculum Specialist Practitioner		Reference: QTU-012/A	
School/Service: Quality Transformation Unit		Priority	
Criteria		(1/2)	Method of Assessment
1 Qualifications			
1 a)	Educated to degree level (or equivalent professional qualification) in a relevant subject area.	Priority 1	Application Form / Documentation
1 b)	Postgraduate qualification (PGCert, PGDip, or Master's) in Education, Learning Design, or Academic Practice.	Priority 1	Application Form / Documentation
1 c)	Fellowship (or eligibility for Fellowship) of the Higher Education Academy (Advance HE).	Priority 1	Application Form / Documentation
1 d)	Doctoral qualification or equivalent scholarly/professional experience.	Priority 2	Application Form / Documentation
2 Skills / Knowledge			
2 a)	Comprehensive understanding of curriculum design and pedagogical theory in higher education.	Priority 1	Application Form / Interview
2 b)	Knowledge of quality assurance and enhancement frameworks including OfS and PSRB requirements.	Priority 1	Application Form / Interview
2 c)	Expertise in designing inclusive, student-centred learning and assessment strategies.	Priority 1	Application Form / Interview
2 d)	Ability to apply learning analytics, student feedback, and evidence to curriculum improvement.	Priority 2	Application Form / Interview
2 e)	Knowledge of digital learning tools, blended learning approaches, and technology-enhanced pedagogy.	Priority 1	Application Form / Interview
2 f)	Excellent communication, facilitation, and influencing skills to work effectively across disciplines and levels.	Priority 1	Application Form / Interview
2 g)	Capacity to synthesise and present complex educational information clearly to diverse audiences.	Priority 1	Application Form / Interview
3 Experience			
3 a)	Experience of curriculum design, review, and validation within higher education.	Priority 1	Application Form / Interview
3 b)	Evidence of leading or contributing to pedagogical innovation and enhancement initiatives.	Priority 1	Application Form / Interview
3 c)	Experience of mentoring or supporting academic staff in curriculum or pedagogical development.	Priority 1	Application Form / Interview
3 d)	Experience of contributing to cross-institutional learning and teaching projects or networks.	Priority 1	Application Form / Interview
3 e)	Track record of scholarly engagement in learning, teaching, or educational research.	Priority 1	Application Form / Interview
4 Personal Qualities			
4 a)	Passionate advocate for educational quality, inclusion, and innovation.	Priority 1	Interview
4 b)	Collaborative and collegial, with a commitment to partnership working.	Priority 1	Interview

4 c)	Reflective and evidence-informed practitioner committed to continuous professional growth.	Priority 1	Interview
4 d)	Organised and proactive, able to prioritise effectively in a dynamic environment.	Priority 1	Interview
4 e)	Adaptable and open to new ideas and emerging pedagogical approaches.	Priority 1	Interview
5	Other		
5 a)	Willing to undertake staff development, which may take place outside the University	Priority 1	Interview
5 b)	Awareness of the principles of the Data Protection Act, Health and Safety, Freedom of Information Act, Prevent and the Bribery Act	Priority 1	Interview
5 c)	Commitment to the University's policy on equal opportunities and diversity	Priority 1	Interview
5 d)	Available to work flexibly and travel as appropriate in order to meet the needs of the services	Priority 1	Interview

Note:

1. **Priority 1** indicates **essential** criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. **Priority 2** indicates **desirable** criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current
4. Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required