

# UNIVERSITY OF FORWARD THINKING WESTMINSTER

**Note:** This job description does not form part of the employee's contract of employment but is provided for guidance. The precise duties and responsibilities of any job may be expected to change over time. Job holders should be consulted over any proposed changes in this job description before implementation.

**Title:** Senior Lecturer in Construction

**Reports to** Head of School or Assistant Head of School

**School** Applied Management

## **Professional Values**

All Senior Lecturers are required to demonstrate respect for individual learners and to be committed to incorporating the process and outcomes of relevant research, scholarship and/or professional practice. All Senior Lecturers are required to be committed to the development of learning communities and encouraging participation in Higher Education, while acknowledging diversity and promoting equality of opportunity. It is also a requirement that all staff are committed to undertaking continuing professional development and evaluation of individual practice and that they are proactive in improving the student experience.

## **Role Purpose**

Experienced lecturers who teach and develop modules or subject areas to support the delivery of the department / School academic curriculum. The management contributions to the department / School may be significant.

The post exists to primarily enable the delivery and development of undergraduate and postgraduate programmes, knowledge transfer and short courses.

## ***Principal Accountabilities***

1. Design, deliver and plan modules or programmes at a range of levels within a subject area, identifying areas where current provision is in need of revision or improvement and to ensure that the material is delivered using appropriate teaching techniques, learning support and assessment methods, evaluating the effectiveness of the teaching and learning experience as required. This may include course leadership of minor programmes.
2. Undertake the full range of responsibilities in relation to setting, marking and assessing work and examinations, while adhering to University policy and guidelines, and ensuring that all students are provided with constructive feedback in a prompt and timely manner.

3. Mentor colleagues with less experience and advise on personal development. Depending on the area of work the postholder may be required to coordinate and / or supervise the work of others, to ensure modules are delivered to the standards required. Develop and produce new learning materials and tackle issues affecting quality of delivery or content.
4. Engage in subject, professional and pedagogic research and other scholarly activities and support teaching activity, contributing to the planning, design and development of objectives and materials that promote the subject. Ensure that the outputs of such activities are to a standard that will be recognised internationally in terms of originality, significance and rigour.
5. Conduct individual or collaborative scholarly activity and research and be responsible for identifying sources of funding or income for individual work or contribute towards the process for securing funding or funds for collaborative activities and particularly but not exclusively contribute to the development and delivery of short courses and professional development programmes. Ensure that the results and outputs of scholarly and research are actively disseminated, having identified or developed appropriate methods to do this and use the same outputs to develop and produce learning materials.
6. Ensure that student needs are identified and responded to and to provide pastoral care within a specified area.
7. Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects and build relationships for future activities ensuring that the knowledge obtained from scholarly and external activities is extended, transformed and applied to teaching.
8. Forge and maintain links with relevant industry and professional bodies.
9. Take responsibility for administrative duties in areas such as admissions, timetabling, examinations, assessment of student progress and attendance, collaborating with colleagues on the implementation of assessment procedures, contributing towards the accreditation of courses and quality control processes and to provide advice on strategic issues such as student recruitment and marketing.
10. Contribute to the development and delivery of short courses and professional development programmes.
11. Undertake any other duties within their competence as required by the University.

## **Context**

We are looking for a candidate with proven record of successful industry experience and/or research and/or teaching in two or more of the following areas: Quantity Surveying/Commercial Management, Construction Management, Building Services Engineering and Construction Technology modules. Experience in Contracting Commercial Management will be an advantage.

The postholder will possess sufficient breadth or depth of specialist knowledge in their discipline to develop and design modules and the provision of learning support. The postholder will need to apply appropriate methods of teaching and learning in the subject area, adjusted appropriately to the level of the academic programme to ensure that the range of delivery techniques enthuse and engage students. This will require the application of appropriate learning technologies to support how students learn, both generally and in the subject. This postholder will also require the ability to routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high-level skills and a range of media.

It will be necessary for the postholder to have and maintain a sound and comprehensive understanding of the University's Academic Regulations in order to ensure that these are adhered to and that appropriate advice and guidance can be provided to colleagues and peers. The postholder must have the knowledge and understanding of the implications of quality assurance and enhancement for professional practice.

The postholder will have to balance the pressures of teaching and administration with competing or conflicting deadlines.

While the postholder will be required to manage projects relating to their own area of work, including the organisation of external activities such as placements and field trips they will also need to act as a responsible team member, leading where agreed, and developing productive working relationships with other members of staff. They will be expected to work as part of a team, co-ordinating work with colleagues and mentoring colleagues with less experience, providing advice and assistance with personal development as necessary.

The postholder has responsibility for ensuring that suitable and sufficient risk assessments are undertaken for the activities for which they are responsible and that measures to control risk are identified and implemented and communicated to all affected.

They must ensure the provision of adequate supervision and training, to include: the responsibility to work with due regard for the health and safety of themselves and others; familiarity with actions to be taken in the event of emergency; and the duty to report accidents and hazards appropriately.

There may be a requirement to supervise student projects, fieldwork or placements depending on the module or course.

The University of Westminster has developed the Professional Recognition Enhancement Scheme for Teaching (PRESTige) accredited by the Higher Education Academy (HEA) for Fellowship of the HEA at different categories. The categories range from Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA) and are benchmarked against the UK Professional Standards Framework for Teaching and Support Learning, 2011 (UKPSF). PRESTige has two routes – the Pg Cert Higher Education which is accredited for the award of AFHEA, FHEA and SFHEA and an experience-based e-portfolio route. All academic colleagues are encouraged to engage with PRESTige and work towards the appropriate category of fellowship.

Our courses are focussed on construction, surveying and building control. We seek construction professionals interested in enlivening, developing, managing, marketing and regenerating land and property. We teach using a variety of methods including case studies, projects, lectures seminars and field trips to ensure that students understand key concepts and can apply them effectively in a work context. We have a strong ethos of student support and each member of staff undertakes personal tutoring and academic support.

The department is also expanding its research, knowledge transfer and consultancy activities and is keen to develop its profile amongst employers, industry organisations and associated professional bodies.

Our students come from diverse backgrounds and study full and part time, some under the UK Government Apprenticeship Scheme. We have high standards and expectations of all our students, and aim to provide a supportive environment in which they can achieve their full potential.

## **DIMENSIONS**

This post is situated within Construction Studies subject group, within the School of Applied Management, one of four Schools in the College of Westminster Business School based at the Marylebone site. At Undergraduate level we offer four main taught programmes in Construction.

- BSc (Hons) Building Surveying
- BSc (Hons) Construction Management
- BSc (Hons) Quantity Surveying and Commercial Management
- Bsc (Hons) Building Control Surveying

At Masters Level we offer

- MSc Construction Commercial Management
- MSc Construction Project Management

Currently we are seeking to maintain and develop our expertise in the delivery of Construction Management, Quantity Surveying/Commercial Management, Building Services Engineering and Construction Technology modules. We expect the post holder to be involved in the delivery of modules in these subject areas or capable of developing teaching skills based upon industry experience in these areas. In addition

the post holder will be involved in the pastoral tutoring of students and supervision of undergraduate and postgraduate research projects.

Please note: the dimensions of this appointment may vary from time to time dependent on precise duties.

**Person Specification  
Senior Lecturer**

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Degree in a discipline related to discipline	<b>E</b>	
Post-Graduate Degree		
OR Professional Qualification; full membership of related Professional body	<b>E</b>	
PhD OR		
An equivalent level of knowledge, supported by evidence, which demonstrates you are a recognised expert with an authoritative understanding of your specialised field or discipline. You will have gained this knowledge through very broad and extensive experience, having built on a sound understanding of concepts and principles, through your wide and significant exposure to complex practices and precedents, within either industry, consultancy or private practice.	<b>E</b>	
Or Substantial proven teaching experience		
Teaching Qualification, (e.g. PGCHE Learning & Teaching) or the commitment to achieve this at the earliest possible date.	<b>E</b>	
<b>You will have proven experience and evidence of achievement of:-</b> Substantial proven teaching or professional activity or experience in two or more of the following areas:		
<ul style="list-style-type: none"> <li>• Quantity Surveying/Commercial Management</li> <li>• Construction technology</li> <li>• Environmental Science / building services engineering</li> </ul>	<b>E</b>	
Practice/research and teaching experience within subject specialism with a proven	<b>E</b>	

<p>record of achievement in the chosen field reflected in a growing reputation.</p> <p>Evidence of innovation in developing professional construction project outputs OR research programme design combined with a level of innovation and impact of research and published research results.</p> <p>Evidence of ability to attract research funding and/or bids for other financial support, or equivalent.</p> <p>Extensive experience and demonstrated success in planning, building a team and delivering research results.</p> <p>Extensive experience of developing and devising models, techniques and methods.</p> <p>Extensive experience and demonstrated success in developing methods, coaching and management skills</p>	<p><b>E</b></p>	<p><b>D</b></p> <p><b>D</b></p> <p><b>D</b></p> <p><b>D</b></p>
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<p><b>Attributes and Skills</b></p> <p>High level analytical capability.</p> <p>Skills in counselling and motivating students at all levels.</p> <p>Ability to design and deliver course materials and to contribute towards the broader academic processes, for example; course development, assessment exercises, examinations and student recruitment.</p> <p>Ability to assess and organise resources.</p> <p>Ability to monitor and ensure effective management of assets and budgets allocated as part of the role and management resources.</p> <p>An understanding of and ability to contribute to broader management processes.</p> <p>Skills in managing and motivating staff.</p> <p>Proven ability to devise and advise on and manage learning and research programmes.</p> <p>IT skills minimum requirements: Word, Excel, PowerPoint (i.e. Microsoft package): plus Email, intranet and VLE's.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>D</p> <p></p> <p>D</p> <p>D</p> <p></p>
<p><b>Personal Attributes</b></p> <p>Fully committed to creating a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.</p>	<p>E</p>	<p></p>