

NCUK
THE UNIVERSITY CONSORTIUM

**Syllabus, Exemplar Assessment and Teaching
Guide Developers: IFY Computer Science
Candidate Information Pack**

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Job Advert

Role: Syllabus, Exemplar Assessment and Teaching Guide Developers: IFY Computer Science

Fees:	Competitive rate
Hours:	Flexible
Location:	Home-based

NCUK

NCUK is unique in higher education. We are a consortium of leading universities dedicated to giving international students guaranteed access to universities worldwide and helping them succeed when they get there. Our qualifications are recognised by our own universities and by universities internationally, and, far more than other qualifications, they prepare students to hit the ground running.

The Roles

NCUK is recruiting experienced academic staff to write and review assessments starting in September 2023 and moderate completed student work starting March 2024 for our International Foundation Year programme. We offer competitive fees and a high level of flexibility to allow you to balance this with your existing commitments. Successful completion may result in an annual contract for work.

- ⇒ As a Syllabus Developer, you will develop a module and topics to the specification provided by NCUK, based on subject expertise and knowledge.
- ⇒ As an Exemplar Assessment Developer, you will develop relevant assessments for the module and its topics to ensure that all assessments meet NCUK's standards, and that all assessment content is within a given syllabus.
- ⇒ As a Teaching Guide Developer, you will develop a teaching guide document to ensure delivery staff have relevant activities and teaching suggestions when delivering the module and its topics.

A role summary, responsibilities and person specification for each role are given at the end of this document.

Syllabus Developers and Moderators will need to be familiar with the following topics:

- ⇒ Fundamentals in Computing
- ⇒ System Design
- ⇒ Data
- ⇒ Programming
- ⇒ Security
- ⇒ Algorithms
- ⇒ Software Development
- ⇒ Hardware
- ⇒ Problem Solving
- ⇒ Artificial Intelligence (AI)
- ⇒ Ethics & Ownership
- ⇒ Other relevant topics

Expansion of some units to be included. e.g. big data, further programming, expanding on software development and engineering, etc.

Payment is made based upon a fee that will be agreed prior to work commencing.

How to apply

Please send your CV with a short covering email containing details of which role(s) and module(s) you are interested in, highlighting your most relevant experience, to lee.barrett-duggan@ncuk.ac.uk

Key dates

Application deadline:	ASAP
Appointments made:	10 February 2023

Schedule of work	Deadlines
Submission of first draft materials (1-2 topics)	24/02/2023
Submission of full syllabus	31/03/2023
Submission of first draft exemplar assessments	31/03/2023
Submission of final exemplar assessments	31/04/2023
Submission of first draft teaching guide	14/04/2023
Submission of final teaching guide	28/04/2023

About NCUK

Our Purpose

NCUK develops and maintains academic qualifications that prepare students for entry to university. The company also provides a university admission or 'placement' service which supports NCUK students in progressing to university following their course.

NCUK franchises delivery of its academic qualifications to delivery partners, and we currently have over 80 delivery partners across 34 countries. NCUK's Delivery Partners have an average of around 30 students and our largest partnership, the Sino British College (SBC) in Shanghai, has over 1500 students registered on NCUK qualifications.

NCUK currently has delivery partners in the following countries:

⇒ Algeria	⇒ Kenya	⇒ Qatar
⇒ Azerbaijan	⇒ Kuwait	⇒ South Africa
⇒ China	⇒ Madagascar	⇒ South Korea
⇒ Colombia	⇒ Malaysia	⇒ Taiwan
⇒ Cyprus	⇒ Malta	⇒ Thailand
⇒ Ghana	⇒ Mexico	⇒ Turkey
⇒ Hong Kong	⇒ Morocco	⇒ Ukraine
⇒ India	⇒ Myanmar	⇒ United Kingdom
⇒ Indonesia	⇒ Nigeria	⇒ Uzbekistan
⇒ Ireland	⇒ Pakistan	⇒ Vietnam
⇒ Japan	⇒ Peru	⇒ Zimbabwe

NCUK Qualifications

NCUK currently offers four qualifications:

- ⇒ The *NCUK International Foundation Year (IFY)* is a modular qualification that prepares students for first-year entry to a wide range of bachelor degree courses. Students take a combination of three subject modules appropriate for their intended degree course in addition to an NCUK English for Academic Purposes module.
- ⇒ The *NCUK International Year One (IYOne)* is a first-year undergraduate degree level equivalent qualification which articulates into the second year of selected undergraduate degree courses at NCUK Universities. The IYOne can be taken in Business, Engineering and Law and combined with the IFY to form a 2+2 study programme.
- ⇒ The *NCUK International Year Two (IYTTwo)* in Business Management is a second-year undergraduate degree level equivalent qualification that articulates into the final year of selected undergraduate degree courses at NCUK Universities. The IYTTwo can be combined with the IFY and IYOne to form a 3+1 study programme, or with the IYOne only to form a 2+1 study programme.

- ⇒ The *NCUK Masters Preparation Programme (MP)* provides specialised English for Academic Purposes (EAP) training and an introduction to the research skills needed for success at masters level.

History of the Northern Consortium and Current Group Structure

The Northern Consortium was created in 1987 by a set of northern UK universities to collaborate in the delivery of educational programmes on a transnational basis, and to support the progression or 'placement' of students from those programmes into UK universities. The Consortium operated initially as a department of UMIST and was predominantly active in Malaysia.

The founding universities established a Charity in 1993 with the charitable purpose of the advancement of education.

In 1999 the Northern Consortium became active in China and, in 2003, established a wholly owned operating subsidiary, NCUK, to support its commercial operations.

That structure, a Charity founded by UK universities with a wholly owned operating subsidiary, remains today. Within the Group:

- ⇒ The Northern Consortium is responsible for fulfilling its charitable objects and public interest obligations. It does this both directly (through, for example, the provision of scholarships) and indirectly (through the operation of NCUK in delivering educational programmes);
- ⇒ NCUK operates commercially both to fulfil the charitable objects and public interest obligations of the Northern Consortium, and to raise funds for the Northern Consortium.

Since 1987, the Northern Consortium and NCUK have supported over 35,000 students in their progression to a UK university.

NCUK Universities

NCUK Students can progress to leading universities in the UK, New Zealand, Australia, Canada, the USA and more. Our Universities have a reputation for quality and excellence all around the world. NCUK partner universities include:

The UK:	New Zealand	Australia
⇒ Aston University	⇒ University of Auckland	⇒ University of Newcastle
⇒ University of Birmingham	⇒ Auckland University of Technology	⇒ University of New South Wales
⇒ University of Bristol	⇒ University of Canterbury	⇒ RMIT University
⇒ University of Kent	⇒ Lincoln University	⇒ University of South Australia
⇒ University of Leeds	⇒ Massey University	⇒ Swinburne University of Technology
⇒ University of Manchester	⇒ University of Otago	⇒ University of Western Australia
⇒ University of Sheffield	⇒ University of Wellington	
⇒ Queen Mary, University of London	⇒ University of Waikato	

A full list of NCUK partner universities is available at <https://www.ncuk.ac.uk/our-universities/>.

NCUK Employees

NCUK employs a team of approximately 40 permanent staff and buys in services from around 80 external contractors, particularly for academic development and examination activities. Most of NCUK staff is based in UK, with a small team based in a representative office in Beijing, China, Malaysia and Singapore.

Syllabus Developer – Responsibilities and Person Specification

Role:	Syllabus Developer
Role Summary:	The Syllabus Developer produces topics and content to build the overall module syllabus. There are a number of areas that contribute to the overall module and syllabus.
Responsibilities:	
<ul style="list-style-type: none"> ⇒ Module, content, and topics <ul style="list-style-type: none"> ○ To develop the module topics, content and Specific Learning Outcomes (SLOs) ○ Is the order of topics appropriate? ○ Are the delivery hours appropriate? ○ Are the Specific Learning Outcomes (SLOs) clear? How can they be improved? ⇒ General Learning Outcomes <ul style="list-style-type: none"> ○ Do the learning outcomes cover all skills? ○ Are there any other skills that could be included? ○ What do you think about embedding or adding digital skills into this section? ⇒ Assessment breakdown for module <ul style="list-style-type: none"> ○ To develop relevant assessments for the module as a whole and overing topics appropriately ○ Are the assessments appropriate for each module? ○ Is the time allocated to each achievable? ○ Would you suggest any other assessment options for each module? ⇒ Exemplar Teaching Plan <ul style="list-style-type: none"> ○ To develop and exemplar teaching plan that maps to the content ○ Review the content of the plans and if they are relevant to the topics ○ Are there any additions that can be made? ○ Is there anything out of date that can be removed? ⇒ Recommended textbooks and supporting resources <ul style="list-style-type: none"> ○ Suggest relevant textbooks and resources that cover the module and it's topics sufficiently ○ Are there any recommended digital tools or resources? Think about their use internationally ○ Review the textbook dates – are there any new editions? 	
Person Specification:	
<i>This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.</i>	

Academic qualification at degree level relevant to the module	Essential
At least 5 years of teaching experience in undergraduate year 1 (Level 4)	Essential
Qualification in teaching or similar	Desirable
Experience of external examining with the university sector or moderation in the awarding organisation sector	Essential
Experience of working in international collaborative programmes and teaching international students	Desirable
Competence in Microsoft Word	Essential
The ability to prioritise and meet deadlines	Essential
Awareness of quality assurance processes in Higher education	Desirable
A record of attention to detail, thoroughness and fairness	Essential

Exemplar Assessment Developer – Responsibilities and Person Specification

Role:	Exemplar Assessment Developer	
Role Summary:	The Exemplar Assessment Developer writes the exemplar assessment material to provide samples and examples of relevant assessment types for the new modules content and topics.	
Responsibilities:		
<ul style="list-style-type: none"> ⇒ Assessment breakdown for module <ul style="list-style-type: none"> ○ To develop relevant assessments for the module as a whole and covering topics appropriately ○ Which assessments are appropriate for this subject type? ○ Is the time allocated to each achievable? ○ Would you suggest any other assessment options for each module? ⇒ Producing exemplar/sample assessments <ul style="list-style-type: none"> ○ Using the templates provided complete exemplar assessments as appropriate ○ Coursework exemplar assessment – complete the information for students and coursework task ○ Examination exemplar assessment – complete the information for students, time allowed and marks available. Suggest appropriate questions that are a mixture of multiple-choice questions, short answer questions and long answer questions 		
Person Specification:		
<i>This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.</i>		
Academic qualification at degree level relevant to the module		Essential
At least 3 years of teaching experience in undergraduate year 1 (Level 4) or similar		Essential
Qualification in teaching or similar		Desirable
Experience in writing assessments at a similar level		Essential
Experience of working in international collaborative programmes and teaching international students		Desirable
Competence in Microsoft Word		Essential
The ability to prioritise and meet deadlines		Essential
Awareness of quality assurance processes in Higher Education		Desirable

Teaching Guide Developer – Responsibilities and Person Specification

Role:	Teaching Guide Developer	
Role Summary:	The Teaching Guide Developer produces a guide to support teaching and learning and aid the delivery of the new module and its topics.	
Responsibilities:	<p>⇒ To develop the following to create the IYOne Engineering Teaching Guide:</p> <ul style="list-style-type: none"> ○ Suggested activities design to assist in the delivery of each module in the programme ○ Provide teachers with a variety of teaching and learning strategies aligned to the specific learning outcomes in each module and topic ○ Suggested teaching activities should be supplemented by other available resources such as textbooks, newspapers, case studies, websites, etc. <p>⇒ Each modules teaching guide should be split per topic and include:</p> <ul style="list-style-type: none"> ○ Key focus – explanation of the topic and what students will learn ○ Aligned specific learning outcomes ○ Previous learning ○ Supporting resources ○ Key vocabulary and structures ○ How teachers could check students’ understanding of key concepts; common errors to look out for ○ Common misunderstandings ○ Weekly activities – to include associated SLOs, number of hours to complete activities, related links and delivery instructions 	
Person Specification:	<i>This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.</i>	
Academic qualification at degree level relevant to the module		Essential
At least 5 years of teaching experience in undergraduate year 1 (Level 4)		Essential
Qualification in teaching or similar		Desirable
Experience in writing assessments in a similar level		Essential
Experience of working in international collaborative programmes and teaching international students		Desirable
Competence in Microsoft Word		Essential
The ability to prioritise and meet deadlines		Essential
Awareness of quality assurance processes in Higher education		Desirable

Vision, Mission and Values

Our Vision

To be the outstanding provider of UK university pathway programmes and placement services.

Our Mission

NCUK provides the highest quality university pathway programmes and placement support to our students, outstanding service to our business partners and a well-qualified, diverse supply of students to our university partners.

Our Values

Quality

To deliver the highest standards throughout our products, services and communications.

Integrity

To build trust and respect through fairness, honesty, equality and cultural awareness.

Innovation

To overcome obstacles and drive effective, efficient delivery with a creative approach.

Collaboration

To work together, building successful, lasting partnerships.