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.

Role Descriptors
Outputs and Requirements

Title: **Senior Lecturer in Curriculum Design**

Reports to **Head of the Centre for Education and Teaching Innovation**

Department **Centre for Education and Teaching Innovation**

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 university's academic curriculum. The management contributions to the Centre may be significant. Specifically, this role will focus on the delivery of frameworks, professional development opportunities and credit-bearing courses that enable colleagues to effectively design, review and evaluate modules, courses and programmes of study.

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. 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. Take responsibility for administrative duties in areas such as admissions, time-tabling, 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.

9. Undertake any other duties within their competence as required by the University.

Context

The postholder will possess sufficient breadth or depth of specialist knowledge in order to develop and design modules, workshops, resources and interventions that support academic and professional service colleagues in the process of learning and curriculum design.

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 colleagues. This will require

the application of appropriate learning technologies to support how colleagues 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 Supporting Learning, 2011 (UKPSF). All academic colleagues are strongly encouraged to engage with PRESTige and work towards the appropriate category of fellowship. For further information, contact Centreforteachinginnovation@westminster.ac.uk
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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 this Senior Lectureship will be to work with colleagues in our Academic Professional Development team to design, co-ordinate and deliver curriculum design frameworks, materials and workshops. These interventions will support colleagues to design effective learning episodes that reflect the University's values and principles, and the outcomes identified in the Education Strategy. A key part of the role will be effective partnership working with stakeholders across the University, including Colleges and Quality and Standards. This will ensure that colleagues successfully engage with our newly established Intensive Curriculum Design workshops, and prepare courses that are contemporary, innovative and meet the needs of students and wider stakeholders.

The postholder will also be expected to contribute to our postgraduate awards in higher education, and play a key role in the development of our portfolio of credit-bearing courses and professional development activities.

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
Senior Lecturer

Qualifications	Essential	Desirable
Degree	E	
Post-Graduate Degree or Professional Qualification	E	
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. Or Substantial proven teaching experience	E	
Teaching Qualification, (e.g. PGCHE Learning & Teaching) or the commitment to achieve this at the earliest possible date or 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 Fellowship		D
You will have proven experience and evidence of achievement of:-		
Substantial proven teaching experience or	E	
Substantial proven experience in relevant professional activity	E	

Extensive experience and demonstrated success in planning building a team and delivering research results.	**E**	
Extensive experience of developing and devising models, techniques and methods.	**E**	
Extensive experience and demonstrated success in developing methods, coaching and management skills	**E**	
Significant experience of course and curriculum development and the development and introduction of improved methods of teaching and learning.	**E**	
Experience of development and management of effective quality assurance procedures, including active involvement in committees and working groups.		**D**
Extensive experience and demonstrated success in planning, building a team and delivering results.	**E**	
Extensive experience and demonstrated success in developing methods, coaching and management skills		**D**

Attributes and Skills		
High level analytical capability.	**E**	
Ability to communicate information clearly, with skills in counselling and motivating students at all levels.	**E**	
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.	**E**	
Ability to assess and organise resources.		**D**
Ability to monitor and ensure effective management of assets and budgets allocated as part of the role and management resources.	**E**	
An understanding of and ability to contribute to broader management processes.	**E**	
Skills in managing and motivating staff.	**E**	
Proven ability to devise and advise on and manage learning and research programmes.		**D**
IT skills minimum requirements: Word, Excel, PowerPoint (i.e. Microsoft package): plus Email, intranet and Blackboard		**D**
Personal Attributes		
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.	**E**	