

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.

**Role Descriptors
Outputs and Requirements**

Title: Lecturer (Academic Professional Development)

Reports to: Head of Centre for Education and Teaching Innovation

School: Centre for Education and Teaching Innovation

Professional Values

All Lecturers are required to demonstrate respect for individual learners and be committed to incorporating the process and outcomes of relevant research, scholarship and/or professional practice. 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

To teach as a member of a teaching team in a developing capacity within established programmes of study and academic professional development programmes.

Principal Accountabilities

1. Teach within established programmes of study, and within a variety of settings from small tutorial groups to large lectures, ensuring that learning needs of the students are identified, that appropriate learning objectives are defined and that the content of the learning materials and methods of delivery meet the defined learning objectives. This may include module leadership.
2. Contribute to development of teaching materials, methods and approaches with guidance. Develop personal skills and appropriate approaches to teaching, seeking guidance from senior staff as appropriate and continually seeking ways of improving performance by reflecting on teaching design and delivery by obtaining and analysing feedback from students and colleagues.

3. Create a climate for students that challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking, ensuring that at all times the work of the students is supervised appropriately, and advice and assistance is provided on study skills and any other learning issues.
4. Use appropriate assessment instruments and criteria to assess the progress of the students and ensure that all students are provided with constructive feedback in a prompt and timely manner.
5. Develop and extend contacts and regularly participate in internal and external networks for the exchange of information and ideas and to develop good working relationships.
6. Contribute to preparing technical material e.g. proposals and applications for funding or accreditation.
7. Act as a personal tutor and mentor for students, ensuring that appropriate listening, interpersonal and pastoral care skills are used to deal with sensitive or difficult issues and that appropriate support is provided, taking into account individual student needs and circumstances, referring students to specialist support services if necessary.
8. Engage in subject, professional or pedagogic research and other scholarly activities which can support teaching activity and where the quality of the outputs can be recognised nationally in terms of originality, significance and rigour.
9. Undertake any other duties within their competence as required by the University.

CONTEXT

The postholder will be expected to manage their own teaching, scholarly and administrative activities within the framework set by School, College, Centre or University policy. There may be a requirement to supervise student projects, fieldwork or placements depending on the module or course. The postholder will be expected to possess sufficient breadth or depth of specialist knowledge to be able to deliver high quality teaching and support to established teaching programmes. The postholder will be expected to engage in a programme of continuous professional development, in consultation with their line manager.

The postholder has a 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.

The University of Westminster has developed the Professional Recognition Enhancement Scheme for Teaching (PRESTige) accredited by Advance HE for Fellowship of the Higher Education Academy at different categories. The categories range from Associate Fellow (AFHEA), Fellow (FHEA) and Senior Fellow (SFHEA) and are benchmarked against the UK Professional Standards Framework for Teaching and Supporting Learning, 2011 (UKPSF). All academic colleagues are strongly encouraged to engage with PRESTige and work towards the appropriate category of fellowship.

DIMENSIONS

This is a permanent appointment that sits within the Centre for Education and Teaching Innovation (CETI).

CETI has a University-wide role in championing learning and teaching and promoting excellence in the context of the needs of our particular students. The Centre has responsibility for, inter alia: coordination and delivery of courses in English for Academic purposes; coordination and core delivery of Foundation courses; promoting partnership and co-creation with students; supporting scholarship in learning and teaching; building learning communities to foster pedagogic and educational research; supporting course teams in curriculum development; developing the professionalism, excellence and innovation of our staff in learning and teaching.

CETI runs the University's Professional Recognition and Enhancement Scheme for Teaching (PRESTige), which provides a framework for recognition and continued development of professional standards in teaching and supporting learning. The scheme is available to both academic staff and other staff who support student learning. The scheme is accredited by Advance HE. A taught route, leading to a PGCHE is a probation requirement for new academic staff with less than three years' experience. The PGCHE provides Fellowship of the Higher Education Academy (FHEA). There is also a Certificate of Special Study that provides Associate Fellowship (AFHEA) for PhD students and those with limited responsibilities in supporting student learning. The PRESTige e-Portfolio provides a route for more experienced staff who teach and support learning to recognise and reflect on their experience, and to record it against a national benchmark – the UK Professional Standards Framework (UKPSF). E-portfolio routes are available for Fellowship (FHEA) and Senior Fellowship (SFHEA).

CETI has recently launched an innovative model of academic professional development by which tailored development opportunities are designed and delivered in partnership with colleagues in academic Schools to respond to local needs. This work is coordinated by CETI and a team of Academic Professional Development Fellows who hold substantive academic posts in Schools but spend a portion of their time working with CETI. A programme of professional development activities is being planned under this scheme.

The core responsibility of the Lecturer appointed will be to work under the leadership of the Director of Academic Professional Development to teach on the various academic professional development programmes referred to above and to support the coordination of the programmes. Lecturers may also be required to contribute to

the broader role of CETI within their competence, to engage in research and scholarly activity, and other associated accountabilities as identified above.

Note: CETI's academic professional development programmes operate throughout the whole calendar year. The post therefore requires a commitment all year round, subject to fair allocation of workload, and generous annual leave allowances.

**Person Specification
Lecturer**

Qualifications	Essential	Desirable
Degree	E	
Post-Graduate Degree or Professional Qualification	E	
Teaching Qualification, (e.g. PGCHE Learning & Teaching) <u>or</u> the commitment to achieve this at the earliest possible date <u>or</u> equivalent relevant teaching experience as assessed by the recruiting manager.	E	
An expectation of prior attainment of HEA Fellowship or a willingness to undertake and engage with the University's PRESTige scheme for the appropriate category within an agreed timeframe	E	
Senior HEA Fellowship/or a willingness to engage with the University's PRESTige scheme to obtain Senior Fellowship within an agreed timeframe		D
You will have proven experience and evidence of:		
Ability to design and deliver course materials	E	
Proven record of successful experience in research and teaching	E	
Subject expertise that is up to-date	E	
Breadth and depth of specialism of specialist knowledge in the discipline, to work within existing programmes	E	
Engagement in continuous professional development	E	
Contribution to design of teaching or research		D

<p>Skills</p> <p>High level analytical capability</p> <p>Ability to communicate information clearly</p> <p>Ability to encourage commitment to learn in others</p> <p>Ability to assess and organise resources</p> <p>Understanding of and ability to contribute towards broader management issues</p>	<p>E</p> <p>E</p> <p>E</p>	<p>D</p> <p>D</p>
<p>Personal Attributes</p> <p>Fully committed to contributing to 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>	