



Job Title: Online Tutor (Self-employed)
Course: MSc in International Public Policy
Module: Theories and Concepts in Public Policy
Key Contacts: Centre Director (CEG) and Programme Director (Queen Mary University of London)
Location: Remote
Start Date: September 2019 (15 weeks in total)

The Company

Since 1952, Cambridge Education Group (CEG) has been delivering the highest quality academic, creative and English Language programmes, preparing thousands of students to progress on to the world's leading universities.

In 2015, CEG added a new division to its portfolio – CEG Digital – which works closely with partner universities across the UK to enable them to offer part-time online courses to students around the world.

The Partnership

In 2017, Queen Mary University of London (QMUL) and CEG Digital partnered to create [Queen Mary Online](#), a portfolio of flexible, online learning courses. A member of the prestigious Russell Group, all Queen Mary Online courses are developed and lead by University academics.

The Position

We are looking to add to our roster of talented, self-employed tutors with the appointment of a tutor to Queen Mary Online's MSc in [International Public Policy](#), to teach on the 'Theories and Concepts in Public Policy' module.

The Programme

The MSc in *International Public Policy* provides an intellectually stimulating and wide-ranging analysis of the concepts, actors and processes involved in international public policy. It investigates the development, possibilities and limitations of international policy-making in the contemporary period, including such issues as the problems of cooperation, the significance of international law and norms, and the role of international organisations and non-state actors in policy-making.

The Module

The module *Theories and Concepts in Public Policy* provides a structured introduction to key issues and concepts in policy analysis. The module gives students a solid grounding in theories of the policy-making process, while enabling students to apply those insights to practical case-studies of policy formulation and implementation in the real world. The module also provides students with background on the key traditions and approaches to public administration and policy-making in countries around the world, both developing and developed.

Issues covered on the module include the nature of public policies; the policy context: institutions and actors; theoretical approaches to the policy process; policy problems and agenda-setting; decision-making; implementation/new public management; evaluation; governance; public policy

beyond the nation-state; policy change and policy convergence; and future challenges for policy-makers.

The Tutor

We believe that effective online learning requires high levels of tuition and support, and the role of the Online Tutor is central to this. Tutors play a central role in the day-to-day success of the Queen Mary Online courses. Tutors are a consistent presence in the modules to which they are assigned, and will usually be the first point of academic contact for students within the module.

As such, Tutors need to combine skills in online moderation and facilitation, subject knowledge, a helpful and empathetic student-facing disposition, the ability to write and communicate online in a concise, clear manner, a high degree of digital literacy, and the ability to escalate and triage student queries which are outside their remit.

The modules are divided into weekly segments, and Tutors are expected to log in and tend to the module activities regularly throughout the week, including weekends. There will also be weekly online sessions or webinars, where tutors summarise the week's theme and discuss it in depth with the students, taking into account different timezones. Finally, Tutors support the academic team with marking of two assessments per module.

Each Tutor is responsible for a group of up to 30 students within a module. This is a flexible, part-time role: It is estimated that during a typical week, each student group will take **approximately ten hours** of online tutoring, although flexibility is required in order to accommodate busy periods such as assessment marking.

For more information on the structure and design of Queen Mary Online courses, please see [here](#). VLE training will be provided beforehand.

Each module is 15 weeks long (12 weeks of teaching, 2 weeks for marking, plus 1 week for tutor training and familiarisation; although please be aware that there can be a gap between the end of teaching and marking). Depending on how many modules you work on and how many student groups you have, the work is flexible and can fit around other academic and professional commitments. Finally, the work can be done remotely, from your own home and broadband-connected computer.

Service Description

- Moderate online discussions
- Facilitate all online learning activities
- Provide formative feedback to students
- Encourage students to engage with learning materials and collaborate, share and exchange ideas with peers
- Plan and host weekly webinars to discuss learning materials, and to help prepare students for assessments.
- First mark all formative assessments
- Refer student queries which are outside of their responsibilities (e.g. requests for extensions, pastoral issues, accessibility queries etc.)
- Meet online with the module leaders at regular intervals to provide an overview of student progress
- To work within and actively support the policies and practices of QMUL
- Ensure delivery within the parameters of QMUL's academic framework

- There will be key dates that you will be required to adhere to, which are driven by assessment dates in the course calendar. Full details will be provided prior to the module start.

Qualifications

- An undergraduate degree (minimum level of 2:1 or equivalent)
- A postgraduate qualification in International Relations (PhD preferable), with a specialisation in International Public Policy.

Requirements

- An in-depth, thorough understanding of International Public Policy
- Experience of teaching students at Higher Education level (including marking assessments)
- Experience of facilitating learning in online, blended and face-to-face learning environments (desirable)
- An understanding of the principles and practicalities of online learning
- Experience of working with and teaching in a Virtual Learning Environment (desirable).

Skills

- Excellent digital literacy
- Ability to moderate online discussions and facilitate online learning activities in a timely, knowledgeable and sympathetic manner
- Excellent interpersonal skills and ability to communicate effectively, in writing and verbally
- Ability to work under pressure, maintain attention to detail, and prioritise workload in order to meet deadlines
- Ability to work unsupervised and on own initiative, as well as to work proactively as part of the team.