

Aston University

Academic Role Profile (V3)

Lecturer B

ELEMENT	ROLE PROFILE
1. Communication	<ul style="list-style-type: none"> • Deal with routine communication using a range of media. • 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. • Communicate material of a specialist or highly technical nature, may be required to influence/negotiate with others to achieve the desired outcome • Prepare proposals and applications to external bodies, eg for funding and accreditation purposes. • Prepare papers for steering groups and other bodies
2. Teamwork and Motivation	<ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, research and administrative activities. • Develop productive working relationships with other members of staff • Take lead responsibility for a small research project or identified parts of a large project co-ordinating the work of others • Attend and contribute to subject group meetings. • Supervise the work of others (if appropriate). • Collaborate with colleagues on areas of shared interest.
3. 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 and ideas. • 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
4. Service Delivery	<ul style="list-style-type: none"> • Deal effectively with requests for information, referring them to others if appropriate • Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate • Input into setting the standards of the immediate service being delivered and proactively gain feedback from users to inform these • Participate in module reviews
5. Decision Making Processes and Outcomes	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes • Collaborate with colleagues to identify and respond to students' needs • Collaborate with colleagues on academic content of modules, and on the assessment of students' work • Collaborate with colleagues on the implementation of assessment procedures

<p>6. Planning and organising resources</p>	<ul style="list-style-type: none"> • Balance the competing pressures of teaching, scholarship, research and administrative demands and deadlines. • Use teaching and research resources, laboratories and workshops as appropriate. • Plan and manage own teaching and tutorials (as agreed with mentor if appropriate) • As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs are met. • Manage projects relating to own area of work.
<p>7. Initiative and problem-solving</p>	<ul style="list-style-type: none"> • Deal with problems which may affect the delivery of own teaching • Co-ordinate own work with that of others to avoid conflict or duplication of effort • 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. • Advise others on strategic issues such as student recruitment and marketing. • Respond to pedagogical and practical challenges. • Contribute to the planning, design and development of objectives and material • Contribute to the accreditation of courses and quality control processes.
<p>8. Analysis and Research</p>	<ul style="list-style-type: none"> • Develop research objectives, projects and proposals for own or joint research. • Conduct individual and collaborative research projects. • Write up research work for publication. • Present research findings at conferences or other appropriate events • Identify sources of funding and secure funds (in collaboration with others where appropriate). • Extend, transform and apply knowledge acquired from research to teaching and other appropriate activities • Gather and manipulate data and information, interpreting the results for use by self and others.
<p>9. Sensory and physical demands</p>	<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.
<p>10. Work environment</p>	<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. • Depending on area of work and level of training received, may conduct risk assessment and take responsibility for the health and safety of others
<p>11. Pastoral Care and Welfare</p>	<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 to students within a specified area. • Refer students as appropriate to services providing further help.

<p>12. Team Development</p>	<ul style="list-style-type: none"> • Assist (formally or informally) with the induction of new staff, advising on procedures where appropriate. • Give advice, guidance, coaching and feedback to research staff (if appropriate) • Advise and support colleagues with less experience and advise on personal development.
<p>13. Teaching and Learning Support</p>	<ul style="list-style-type: none"> • Translate knowledge of advances in the subject area into the course of study. • Teach 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 and on undergraduate and postgraduate programmes (where applicable). • Transfer knowledge in the form of theories, practical skills, methods and techniques. • Identify learning needs of students and define appropriate learning objectives. • Design and develop teaching and learning objectives and materials and deliver across a range of modules or within a subject area ensuring that content, methods of delivery and learning materials meet the defined learning objectives. • Use appropriate teaching, learning support and assessment methods. • 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, mark and assess work and examinations and provide feedback to students. • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback. • Act as a mentor for students in capacity of personal tutor. • Supervise post-graduate students (if applicable). • Give guidance to post-graduate students (where appropriate). • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current teaching and learning provision is in need of revision or improvement. • Contribute to the accreditation of courses and quality control processes
<p>14. Knowledge and Experience</p>	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes • Be recognised internally as an authority in the subject area • Continually update knowledge and understanding in field or specialism. • Engage in continuous professional development. • Possess familiarity with a variety of strategies to promote and assess learning. • Understand equal opportunity academic content and issues relating to student needs.