**LECTURER/ SENIOR LECTURER,**

**ICI, CHINA**

Shape

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| School/Department: | Visual Communication Design |
| Grade: | Grade 8 (Lecturer) / 9 (Senior Lecturer) |
| Reports to: | Subject Lead |
| Responsible for: | N/A |
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| Job Summary and Purpose: | To be a key member of the academic team of the ICI, leading teaching, learning and assessment of ICI courses, developing and applying innovative and appropriate teaching techniques that develop the knowledge, skills and successful career journeys of students to the required level. Carry out on-going curriculum development and review including module content and materials and contribute to learning and teaching strategy. Undertake a range of administrative responsibilities. |

**01 MAIN DUTIES**

This professional role will encompass all of the following, but the balance of duties and responsibilities will be determined in agreement with your line manager and the principles of the stated job purpose.

**Student learning experience**

1. To support the teaching objectives of the ICI by delivering teaching through allocated lectures, tutorials and other forms of teaching.
2. Set and mark coursework and exams, providing constructive feedback to students.
3. To work with the UK Link Tutor to develop where appropriate revisions to existing modules or courses in terms of design, content, structure, forms of delivery, method of assessment
4. To develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this.
5. To contribute to the development of new teaching approaches and course proposals and to the design of curricula which are academically excellent, coherent and intellectually challenging.
6. To ensure that course design and delivery at the ICI comply with the quality standards and regulations of the University
7. To provide – with mentoring - supervision to students, giving advice on study skills and helping with learning problems. To identify the learning needs of students and define learning objectives.
8. To supervise student projects, field trips and, where appropriate, placements.
9. To maintain active links with industry and professional practitioners and to bring these networks to the ICI for the benefit of students.
10. To coordinate with Link Tutors or Module Leaders in the UK to ensure the consistency and equivalence of teaching and learning at the ICI and the UK.
11. To coordinate the teaching arrangements with academic staff of Xiamen University who would contribute on the same module.
12. To work closely with the English team to integrate the academic study with the English improvement of students.
13. To monitor students progress regularly and provide additional support to students if necessary.
14. To work closely with staff from other disciplines at the ICI to offer students crossdisciplinary study experience.
15. To work closely with UCA, ICI and Xiamen University academic and administration teams to ensure that all the work conducted meets the regulations and reuirements of the University.
16. If required, and within field of expertise, deliver modules and provide support to students within the ICI academic scheme programmes.

**Research, professional practice and pedagogy**

1. UCA operates Academic Career Fields that recognises and supports the expertise of academic staff in Research, Professional Practice or Creative Education fields. Staff are scholarly in their field of expertise, investigating and applying innovation in curriculum development, teaching, learning and assessment methods to their work and the wider team.
2. Staff may be supported with time and resources for advanced research and professional practice in discussion with their line-manager.

**Managing people and resources**

1. Manage own teaching, scholarly and administrative activities
2. Prioritise own workload within agreed objectives to ensure all activities are completed to deadlines.
3. Provide induction, support and training to staff on the development of teaching, learning and assessment, regulations and university procesures and procedures.
4. Attend training and meetings at UCA/UK as required.

**Pastoral care**

1. Be responsible for pastoral care of students.
2. Act as personal tutor, giving first-line support and mentoring to students.
3. Appreciate the needs of individual students and their circumstances.
4. Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
5. Refer students as appropriate to services providing further support.

**Liaison and networking**

1. Work with faculty colleagues on a wide range of issues.
2. Participate in and develop networks within the University and externally concerned with learning and teaching matters, quality and student satisfaction.
3. Participate in collaborative partnerships with external partners, which are concerned with knowledge exchange and promoting educational links with practice and industry.
4. Undertake international visits in order to establish partnerships at partner institutions.

**Academic administration**

1. Undertake various administrative responsibilities as required. This will include areas such as assessment of progress, student attendance, teaching quality, student experience etc.
2. Participate in faculty and school meetings.

**ADDITIONAL RESPONSIBILITIES:**

**Communication**

* Routinely communicate complex and conceptual ideas to those with limited knowledge as well as to peers using high level skills and a range of media.

**Teamwork**

* Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.
* Co-ordinate the work of colleagues to identify and respond to student needs.

**Initiative, problem solving and decision making**

* Identify the need for developing content or structure of modules with colleagues and make proposals on how this should be achieved.
* Develop ideas and find ways of disseminating and applying the result of scholarship.
* Exercise responsibility for the design and delivery of modules and assessment methods.
* Collaborate with colleagues on the implementation of assessment procedures.
* Contribute to the accreditation of programmes and quality control processes.
* Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others as appropriate.
* Make decisions regarding the content, delivery and assessment of courses within agreed regulations.
* Balance the competing pressures of teaching, scholarship and administrative demands and deadlines.

**Work environment**

* Be aware of the risks in the workplace and the potential impact on their own work and that of others.
* Depending on area of work (for example laboratories, workshops, studios) conduct risk assessments, take steps to reduce hazards and comply with health and safety policies and procedures.

**02**  **Duties of all staff**

2.1 To undertake such other duties as are within the scope and spirit of the job purpose, the job title, and the grade.

2.2 Take responsibility for health and safety of yourself and others in carrying out the duties of the role.

2.3 To promote equality, diversity and inclusion in your performance of your duties.

2.4 Maintain and promote health, safety & wellbeing awareness and commitment within the framework of the University's Health, Safety & Wellbeing policy.

2.5 Undertake any other work and hours of work as required to commensurate with the level and responsibility of the post.

2.6 To actively participate in learning and development to meet the requirements of your role and the University.

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| **03** **Selection Matrix** | | **Essential** | **Desirable** | **Used to shortlist** |
| **Qualifications** | | | | |
| 1 | Higher degree in a relevant subject |  |  |  |
| **Knowledge & Experience** | | | | |
| 2 | Teaching qualification or preparedness to work towards a teaching qualification or equivalent professional experience (that is, fellow of the UK higher education academy, peer review etc) |  |  |  |
| 3 | Sufficient breadth/depth of specialist knowledge in the discipline to teach the curriculum and ensure its continued development |  |  |  |
| 4 | Knowledge of higher education and ability to use a range of techniques to enthuse, and engage students and provide an excellent student experience |  |  |  |
| 5 | Evidence of excellent teaching in an international setting and of cultural competence |  |  |  |
| 6 | Excellent written and verbal communication skills |  |  |  |
| 7 | Able to demonstrate an independent and self-managing approach to working |  |  |  |
| 8 | Evidence of successful curriculum development |  |  |  |
| 9 | Evidence of successful team leadership and development |  |  |  |
| 10 | Evidence of senior level research/professional practice |  |  |  |
| 11 | Evidence of senior level educational development |  |  |  |
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**Does the role require a DBS? NO**