

ACADEMIC ROLE PROFILES: TEACHING AND RESEARCH

LECTURER A

LEVEL 2	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none">• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.• Transfer knowledge in the form of practical skills, methods and techniques• Identify learning needs of students and define appropriate learning objectives• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.• Develop own teaching materials, methods and approaches with guidance.• 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 of study skills and help them with learning problems.• Select appropriate assessment instruments and criteria, assess the work and progress of students of reference to the criteria and provide constructive feedback to students.• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
2 Research and scholarship	<ul style="list-style-type: none">• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.• Conduct individual and collaborative research projects.• Write up research work for publication.• Continually update knowledge and understanding in field or specialism.• Translate knowledge of advances in the subject areas into the course of study.
3 Communication	<ul style="list-style-type: none">• Deal with routine communication using a range of media.• Communicate complex information, orally, in writing and electronically.• Preparing proposals and applicants to external bodies, eg for funding and accreditation purposes.

	<ul style="list-style-type: none"> • Communicate material of a specialist or highly technical nature.
4 Liaison and networking	<ul style="list-style-type: none"> • Liaise with colleagues and students. • 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 ideas.
5 Managing people	<ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, research and administrative activities, with guidance if required. • Could be expected to oversee postgraduate students. • Act as a mentor for students in capacity of personal tutor.
6 Teamwork	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development, curriculum changes and the development of research activity. • Attend and contribute to subject group meetings. • Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	<ul style="list-style-type: none"> • 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. • Refer students as appropriate to services providing further help.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research 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.
9 Planning and managing resources	<ul style="list-style-type: none"> • Use teaching and research resources, laboratories and workshops as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor.
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills. • Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.

11 Work environment	<ul style="list-style-type: none">• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
12 Expertise	<ul style="list-style-type: none">• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes.• Engage in continuous professional development.• 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 academic content and issues relating to student need.

LECTURER B

LEVEL 3 (building on the level of demand in Level 2)	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> • Design teaching material and deliver either across a range of modules or within a subject area. • Use appropriate teaching, learning support and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current provision is in need of revision or improvement. • Contribute to the planning, design and development of objectives and material. • Set, mark and assess work and examinations and provide feedback to students.
2 Research and scholarship	<ul style="list-style-type: none"> • Develop research objectives, projects and proposals. • Conduct individual or collaborative research projects. • Identify sources of funding and contribute to the process of securing funds. • Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities. • Write or contribute to publications or disseminate research findings using other appropriate media. • Make presentations at conferences or exhibit work in other appropriate events.
3 Communication	<ul style="list-style-type: none"> • 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.
4 Liaison and networking	<ul style="list-style-type: none"> • Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
5 Managing people	<ul style="list-style-type: none"> • Advise and support colleagues with less experience and advise on personal development. • Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as PhD supervisor.
6 Teamwork	<ul style="list-style-type: none"> • Act as a responsible team member and develop productive working relationships with other members of staff. • Could be required to take the lead in a local project. • Collaborate with colleagues to identify and respond to students' needs.

7 Pastoral care	<ul style="list-style-type: none"> • Could be expected to act as a module tutor. • Be responsible for the pastoral care of students within a specified area.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Develop ideas for generating income and promoting the subject. • Develop ideas and find ways of disseminating and applying the result of research and scholarship. • Sole responsibility for the design and delivery of own modules and assessment methods. • Collaborate with colleagues on the implementation of assessment procedures. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes.
9 Planning and managing resources	<ul style="list-style-type: none"> • As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. • Manage projects relating to own area or work.
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Balance the pressures of teaching, research and administrative demands and competing deadlines.
11 Work environment	<ul style="list-style-type: none"> • Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
12 Expertise	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes. • Use a range of delivery techniques to enthuse and engage students.

SENIOR LECTURER

LEVEL 4 (building on the level of demand in Level 3)	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> • Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the university and department.
2 Research and scholarship	<ul style="list-style-type: none"> • Determine relevant research objectives and prepare research proposals. • Contribute to the development of research strategies. • Carry out independent research and act as principal investigator and project leader. • Act as a referee and contribute peer assessment. • Make presentations or exhibitions at national or international conferences and other similar events.
3 Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
4 Liaison and networking	<ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in institutional committee. • Lead and develop external networks for example with external examiners and assessors. • Develop link with external contracts such as other educational bodies, employers, and professional bodies to foster collaboration.
5 Managing people	<ul style="list-style-type: none"> • Provide academic leadership to those working, within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a term by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Could act as a line manager (eg of research teams)* • Act as a personal mentor to peers and colleagues.
6 Teamwork	<ul style="list-style-type: none"> • Lead teams within areas of responsibility.

	<ul style="list-style-type: none"> • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.
7 Pastoral care	<ul style="list-style-type: none"> • Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions which have an impact on other related programmes. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters. • Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
9 Planning and managing resources	<ul style="list-style-type: none"> • Responsible for the delivery of own educational programmes. • Contribute to the overall management of the department in areas such as budget management and business planning. • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available. • Contribute to the management of quality, audit and other external assessments.
10 Sensory, physical and emotional demands	†
11 Work environment	<ul style="list-style-type: none"> • Depending on area of work (eg laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
12 Expertise	<ul style="list-style-type: none"> • Required to be an externally recognised authority in the subject area. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.