# Aston University

Academic Role Profile (V3)

Teaching & Scholarship

Professorial Equivalent

(Other Related)

| ELEMENT | ROLE PROFILE |
|---|---|
| 1. Communication | • Edit relevant journals/publications in the discipline<br>• Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding<br>• Lead bids and applications to external bodies e.g for accreditation purposes<br>• Be routinely involved in complex and important communications and negotiations both internally and with external bodies |
| 2. Teamwork and Motivation | • Manage own teaching, scholarship and administrative activities<br>• Act as a key member of the team, leading where agreed, and develop productive working relationships with other members of staff<br>• Provide leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans, ensuring that work is allocated fairly, according to skills and capacity<br>• Exercise leadership for all subject area teaching and scholarly activities<br>• Ensure that staff are suitably qualified to work within their own area<br>• Develop and communicate a clear vision of the unit's strategic direction<br>• Ensure the implementation of the University's strategic plans within the area of work<br>• Promote a collegiate approach and develop team spirit and team coherence<br>• Foster inter-disciplinary team working<br>• Take the lead in small projects or aspects of larger projects on an institutional basis.<br>• Attend and contribute to subject group meetings.<br>• Collaborate with colleagues to identify and respond to students' needs.<br>• Advise others on strategic issues such as student recruitment and marketing.<br>• Ensure that teams within the area work together, acting to resolve conflicts within and between teams. |
| 3. Liaison and networking | • Participate in groups to share information about developments that directly benefit the University as a whole.<br>• Chair/take leading roles in committees and participate in institutional decision making and governance<br>• Lead and develop internal and external networks such as educational bodies, employers and professional bodies to foster collaboration and share information and ideas and promote the subject and the institution.<br>• Liaise with colleagues and students.<br>• Promote and market the work of the department in the subject area both nationally and internationally<br>• Promote and shape the overall subject area both nationally and |

| | |
|---|---|
| | internationally<br>• Promote and shape the overall subject area both nationally and internationally |
| 4. Service Delivery | • Deal effectively with student's requests for information, referring them to others if appropriate<br>• Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate<br>• Conduct module reviews on a regular basis<br>• Input into setting the standards of the immediate service being delivered and proactively gain feedback from users to inform these<br>• Identify opportunities for strategic development of new courses or appropriate areas of activity and contribute to the development of such ideas |
| 5. Decision Making Processes and Outcomes | • Responsible for taking independent, advisory and collaborative decisions which will typically have long lasting effects and will influence long-term strategic plans for a School. The decisions will set precedents which require judgement.<br>• Contribute to the enhancement of teaching quality and thinking in the field by being involved in quality assurance and other external decision making bodies<br>• Provide advice to external bodies<br>• Contribute to University planning and strategic development<br>• Help colleagues resolve their concerns about progress in research.<br>• Determine teaching programmes and methodologies, often in collaboration with colleagues<br>• Contribute to decisions which have an impact on other related programmes.<br>• Collaborate with academic colleagues on course development, curriculum changes and assessment procedures.<br>• Take sole responsibility for the design and delivery of own modules and assessment methods.<br>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters |
| 6. Planning and organising resources | • Contribute to long-term strategic planning that would affect a broad section of the University.<br>• Responsible for the organisation and deployment of resources within own areas<br>• Balance the pressures of teaching, scholarship and administrative demands and competing deadlines<br>• Identify sources of funding and contribute to the process of securing funds<br>• Plan, co-ordinate and implement teaching programmes<br>• Plan and implement commercial activities<br>• Use teaching resources, laboratories and workshops as appropriate.<br>• Plan and manage delivery of own educational programmes.<br>• Contribute to the overall management of the subject group in areas such as budget management and business planning |

| | |
|---|---|
| | • Be involved in School level strategic planning and contribute to wider strategic planning processes in the institution<br>• Contribute to the management of quality, audit and other external assessments<br>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs are met.<br>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips. |
| 7. Initiative and problem-solving | • Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.<br>• Provide advice on strategic issues such as ensuring the adequate balance of the student population, appointments and student and other performance matters.<br>• Develop ideas for generating income and promoting the subject.<br>• Develop ideas and find ways of disseminating and applying the result of scholarship.<br>• Identify opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.<br>• Respond to pedagogical and practical challenges.<br>• Contribute to the accreditation of courses and quality control processes.<br>• Resolve problems affecting the delivery of courses within own educational programme in accordance with regulations<br>• Make decisions regarding the operational aspects of own educational programme.<br>• Contribute to decisions which have an impact on other related programmes.<br>• Monitor student progress and retention<br>• Initiate new and original solutions to problems |
| 8. Analysis and Research | • Conduct research into learning and teaching methodologies and disseminate best practice within and outside the University<br>• Lead the development and implementation of teaching and learning strategy<br>• Develop and promote the use of innovative assessment methods |
| 9. Sensory and physical demands | • 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. |
| 10. Work environment | • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.<br>• Is expected to take responsibility for the health and safety of others working within own areas of responsibility, reducing hazards, possibly carrying out risk assessments, but otherwise ensuring that appropriate risk management processes are operational |
| 11. Pastoral Care and Welfare | • Ensure that an appropriate framework is developed and used for pastoral care issues within a specified area<br>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.<br>• Appreciate the needs of individual students and their |

| | |
|---|---|
| | circumstances.<br>• Act as personal or module tutor, giving first line support to students within a specified area.<br>• Refer students as appropriate to services providing further help.<br>• Be responsible for the pastoral care of students within a specified area.<br>• Be responsible for dealing with referred issues for students within own educational programmes.<br>• Provide first line support for colleagues, referring them to sources of further help if required. |
| 12. Team Development | • Participate in the induction of new staff, advising on procedures where appropriate.<br>• Act as a personal mentor to peers and colleagues<br>• Co-ordinate the work of others to ensure modules are delivered to the standards required.<br>• Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development |
| 13. Teaching and Learning Support | • Lead the design and development of the overall curricula<br>• Design, develop and deliver a range of programmes of study at various levels.<br>• Develop the quality assurance framework within the institution's own framework e.g for the validation and revalidation of courses and student admission and assessment<br>• Develop and apply innovative and appropriate teaching techniques and material which create interest and promote understanding and enthusiasm amongst students,<br>• Ensure that course design and delivery comply with the quality standards and regulations of the University and School.<br>• Translate knowledge of advances in the subject area into the course of study.<br>• Transfer knowledge in the form of practical skills, methods and techniques.<br>• Design and develop teaching materials and deliver across a range or modules or within a subject area ensuring that content, methods of delivery and learning materials will meet the defined learning objectives.<br>• Use appropriate teaching, learning support and assessment methods.<br>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.<br>• Set, mark and assess work and examinations and provide feedback to students.<br>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.<br>• Act as a mentor for students in capacity of personal tutor.<br>• Supervise post-graduate students<br>• Give guidance to post-graduate students<br>• Supervise student projects, field trips and, where appropriate, placements.<br>• Identify areas where current teaching and learning provision is in |

| | |
|---|---|
| | need of revision or improvement.<br>• Teach in a variety of settings from small group tutorials to large lectures and on undergraduate and postgraduate programmes<br>• Engage in subject, professional and pedagogy research as required to support teaching activities.<br>• Lead the development and clarification of academic standards for the subject area<br>• Lead the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the department<br>• Contribute to the determination of the academic standards framework across the University<br>• Apply knowledge acquired from scholarship to teaching and appropriate external activities |
| 14. Knowledge and Experience | • Possess in-depth understanding of own specialism<br>• Engage in continuous professional development<br>• Be able to engage the interest and enthusiasm of students and inspire learning<br>• Be familiar with a variety of strategies to promote and assess learning<br>• Be a leading authority and scholar in the subject, with a considerable national or international reputation<br>• Possess a thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues |