

## **Aston University**

Academic Role Profile (V4)

Lecturer A

Grade 8

ELEMENT	ROLE PROFILE
1. Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of standard media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Communicate material of a specialist or highly technical nature, may be required to influence/negotiate with others to achieve the desired outcome</li> <li>• Prepare proposals and applications to external bodies, eg for funding and accreditation purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
2. Teamwork and Motivation	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, research and administrative activities, with guidance if required.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> <li>• Collaborate with academic colleagues on areas of shared research interests</li> </ul>
3. Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and ideas.</li> </ul>
4. Service Delivery	<ul style="list-style-type: none"> <li>• Deal effectively with requests for information, referring them to others if appropriate</li> <li>• Participate in module reviews</li> <li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback</li> </ul>
5. Decision Making Processes and Outcomes	<ul style="list-style-type: none"> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> <li>• Collaborate with academic colleagues on course development and curriculum changes.</li> <li>• Contribute to collaborative decision making with colleagues on areas of research</li> </ul>
6. Planning and organising resources	<ul style="list-style-type: none"> <li>• Balance (with help where appropriate) the competing pressures of teaching, scholarship, research and administrative demands and deadlines.</li> <li>• Use teaching and research resources, laboratories and workshops as appropriate.</li> <li>• Plan and manage own teaching and tutorials (as agreed with mentor if appropriate)</li> </ul>
7. Initiative and problem-solving	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities.</li> <li>• Deal with problems which may affect the delivery of own teaching and research objectives</li> </ul>

<p>8. Analysis and Research</p>	<ul style="list-style-type: none"> <li>• Respond to pedagogical and practical challenges.</li> <li>• Develop research objectives and proposals for own or joint research with assistance of a mentor if required.</li> <li>• Conduct individual and collaborative research projects.</li> <li>• Write up or contribute to writing up research work for publication</li> <li>• Gather and manipulate data and information, interpreting the results for use by self and others.</li> <li>• Reflect on practice and the development of own teaching and learning skills</li> <li>• Transform and apply knowledge acquired from scholarship to teaching</li> </ul>
<p>9. Sensory and physical demands</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>10. Work environment</p>	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
<p>11. Pastoral Care and Welfare</p>	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal tutor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
<p>12. Team Development</p>	<ul style="list-style-type: none"> <li>• Assist (formally or informally) with the induction of new staff, advising on procedures where appropriate.</li> <li>• Give advice, guidance, coaching and feedback to research staff and research students where appropriate</li> </ul>
<p>13. Teaching and Learning Support</p>	<ul style="list-style-type: none"> <li>• Teach in a developing capacity within an established programme of study, with the assistance of a mentor if required.</li> <li>• Teach in a variety of settings from small group tutorials to large lectures</li> <li>• Transfer knowledge in the form of theories, practical skills, methods and techniques.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Develop own teaching materials, methods and approaches with guidance if necessary.</li> <li>• Develop the skills of applying appropriate approaches to teaching</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</li> <li>• Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.</li> </ul>

14. Knowledge and Experience	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes.</li><li>• Engage in continuous professional development.</li><li>• Be able to engage the interest and enthusiasm of students and inspire them to learn.</li><li>• Develop familiarity with a variety of strategies to promote and assess learning.</li><li>• Understand equal opportunity academic content and issues relating to student needs.</li></ul>
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