



UCL Expand 2025

Taster Presenter Job Description

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Contents

Key Information.....	3
Department	3
Section.....	3
Grade / hourly rate	3
Hours	3
Location	3
Reports to	3
Context.....	3
Main purpose of the job	4
Duties and responsibilities	5
Session Guidance.....	6
Session Content	6
Session Structure	6
Key Academic Skills Objectives.....	7
Programme Timeline 2025.....	8
Who can apply?.....	9
Special working conditions.....	9
Person Specification	9
About the UCL Access & Widening Participation Office	11
How to apply.....	12

Key Information

Department

Access and Admissions.

Section

Access and Widening Participation Office.

Grade / hourly rate

UCL Grade 7 Point 30 (£22.12 per hour as of January 2024).

Hours

Hours* include:

- 5 hours of training.
- 16 hours to create all session plans and content.
- 2 hours for check-in calls with a member of the Access team.
- All in-person and online delivery time (approx. 16 – 20 hours).

*Exact hours might vary. Subject to change.

Location

UCL Bloomsbury Campus and Online.

Reports to

The Senior Access Officer, and the Access Officer(s) in their absence, within the UCL Access and Widening Participation Office.

Context

The UCL Access and Widening Participation Office delivers activities to encourage applications from students who come from socio-economic backgrounds currently under-represented in higher education.

UCL Expand Taster Presenters are postgraduate students employed on a casual/temporary basis to create content for and deliver an academic programme focused on academic skills and competencies for State School students in Year 12.

Main purpose of the job

The Taster Presenter will:

- Create and deliver an academic programme* that either relates to the Taster Presenters' own academic research, or another area of specialism or interest.
- Propose a subject topic that lends itself well to independent enquiry from the participants.
- Create and deliver academic sessions which meet the objectives and brief set out by the Access team.
- Deliver the academic sessions with interactivity and problem-based learning in mind.
- Deliver the academic sessions following a theme relating to key academic skills that students will require for university study. The themes are Research and Analysis, Critical Thinking, Academic Writing, and Presentation and Debate.
- Ensure that by the end of the programme each participant will have completed a project inspired by the academic sessions. The outcome of project work might be an academic presentation, poster, video, artwork, portfolio, or short thesis. However, outcomes are not limited to this list as we welcome creative approaches to the material, providing the participant gains an understanding of the subject content, university learning, and competencies in academic skills.

* The taster presenter will be responsible for the creation and delivery of four online sessions and one in-person session. There will be additional sessions to be created and delivered by the Access team, which will support the learning of the participants and the development of their project.

Duties and responsibilities

- To design and deliver interactive academic sessions in an online format for Year 12 in UK State Schools.
- To supervise and lead groups of participants in Year 12 and support their engagement in academic sessions, both on campus and online.
- Address minor behavioural issues and ensure all young people are safe at all times, referring more serious issues to a member of the Access and Widening Participation team quickly and responsibly.
- Act as a positive role model for UCL and Higher Education.
- Contribute to raising the confidence, self-esteem and aspirations of young people participating in Access and Widening Participation activities.
- Ensure effective communication with staff members within the Access and Widening Participation office regarding work in progress, implementation of developments and emerging trends or issues.
- Undertake all work in line with UCL policies, procedures, and regulations and to ensure at all times the promotion of equality of opportunity and non- discrimination in accordance with UCL's Equal Opportunities policies.
- To undertake all work in line with UCL Widening Participation Child Protection and Safeguarding Policy and the UCL Data Protection Policy.
- To maintain an awareness and observation of Fire and Health & Safety Regulations, and to go about duties in a resource efficient way and minimising impacts to the environment wherever possible.
- Any other duties commensurate with the grade and purpose of the post.

Session Guidance

Session Content

Each session, created and delivered by the Taster Presenter, should:

1. Meet all key academic skills objectives (see below).
2. Develop the knowledge of the participants in the subject area chosen by the Taster Presenter.
3. Include individual and group interactivity in the form of discussions and activities that encourage participants to actively engage with the material and that promotes collaborative learning.
4. Include individual and group interactivity in the form of discussions and activities that encourage participants to think critically and express their opinions.

When choosing a subject topic and creating session content, we encourage Taster Presenters to consider the interests of the participants, and how the topic would contribute to their current studies and/or transition to university learning. You might like to consider current trends, issues, or topics that are likely to captivate their attention or resonate with the age group, or a topic with real-world applications. We also encourage Taster Presenters to choose a subject topic that allows the participants to have some agency in shaping the direction of their projects against their own interests.

Session Structure

Each session, created and delivered by the Taster Presenter, should be structured as below.

1. Starter Activity.
2. Main content of the session.

This should be a combination of Taster Presenter input and activities and discussions among participants. The Taster Presenter input should include the sharing of subject knowledge through an age-appropriate

presentation which includes images, bullet points, etc, and reflects the style of a short snippet of a university lecture. The activities and discussions set by the Taster Presenter should further develop subject knowledge as well as develop the key academic skill set out for that session (see programme timeline and key academic skill objectives for more guidance). The activities and discussions set should reflect those of a university seminar.

3. Opportunity for feedback.

4. Plenary/summary activity.

Key Academic Skills Objectives

Following the **Research and Analysis** session, participants will leave with:

- An understanding of how to investigate a topic.
- An understanding of how to distinguish between reputable and un-reputable sources of information.
- The ability to examine the implications of their research.

Following the **Critical Thinking** session, participants will leave with:

- An understanding of how to analyse sources to form a judgement.
- The ability to challenge their own assumptions and take multiple perspectives on an issue.
- An awareness of the difference between a fact and an opinion.

Following the **Academic Writing** session, participants will leave with:

- An understanding of the formality, objectivity and precision required to write academically.
- The ability to communicate their project work in an academic capacity.
- An understanding of how to form conclusions.

Following the **Presentation and Debate** session, participants will leave with:

- An understanding of delivering a clear and persuasive argument.
- An understanding of how to create a clear presentation structure.
- The ability to listen to and answer questions.

This session will directly contribute to the presentation of their projects during the in-person Graduation event.

Programme Timeline 2025

Expand Taster Presenters must be available for all key dates below to be considered for the role.

Date	Timings (subject to change)	Activity
w/c 16.09.24	TBC	Taster Presenter Interviews
w/c 07.10.24	TBC	Taster Presenter Training
October - January	N/A	Taster Presenter Content Creation
08.02.25	10:30 – 16:00	Programme Begins – Welcome Event (on campus)
12.02.25	17:00 – 18:30	Online Session 1 (Research & Analysis)
19.02.25	17:00 – 18:30	Online Session 2 (Critical Thinking)
05.03.25	17:00 – 18:30	Online Session 4 (Academic Writing)
12.03.25	17:00 – 18:30	Online Session 5 (Presentation + Debate)
22.03.25	10:30 – 16:00	Programme Ends – Graduation Event (on campus)

There will also be two sessions to be created and delivered by the Access team, where Taster Presenters do not need to be available or present. See below.

26.02.2025	17:30 – 18:00	Project Planning & Development Week
19.03.2025	17:30 – 18:00	Project Drop-in Session

Who can apply?

Current UCL postgraduate students who will be studying during 2024-25 and will be on the UCL Campus. This includes students in their final year of a four-year undergraduate Masters course, such as MEng, for example.

Please note that this role isn't open to UCL alumni, students attending other institutions or inter-collegiate and study abroad students taking modules at UCL.

We are keen to hear from applicants who are considerate of the needs of cohorts who might not traditionally enter higher education and who are interested in furthering their academic experiences. **You will also need to be available for key dates** (see programme timeline above for reference).

Special working conditions

If you are offered the role of UCL Expand Taster Presenter your appointment will be conditional on the provision of two references, and evidence of your right to work in the UK.

The post holder is required to complete an enhanced DBS check including the Children's Barred List.

The post holder must have the ability to commit to full attendance of individual programmes of activity, including training sessions.

Person Specification

Experience and knowledge	Essential or Desirable
Good general education plus good progress in their current postgraduate degree.	Essential
A good knowledge of UCL and its student support services.	Essential

Understanding of the aims and objectives of widening participation.	Essential
Understanding of the barriers to Higher Education that may affect participants.	Essential
Experience of creating academic sessions, presenting your research or delivering academic content to an initially inexperienced audience.	Desirable
Experience of working with children or young people, through paid or voluntary work.	Desirable
Awareness of the current process of applying to higher education, including student finance.	Desirable
Skills and abilities	
Excellent oral and written communication skills.	Essential
The ability to communicate effectively with young people from diverse backgrounds, and particularly those from groups under-represented in Higher Education, parents, staff, external speakers, and support services.	Essential
The ability to present complex ideas and concepts in an age and educational-level appropriate and tactful way for audiences of varying academic ability.	Essential
The ability to create lesson plans and interactive tasks and activities for Year 12 students, including using online platforms and in-person formats.	Essential
The ability to provide leadership to a group of young students (Years 5 – 13), ensuring young people are safe and engaged in the programme.	Essential
Attributes	
Reliable, punctual, organized, and conscientious.	Essential
Enthusiastic, proactive, flexible, and open-minded.	Essential
Empathetic, diplomatic, and tactful.	Essential
Supportive and non-judgmental.	Essential

About the UCL Access & Widening Participation Office

The UCL Access and Widening Participation Office aims to ensure that all applicants have an equal chance of entering UCL, regardless of background, ethnicity, age, or disability. To achieve these aims we design programmes to eliminate gaps in access between the most and least represented groups of students at UCL.

We take an evidence-led approach and have identified three key barriers to university access: Academic Attainment, Information, Advice and Guidance (IAG) and Geographic Location.

Pupils from state schools are eligible to attend UCL Access and Widening Participation programmes.

Many of our programmes are over-subscribed so we use the following shortlisting criteria to prioritise young people from the least represented groups:

1. Applicants who are attending non-selective, low performing state schools.
2. Applicants whose parents or carers did not attend university.
3. Applicants who are eligible for free school meals and pupil premium.
4. Applicants who live in neighbourhoods with low overall progression rates to higher education and high levels of deprivation, where young people are less likely to go on to higher education after they finish school.
5. Applicants from groups currently underrepresented in Higher Education and at UCL, i.e., forced migrants, young carers, students estranged from their families, care experienced students and disabled students.
6. Applicants from ethnic groups currently underrepresented at UCL, i.e., Black African, and Black Caribbean students, White British students who meet our family and neighbourhood criteria and students from Gypsy and Traveller communities.

Find out more about [who we work with](#) and our [programmes](#) on our website

How to apply

The **written application** will assess your ability to construct session plans for each of the four online sessions which are age appropriate and fit the session guidance found in the job description. We are also looking for an outline of your subject topic. We also ask you to submit a 10-minute video audition of one of your sessions.

The **interview** will be a character assessment, looking at how you fit the person specification (see job description).

The Application Form

- [Click here to access the application form](#)
- Application deadline: **04.09.24**
- Interview dates: w/c **16.09.24**

Because of the nature of our work, we strongly encourage applications from UCL students with similar backgrounds or experiences to the young people we work with.

Additional Information

If you are offered the role of UCL Expand Taster Presenter your appointment will be conditional on the provision of two references, and evidence of your right to work in the UK.

A clear Disclosure and Barring Service (DBS) certificate is also required. Getting a DBS won't cost you anything, but you will need to show ID documents.

Applicant Drop-in Sessions

Any questions? We will be holding a series of drop-in sessions prior to the application deadline to discuss your ideas and answer any questions you may have about the role and/or the application itself.

[Dates and links for drop-ins are on the Taster Presenter webpage.](#)

