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**Appointment of a Lecturer in Architecture and Design (1.0 FTE)**

**The Job**

The range of duties of a university lecturer is extensive and diverse. The following summary indicates the nature of this range. Almost all academic staff will be expected to contribute to their subject area's teaching and research activity.

**Teaching and scholarship**

A Lecturer (AC2) is expected to possess, develop and utilise a range of teaching methods and ways of supporting student learning. These may include lectures, seminars, tutorials, forms of e-learning, workshops, laboratory classes and individual supervision.

The role requires the ability to identify the learning needs of students and to define appropriate learning objectives; ensure that the teaching content, methods of delivery and learning materials are applicable; develop own teaching materials under guidance; select appropriate types of formative assessment; seek ways of improving teaching performance by self-reflection and the gathering and analysis of student feedback, and teach as a member of a team within the framework of an established course. Understanding equal opportunity issues relating to academic content and teaching delivery is also expected.

**Research and scholarship**

A Lecturer is expected to update their disciplinary and professional knowledge and understanding continually; develop personal (and, where appropriate, collaborative) research objectives; write up research work for publication; translate new subject knowledge into teaching content; and reflect on their practice as a higher education teacher. Engagement in continuous professional development about disciplinary/professional and pedagogic expertise is required.

**Communication**

A Lecturer should be able to deal with routine communication using a range of media, communicate complex information orally, in writing and electronically and communicate material of a specialist or highly technical nature.

**Liaison and networking**

A Lecturer is expected to liaise effectively with colleagues and students, build internal contacts and participate in internal information exchange networks, and join external networks to share ideas.

**Managing people**

A Lecturer will be able to agree and largely self-manage teaching, research and administrative activities.

**Teamwork**

A Lecturer is expected to collaborate with academic colleagues on course development, curriculum changes and research development; attend and contribute to subject groups and similar meetings; and collaborate with colleagues across the university to identify and respond to students’ needs.

**Pastoral Care**

A Lecturer will be expected to act as a personal tutor; use listening, interpersonal and pastoral care skills to deal with sensitive student issues; appreciate the needs of individual students and their circumstances; and refer students as appropriate to the specialist services that can provide further help.

**Initiative, problem solving and decision making**

A lecturer will be able to develop and apply initiative, creativity, and judgement in teaching and research, as well as respond effectively to pedagogical and practical challenges. And contribute to decision-making on and share responsibility for the academic content, delivery and assessment of modules.

**Planning and managing resources**

A Lecturer will be able to plan and manage their teaching and use teaching and research resources, including laboratories and workshops, as agreed with relevant senior colleagues. Awareness of risks in the work environment and their potential impact will be expected.

**Person Specification**

The successful candidate is expected to meet the criteria below regarding knowledge and qualifications.

**Essential**

* A relevant degree in Product/Engineering Design or a closely related subject and a postgraduate qualification in the relevant discipline or equivalent professional experience.
* Up-to-date product and industrial design knowledge, including contemporary professional and vocational advancements (including design theories, trends and practices and their impacts on the design industry). These include human-centred design methods, sustainable and regenerative design, and CMF in the design process.
* Ability to teach a range of design and research methods within the design development process. Ability to draw by hand and teach others to communicate through hand sketching: generating and representing design ideas, details, and refinements.
* Competent user of industry-standard design software such as 2D communication and presentation software (Adobe Creative Suite), 3D parametric CAD design tools (SolidWorks or Fusion 360 or similar) and 3D rendering tools.
* Making skills and ability to teach in model-making and prototyping, ideally with experience in 3D printing, CNC machining, and other prototyping and manufacturing techniques.
* Commitment to developing innovative teaching practices and supporting students in effectively presenting their ideas and projects on screen, in print, and through presentations and exhibitions.
* Good understanding of academic and award standards and the range and level of knowledge and skills, both subject-specific and generic, that the programme is intended to foster.
* Experience of, or potential to develop, quality research, consultancy or knowledge exchange activity relevant to the needs of the School.
* A track record in, or potential to, undertake quality research and knowledge exchange activity.

**Desirable**

* Strong links to industry and professional experience or track record of industry partnerships.
* Knowledge, experience and ability to teach the use and importance of emerging technologies such as AI, IoT and robotics.
* PhD or an equivalent level of professional experience.
* A recognised Higher Education teaching qualification or relevant teaching experience is an advantage.

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* Brighton's Product Design and Design Engineering courses are situated in the Architecture and Design subject area in the School of Architecture, Technology, and Engineering. The subject area includes Architecture, Interiors, Urban, and Sustainable Design courses.
* The appointment is offered at the lower end of the salary range. Though the candidate's prior experience and previous earnings will be considered.
* The annual leave entitlement is 35 working days, pro rata for proportional (part-time staff). This is in addition to the statutory holidays applicable in England, local discretionary holidays and days when the university is closed in the interests of efficiency.
* Hours –this post is part-time. The nature of teaching posts is that staff are expected to work hours reasonably necessary to fulfil their duties and responsibilities. Therefore, defining the total hours worked weekly would be inappropriate. However, a reasonable norm for full-time staff regarding the contractual position of other senior staff in the institution would be thirty-seven, although this should not be considered a minimum or maximum. Direct teaching responsibility should not exceed eighteen hours per week or 550 hours in the teaching year. This provision will not, however, apply in subject areas where the nature of the curriculum and teaching style make it inappropriate. In such cases, separate arrangements apply. The university has currently identified the following academic areas where teaching methods or modes of delivery make the 18 hours per week limit inappropriate at certain times of the year:
* art and design
* business/management
* health - clinically related subjects
* construction management

However, the 550-hour annual maximum will only be exceeded by mutual agreement with management.

More information about the university and the school can be found by following the links below:

* [Academic departments](https://www.brighton.ac.uk/about-us/contact-us/academic-departments/index.aspx)
* [Research and Knowledge](https://www.brighton.ac.uk/research/index.aspx) Exchange
* [Professional services departments](https://www.brighton.ac.uk/about-us/contact-us/professional-services-departments/index.aspx)
* University’s [Strategy 2019 - 2025](https://www.brighton.ac.uk/practical-wisdom/index.aspx)

The University has an attractive range of benefits. You can find more information in the [Working Here](https://www.brighton.ac.uk/about-us/working-with-us/jobs/index.aspx) section of our website, which includes information on [Equality, diversity and inclusion](https://www.brighton.ac.uk/about-us/working-with-us/jobs/equality-diversity-and-inclusion.aspx) and [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

**Job sharing**

The University of Brighton welcomes job sharers. Job sharing is a way of working where two people share one full-time job, dividing the work, responsibilities, pay, holidays, and other benefits between them proportionate to the hours each works, thereby increasing access to a wide range of jobs on a part-time basis. The advert for the post for which you are applying will indicate whether applications from job sharers can be considered (this may not be possible for a post that is already part-time, for example), and further information can be found on the ‘Balancing Working Life’ section here [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

## Professional development/teaching

Four part-time courses are run within the University for staff new to the teaching role. They are:

* The Postgraduate Certificate in Learning and Teaching in Higher Education (run by the Centre for Learning and Teaching and designed for staff in all schools and faculties);
* The Postgraduate Certificate in Health and Social Care Education (run by the School of Health Sciences for staff within the school);
* The Postgraduate Certificate in Clinical Education (run by the School of Health Sciences for staff within the school);
* The Postgraduate Certificate in Medical Education (run by Brighton and Sussex Medical School).

All new lecturers with little or no previous experience of teaching in Higher Education, who have yet to undertake an equivalent course of study and training, are expected to take one of the courses listed above in their first or second year in post. The training courses provide opportunities to explore a range of practical approaches to supporting students’ learning and to reflect upon the process of developing as a teacher. By negotiation with the relevant Head of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The Higher Education Academy accredits the course, the national professional body for teachers in Higher Education, and successful completion normally leads to professional recognition as a Fellow of the Higher Education Academy.

The successful applicant will receive further information about these Postgraduate Certificate courses at appointment.

In addition to these courses for staff new to the teaching role, the Centre for Learning and Teaching offers a wide range of courses, events and consultancy to experienced lecturers and to course teams and academic schools across the university. Further information is available from the Learning and Teaching Hub.

Date: 20th May 2024