

## **Role Profile: Grade E: Associate Lecturer (Education and Scholarship)**

The role profile indicates the expectations and responsibilities of staff at this level. This does not mean that they will be expected to do all of the listed activities all of the time, nor does it guarantee that they will be given the opportunity to do all of these activities, although it does mean that the University can expect/require a member of staff at that level to do any of these activities, with reasonable notification and support. Similarly, the role profile is not exhaustive, and a role holder may be required to undertake other duties of similar level and responsibility. In some roles and disciplines, some of the activities detailed below will be essential requirements of the role.

### **Teaching and Learning Support**

*Appointments at this level may be required to:*

- Teach as a member of a teaching team within an established programme of study.
- Teach in a variety of settings from small group tutorials to large lectures.
- Transfer knowledge in an appropriate form.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials meet the defined learning objectives for individual teaching sessions.
- Develop own teaching materials, methods and approaches.
- Develop the skills of applying appropriate approaches to teaching.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Set and mark assignments and set examination questions.
- Assess the work and progress of students by reference to defined criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
- Supervise students' projects under guidance and supervision.

### **Scholarship**

*Appointments at this level may be required to:*

- Reflect on practice and the development of own teaching and learning skills.

### **Communication**

*Appointments at this level may be required to:*

- Communicate information and ideas to students.
- Write handouts and other learning support materials.
- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Communicate material of a specialist or highly technical nature.

### **Liaison and Networking**

*Appointments at this level may be required to:*

- Liaise with colleagues and students.

- Join appropriate internal networks.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and ideas.

### **Managing people**

*Appointments at this level may be required to:*

- Agree responsibilities.
- Manage own teaching, scholarly and administrative activities.
- Supervise students' fieldwork and placements.

### **Teamwork**

*Appointments at this level may be required to:*

- Actively participate as a member of a teaching team.
- Attend and contribute to relevant meetings.
- Collaborate with academic colleagues on programme development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

### **Pastoral care**

*Appointments at this level may be required to:*

- Show consideration to others.
- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Act as personal tutor, giving first line support and mentoring to students.
- Refer students as appropriate to services providing further help.

### **Initiative, problem solving and decision-making**

*Appointments at this level may be required to:*

- Deal with problems which may affect the delivery of own teaching.
- Contribute to decisions affecting the work of the team.
- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

### **Planning and managing resources**

*Appointments at this level may be required to:*

- Plan own day-to-day activity within the framework of the agreed programme.

- Co-ordinate own work with that of others to avoid conflict or duplication of effort.
- Contribute to the planning of teaching programmes.
- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials.

### **Sensory, physical and emotional demands**

*Appointments at this level may be required to:*

- Exercise sensory and physical demands, varying from relatively light to a high level depending on the discipline and the type of work carried out and will involve carrying out tasks that require the learning of certain skills.
- Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.

### **Work environment**

*Appointments at this level may be required to:*

- Be aware of the risks in the work environment and their potential impact on their own work and that of others.
- Depending on area of work (eg laboratories, workshops, studios) take responsibility for conducting risk assessments, and take responsibility for the health and safety of others and reducing hazards.

### **Expertise**

*Appointments at this level may be required to:*

- Possess and maintain sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods and techniques to work within own area.
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Engage in continuous professional development.
- Be able to engage the interest and enthusiasm of students and inspire them to learn.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need.

