



Job Description

College / Management Unit:	Vice President for Research, Innovation and Impact
School / Unit / Institute:	UCD Innovation Academy
Position Title:	Facilitation Specialist
Post Duration:	Specified purpose appointment covering maternity leave <i>(Estimated duration: 6 to 9 months)</i>
Grade:	Aligned to Administrative Officer 1 Scale
Job Family and Career Level	N/A - Hybrid
Hay Reference N^o	N/A (Post <1yr)
Reports to:	Education Innovation Lead
Competition Ref. N^o	014622
HR Administrator	Rachel Kelly

Position Summary:

**Courageously DIFFERENT?
Want a role where you can make a difference?**

If so, we want to hear from you!

Our mission is to contribute to the improvement of society through transformational educational experiences.

We prepare learners for the challenges and opportunities of the Anthropocene and 4th Industrial Revolution by fostering Innovation Mindsets, with an emphasis on creating a sustainable future for all.

The UCD Innovation Academy (IA) seeks to recruit a Facilitation Specialist to join us for the coming academic year. You will join a dynamic, dedicated and purpose driven team working with thousands of learners each year across eight flagship programmes. We are looking for individuals with a passion for experiential education and with experience in at least one of the following focus areas: sustainability, creativity, innovation and digital mindsets.

With the mentorship of an Education Innovation Lead, you will facilitate the learning of students at undergraduate and postgraduate levels, as well as at shorter courses and events, ensuring high quality learning outcomes and innovative, 'next practice' initiatives. Collaborating with a team of Entrepreneurial Specialists and Facilitation Specialists, you will create a vibrant learning environment (in-person and live online). It is anticipated that this role will be primarily in-person on the Belfield Campus.

You will support continuous improvement of current modules and courses, and innovate new approaches from identifying needs, prototyping, evaluation, academic approval and rollout. As a Facilitation Specialist, you will help build the impact of our programmes, enabling world-class innovative learning programmes with the potential for systemic change.

If you are intrigued by the opportunity to shape the IA's [future role in higher education](#) and make an impact on society and the economy, please check more details at: www.innovators.ie/careers/

95 Administrative Officer I (2013) Salary Scale: €45,565 - €61,775 per annum

Appointment will be made on scale and in accordance with the Department of Finance guidelines.

Principal Duties and Responsibilities:

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The principal duties of the post will be to facilitate the learning of students and support the development and delivery of the IA's programmes. Specifically, the role includes:

Education:

- Facilitate the learning of our students through creating a vibrant learning environment and demonstrating a passion for experiential education and student development.
- Ensure the learning outcomes of our programmes are understood and achieved – maintaining and developing innovative, inclusive, high-quality programmes – live-online and in-person.
- Prepare students for the challenges and opportunities of the 4th Industrial Revolution and the Anthropocene - through fostering Innovation Mindsets, Learning Agility, the application of new technologies and consideration of environmentally sustainable approaches.
- Facilitate high-quality experiential learning by employing a range of facilitation competencies to ensure learning outcomes are achieved.
- Lead module development and delivery (including identification of need, academic approval, design, delivery and enhancement). Support programme development and delivery.
- Proactively support individual student learning through: coaching (including impromptu learning opportunities), providing guidance support and signposting as well as setting, evaluating and providing formative feedback on assessments.
- Lead and participate in hackathons, workshops and tutorials, in Ireland and occasionally overseas.

Processes:

- Chart class progress, seek feedback, capture, document and reflect on outcomes, reflect on module evaluations and create a continuous learning and improvement culture across the student experience.
- Develop, collate and share learning materials and facilitation techniques with the wider team.
- Contribute to the collection, collation and organisation of student submissions for the External Examiner.

Co-ordination and Collaboration:

- Work collaboratively within a team of educators, tutors and IA Operations team to provide programme level continuity for students across course modules.
- Enhance programmes, by identifying and engaging guest speakers as well as external project hosts to present real world challenges to our students.
- Establish effective working relationships between students, practitioners, partners and host organisations.
- Liaise with colleagues across the University to enhance the overall student experience.
- Support the IA Business Development Team with student recruitment, messaging and marketing.
- Work together with the Senior Programme Manager to ensure courses are managed in accordance with UCD academic regulations and curriculum management timelines and processes.
- Collaborate with the Creative Maker and Sustainable Production Facilitators to appropriately integrate new technologies and sustainability into courses.

Reputation and Strategic Development:

- Explore, learn, develop, implement and share new and emerging approaches to higher education.
- Advance the understanding and application of experiential education in higher education.
- Promote the HEA Convene project and the Innovation Academy locally, regionally, nationally and internationally – participating in e.g. conferences, subject interest groups, industry events and professional body activities.

Perform other role related duties at the discretion of the Director

Selection Criteria:

Selection criteria outline the qualifications, skills, knowledge and/or experience that the successful candidate would need to demonstrate for successful discharge of the responsibilities of the post. Applications will be assessed on the basis of how well candidates satisfy these criteria.

Mandatory:

Experience and Qualifications:

- At least 4 years professional experience including prior experience in a facilitation role.
- A third level degree.
- Evidence of learning agility e.g. recent qualification or similar.
- Specific expertise in one or more of the following: sustainability, creativity, innovation & digital mindsets.

Functional Competencies:

Creates and Sustains a Participatory Environment

- Understands the time and space required to support group process.
- Creates a climate of psychological safety and trust.
- Demonstrates effective participatory and interpersonal communication skills.
- Develops rapport with a diverse range of participants.
- Use approaches that best fit needs and abilities of the group and use a variety of approaches to achieve group consensus.
- Stimulates and taps group energy.

Supports Diversity and Inclusion

- Encourages positive regard for the experience and perception of all participants and creates opportunities for participants to benefit from the diversity of within a group.
- Helps individuals identify and review underlying assumptions.
- Recognises conflict and its role within group learning / maturity, provide a safe environment for conflict to surface, manages disruptive group behaviour and support teams through resolution of conflict.

Guides classes/groups to appropriate and useful outcomes

- Creates appropriate designs to achieve intended outcomes.
- Actively listens, questions and summarises to elicit the sense of the group.
- Assists the group in reflection on its experience.
- Adapts processes to changing situations and needs of the group.

Builds and Maintains Professional Knowledge

- Understands learning theory.
- Encourages and practices creative thinking.
- Knows a range of facilitation methods.
- Understands problem solving and decision-making models.
- Understands a variety of group methods and techniques and knows consequences of misuse of group methods.
- Distinguishes process from task and content.
- Learns new processes, methods, & models in support of changing/emerging needs.

Models Positive Professional Attitude

- Seeks feedback, practices self-assessment and self-awareness, reflects on behaviour and results.
- Acts with integrity, maintains congruence between actions and personal and professional values.
- Approaches situations with authenticity and a positive attitude.
- Maintains an objective, non-defensive, non-judgmental stance.

Operational Resilience

- Maintains stamina and performance in everyday tasks and acts effectively under pressure.
- Displays determination, self-discipline and commitment in the face of a changing environment or setbacks and proactively mentors team member to do the same.
- Bounces back from disappointments or confrontations, not letting them negatively influence ongoing performance.

Core Competencies:

Building Relationships

- Builds effective working relationships within own area and more broadly.

- Encourages cooperation and collaboration in others.
- Fosters partnerships to achieve results.
- Able to work with others toward a shared goal, participating actively, sharing responsibility and recognition, and contributing to the capability of the team.

Planning and Organisation

- Plans and organises own work effectively.
- Sets clear priorities and ensures deadlines are met.
- Organises activities, separates and combines tasks to deliver outputs according to a clear timeframe to realise objectives.

Communicating Effectively

- Engages in written and oral communication that is clear, unambiguous and transparent.
- Conveys and shares information and ideas with others, listens empathically and carefully, clarifies understanding and considers different viewpoints.

Project Management

- Ensures project goals, purpose, and criteria for success are clearly defined at the outset.
- Clarifies related roles and responsibilities, deliverables and milestones.
- Identifies barriers and enablers and develops a plan accordingly.
- Builds a detailed project plan, monitors progress, seeks feedback and modifies approach as necessary.
- Flags failures/mistakes and seeks senior guidance and support as necessary.

Innovation and Change

- Takes a positive approach to tackling work and embraces change.
- Regularly invites feedback relating to performance and deals constructively with it.
- Fosters an environment of experiential learning and improvement alongside a culture of innovation.
- Ensures appropriate stakeholder involvement and engagement in change programmes/projects.
- Ensures change is aligned with moral principles and ethical standards.

Equality Diversity and Inclusion:

- Candidates must demonstrate an awareness of equality, diversity and inclusion agenda.

Desirable:

N/A – No Desirable Criteria attached to this role.

Further Information for Candidates:

Supplementary information:

The University:	http://www.ucd.ie/aboutucd.htm
The UCD Strategy for Research, Innovation and Impact 2015-2020:	http://www.ucd.ie/innovation/aboutus/ucdstrategyforresearchinnovationandimpact/
Office of the Vice-President for Research, Innovation and Impact:	https://www.ucd.ie/research/portal/meettheteam/#1
UCD Innovation Academy:	https://www.innovators.ie/
Other (Please specify):	N/A

Relocation Expenses:

- Will not apply

Garda Vetting required:

- No.

Informal Enquiries ONLY to:

Name:	Prof. Suzi Jarvis
Title:	Director Innovation Academy
Email address:	suzi.jarvis@ucd.ie
Telephone:	N/A

Particular to this position:

Contract: 'The successful candidate will be offered a specified purpose contract covering a member of staff whilst on secondment (*estimated duration 6 to 9mths*)."

Please note: It is envisaged interviews for this position will take place over Zoom. We understand that this is an unusual time and that interviewing in different environments can be difficult. We have all experienced internet disruptions, background noise, family interruptions etc. and we want to assure you that if you are called to interview, such issues will not impact upon the outcome of your interview.

Eligibility to compete and certain restrictions on eligibility

Incentivised Scheme for Early Retirement (ISER):	It is a condition of the Incentivised Scheme for Early Retirement (ISER) as set out in Department of Finance Circular 12/09 that retirees, under that Scheme, are debarred from applying for another position in the same employment or the same sector. Therefore, such retirees may not apply for this position
Department of Health and Children Circular (7/2010):	The Department of Health Circular 7/2010 dated 1 November 2010 introduced a Targeted Voluntary Early Retirement (VER) Scheme and Voluntary Redundancy Schemes (VRS). It is a condition of the VER scheme that persons availing of the scheme will not be eligible for re-employment in the public health sector or in the wider public service or in a body wholly or mainly funded from public moneys. The same prohibition on re-employment applies under the VRS, except that the prohibition is for a period of 7 years, after which time any re-employment will require the approval of the Minister for Public Expenditure and Reform. People who availed of either of these schemes are not eligible to complete in this competition.
Collective Agreement - Redundancy Payments to Public Servants:	The Department of Public Expenditure and Reform letter dated 28th June 2012 to Personnel Officers introduced, with effect from 1st June 2012, a Collective Agreement which had been reached between the Department of Public Expenditure and Reform and the Public Services Committee of the ICTU in relation to ex-gratia Redundancy Payments to Public Servants. It is a condition of the Collective Agreement that persons availing of the agreement will not be eligible for re-employment in the public service by any public service body (as defined by the Financial Emergency Measures in the Public Interest Acts 2009 – 2011) for a period of 2 years from termination of the employment. Thereafter the consent of the Minister for Public Expenditure and Reform will be required prior to re-employment. People who availed of this scheme and who may be successful in this competition will have to prove their eligibility (expiry of period of non-eligibility) and the Minister's consent will have to be secured prior to employment by any public service body.

<p>Declaration:</p>	<p>Applicants will be required to a Pre-Employment Declaration to confirm whether they have previously availed of a public service scheme of incentivised early retirement and/or the collective agreement outlined above. The above represents the main schemes and agreements restricting a candidate’s right to be re-employed in the public service. However it is not intended to be an exhaustive list and candidates should declare details of any other exit mechanism they have availed of which restricts their right to be re-employed in the public service. Applicants will also be required to declare any entitlements to a Public Service pension benefit (in payment or preserved) from any other Public Service employment and/or where they have received a payment-in-lieu in respect of service in any Public Service employment.</p>
<p>Superannuation and Retirement:</p>	<p>The successful candidate will be offered the appropriate superannuation terms and conditions as prevailing in the University, at the time of being offered an appointment. In general, and except for candidates who have worked in a pensionable (non-single scheme terms) public service job in the 26 weeks prior to appointment (see paragraph d below), this means being offered appointment based on membership of the Single Public Service Pension Scheme (“Single Scheme”).</p> <p>Key provisions attaching to membership of the Single Scheme are as follows:</p>
<p>a. Pensionable Age - The minimum age at which pension is payable is 66 (rising to 67 and 68) in line with State Pension age changes.</p> <p>b. Retirement Age - Scheme members must retire at the age of 70.</p> <p>c. Pension Abatement:</p> <ul style="list-style-type: none"> • If the appointee was previously employed in the Civil Service or in the Public Service please note that the Public Service Pensions (Single Scheme and Other Provisions) Act 2012 includes a provision which extends abatement of pension for all Civil and Public Servants who are re-employed where a Public Service pension is in payment. This provision to apply abatement across the wider public service came into effect on 1 November 2012. This may have pension implications for any person appointed to this position who is currently in receipt of a Civil or Public Service pension or has a preserved Civil or Public Service pension which will come into payment during his/her employment in this position. • Department of Education and Skills Early Retirement Scheme for Teachers Circular 102/2007 The Department of Education and Skills introduced an Early Retirement Scheme for Teachers. It is a condition of the Early Retirement Scheme that with the exception of the situations set out in paragraphs 10.2 and 10.3 of the relevant circular documentation, and with those exceptions only, if a teacher accepts early retirement under Strands 1, 2 or 3 of this scheme and is subsequently employed in any capacity in any area of the public sector, payment of pension to that person under the scheme will immediately cease. Pension payments will, however, be resumed on the ceasing of such employment or on the person’s 60th birthday, whichever is the later, but on resumption, the pension will be based on the person’s actual reckonable service as a teacher (i.e. the added years previously granted will not be taken into account in the calculation of the pension payment). • Ill-Health-Retirement Please note that where an individual has retired from a Civil/Public Service body on the grounds of ill-health his/her pension from that employment may be subject to review in accordance with the rules of ill-health retirement within the pension scheme of that employment. <p>d. Prior Public Servant - While the default pension terms, as set out in the preceding paragraphs, consist of Single Scheme membership, this may not apply to certain appointees. Full details of the conditions governing whether or not a public servant is a Single Scheme member are given in the Public Service Pensions (Single</p>	

Scheme and other Provisions) Act 2012. However the key exception case (in the context of this competition and generally) is that a successful candidate who has worked in a pensionable (non-single scheme terms) capacity in the public service within 26 weeks of taking up appointment, would in general not become a member of the Single Scheme. In this case such a candidate would instead be offered membership of the UCD Pension Scheme. This would mean that the abatement provisions at (c) above would apply, and in addition there are implications in respect of pension accrual as outlined below:

e. Pension Accrual - A 40-year limit on total service that can be counted towards pension where a person has been a member of more than one existing public service pension scheme would apply. This 40-year limit, which is provided for in the Public Service Pensions (Single Scheme and other Provisions) Act 2012 came into effect on 28 July 2012. This may have implications for any appointee who has acquired pension rights in a previous public service employment.

f. Pension-Related Deduction - This appointment is subject to the pension-related deduction in accordance with the Financial Emergency Measure in the Public Interest Act 2009.

For further information in relation to the Single Public Service Pension Scheme for Public Servants please see the following website: <http://www.per.gov.ie/pensions>.