Appointment of a lecturer/senior lecturer in Law

## The School Brighton Business School

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##  Director: Professor Aidan Berry

The Brighton Business School is based at Mithras House on the outskirts of Brighton city centre. It is responsible for in excess of 2200 students with some 80 full-time equivalent teaching staff, 20 research staff and 30 administrative and technical staff.

The mission statement and key ambitions for the combined Business School are set out below.

**Mission Statement**

Brighton Business School aspires to be a leading ‘professional’ business school that makes a positive difference to current managers and potential leaders of the future through adding value to individuals, employers and society at large. Based upon leading edge research and scholarship and innovative curriculum design and delivery, it will be known as a major provider of exciting and relevant management and professional education.

Key aims for the next five years.

To enhance our reputation as a leading provider of business and management education by:

* Encouraging innovation and the embedding of the school’s expertise in research and scholarship in course design and delivery; ensuring that we provide courses and awards grounded in scholarship and research which meet the changing needs of employers and address the challenges of sustainable development and globalisation.
* Developing new and improved ways of delivering and embedding learning using leading edge and traditional educational technologies as appropriate.
* Building on the successful research profile returned in the 2014 research assessment exercise by expanding the number of staff active in research whilst retaining the quality profile and emphasis on user oriented research, strengthening our existingareas of research expertise (e.g. innovation management) and building further clusters of world leading research.
* Building even stronger partnerships with local industry, organisations and professional bodies to enable the creation of new and innovative mechanisms for knowledge exchange and opportunities for increased participation by students, faculty members and our external partners.
* Developing new ways to ensure that our accommodation and infrastructure is as up to date as possible within the current planning constraints.
* Embedding a new management, governance, quality assurance and support structure.

 **Research**

The Business School’s research profile placed us in the top five business submissions in the UK for impact. Research is organised through three thematic centres ranging from the generic Centre for Interdisciplinary Management and Education Research (CIMER) which covers most disciplinary research found within a Business School to more subject related themes e.g. the Centre for Research on Management and Employment (CROME) which focuses on topics related to managing change at work and in employment and through to the specialist Centre for Research in Innovation Management, (CENTRIM) which includes work on innovation, SME learning and networks and project management A theme of all our research is a view that research into business requires us to work with business and apply our findings back into business through appropriate dissemination channels as well as through traditional research publications.

#### CIMER, convened by Steve Reeve, is a federation of researchers that share a common infrastructure and provides a platform for cross-fertilization of ideas. It provides an intellectual home for colleagues with related research interests and acts as an incubator to new interests, offering smaller groupings of researchers a voice in research policy at school and university level. Members are actively engaged in bringing research into teaching, as evidenced on the large number of post-experience courses aimed at the ‘professional’ market and are closely linked to practice and engagement activities. The research includes work in: SME finance, entrepreneurship, including entrepreneurial language, marketing (in the areas of corporate social responsibility, social marketing and ethics); management information and decision making, accounting,

change management, business elearning (developing innovative uses of technology for higher education and in the workplace), strategy and operations management.

CROME focuses on topics related to managing change at work and in employment, bringing together perspectives from professional practice and academic research. The work of CROME involves strong engagement with businesses, not-for-profit organisations, unions and government at local and international levels. Established in 2010 under the direction of *Professor Jacqueline O’Reilly*, CROME is organised around four research topics: Managing Organisational Change and Behaviour; Human Resource Management and Labour Markets; Employment Policy; Law including work in the areas of tort, human rights, land law, corporate manslaughter as well as scholarly activity with textbooks being authored in the areas of business law, equity and trusts, employment law and human rights law.

CROME’sresearch portfolio includes work on labour market transitions for young people and parents in Europe, and older workers in Europe and the USA. Under the theme of ‘fairness at work’ it has examined issues of equal pay and organisational justice. The co-production of knowledge between an academic research group and more ‘practice-oriented’ organisations has led to major insights into issues of equality at work. CROME works closely with the Institute of Employment Studies, a long established and highly respected independent research organisation

CENTRIM is a multi-disciplinary research team, led by Professor Tim Brady, founded twenty-five years ago by Professors Howard Rush and John Bessant. It has been widely recognised for its research quality by bodies such as the European Commission, the DTI Innovation Unit, the ESRC, EPSRC, HEFCE, and NESTA. Its portfolio builds on its involvement at the forefront of research into Continuous Improvement and Complex Product Systems with major projects on infrastructure and project management; recent examples include case studies of Heathrow’s Terminal Five and the transportation logistics for the 2012 Olympics. It has strengthened its engagement with the creative industries with projects on design management. Through its ProfitNet programme, it has played a major role in developing a better understanding of organisational learning. Other important contributions include the development of new insights in the area of user-led innovation and a better understanding of the role of research and technology institutes within national systems of innovation. Future streams of research include new areas of study such as supply-chain innovation, illegal innovation (cybercrime), medical compliance, and the role of top management teams in promoting innovative behaviour, and crisis driven innovation

**Courses** The awards offered by the school are organised into programmes in the broad areas of postgraduate, undergraduate and professional/post experience provision. In addition colleagues in the Business School engage in supervision of doctoral degrees organised through the University’s Doctoral College. The current portfolio of taught courses includes:

POSTGRADUATE

Part-time courses

MSc Accounting (ACCA) & Professional Diploma Accounting (ACCA)

 Executive MBA Programme

* Public Service Management
* General Management
* Leadership
* Knowledge and Innovation Management

 MSc Change and Innovation Management

 MSc Management Practice

 MSc Human Resource Management

 PG Diploma Law (CPE)

 LLM top up

 PG Diploma and Certificate Change Management

 PG Cert Social Marketing

Full-time courses

MSc Accounting (ACCA) & Professional Diploma Accounting (ACCA)

 MBA

 MBA International Management

 MSc Logistics & Supply Chain Management

MSc Finance & Investment/Economics & Finance/Finance & Accounting/ Finance & Risk Management/Finance & Banking

 MSc Human Resource Management

 PG Diploma Law (CPE)

 MSc Management/International Management/HRM/

 Entrepreneurship/Public Service/Innovation

MSc Marketing/Digital Marketing/ International Marketing/Branding & Communication/Social Marketing

 MSc Retail Management/ International Retail Management

UNDERGRADUATE AWARDS

Business degrees

BSc (Hons) Business with pathways to named awards in Business with Economics, Enterprise, Finance, Human, Resources, Marketing

BSc (Hons) Business Management with pathways to named awards in Business Management with Economics, Finance, Human, Resources, Marketing

 BSc (Hons) International Business

 BSc (Hons) Business (top up)

Specialist degrees

 BSc (Hons) Accounting and Finance

 BSc (Hons) Economics)\*

 LLB (Hons) Law with Business

 LLB (Hons) Law with Criminology

 LLB (Hons) Law\*

 BSc (Hons) Finance & Investment

 BSc (Hons) Marketing & Marketing Management

Foundation Degree Programme†

 FdA Business

 \* Planned 2017 start.

† These courses are run through our partner college network

PROFESSIONAL/POST EXPERIENCE

Professional programmes

Chartered Institute of Management Level 7

 MSc Human Resource Management

ACCA Internally Assessed (Premier College Status)

 ACCA Externally Assessed

 CPE/Post Graduate Diploma in Law/LLM

**Other courses offered on demand**

 Graduate Certificate in Social Enterprise

 Graduate Certificate in Business

 Graduate Certificate in Management

Our programmes are delivered in a variety of modes including full-time, part-time and intensive. All of the undergraduate programmes include either a compulsory or optional one year period of industrial training, which is supported by a specialist placement unit. All of our programmes have dedicated administrative support.

 **Research students**

The school has an active research community of research students who are formally managed though the University Doctoral College. Currently there are approximately 30 doctoral students most of whom are full time.

 **International orientation**

We collaborate with overseas employers and education institutions and this is actively promoted. In any one year we send out approximately 40 students for periods ranging from 4 to 12 months and receive in return 50 students in exchange from the following universities:

 Politecnico di Torino

 Pôle Universitaire Léonardo de Vinci

 Scuola di Amministrazione Aziendale dell' Universitá di Torino

 Universidad Autónoma de Madrid

 Universidad de Salamanca

 Universidad San Pablo CEU, Madrid

 Ecole de Hautes Etudes Commerciales du Nord, Lille and Nice

 Ecole Superieure de Commerce Exterieur, Paris

 Ecole Superieure de Commerce de Grenoble

 Hogeschool voor Economische Studies, Amsterdam

 Fachhochschule fur Wirtschaft, Pforzheim

 Fachhochschule Mainz

 La Salle Philadelphia

 University of Örebro, Sweden

 University of Ottawa

 University of Miami

**Other activities**

The school is actively building its links with business and the community through its industrial placements office, professional body networking events (involving the ACCA, CIMA, IOD, CIPD, CIM, CMI and CIPS) and its alumni. It is building its work in the area of short courses and in-house courses leading to qualifications utilising credit accumulation and transfer and currently does work with the Ministry of Defence, Barclays International as well as providing train the trainers courses in Tanzania, Brazil and Chile.

**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.

Potential job sharers do not have to apply with a partner. However, if a post is to be operated as a job share there must be at least two suitable applicants who wish to share the job.

 A job share appointment will only be made if it has been demonstrated that both shortlisted applicants can do the job to the required standards and within a working pattern of hours that is agreeable to all parties. If one applicant is unsuitable, neither can be appointed unless an alternative potential job sharer has been shortlisted.

When applying as a job sharer please indicate this on your application form.  Please also indicate on the additional information tab whether you are applying with a job share partner and the name of that person. It would also be useful if you could indicate whether you would be interested in the post on a full-time basis if no suitable partner can be found. If you have indicated that you would be willing to take up the position on a full-time basis then the normal recruitment procedure will be followed.

 If you are interested in appointment on a job share basis, please contact Human Resources for a copy of the university's policy, procedure and guidelines for job sharing. Alternatively staff in Human Resources will be happy to answer any queries you may have.

**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 both the teaching and the research activity of their subject area. At Senior Lecturer level (AC3), staff are expected to be engaged in the planning, design and leadership of teaching and research activity, and to be making wider contributions to the work of their school and the university.

**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 appropriate; 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. An understanding of equal opportunities issues with regard to academic content and teaching delivery is also expected.

In addition a Senior Lecturer (Ac3) is expected to be able to design teaching materials, identify areas where current provision is in need of revision or improvement, supervise student projects, field trips and placement activity.

**Research and Scholarship**

A Lecturer is expected to: continually update their disciplinary and/or professional knowledge and understanding; 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 own practice as a higher education teacher. Engagement in continuous professional development with regard to disciplinary/professional and pedagogic expertise is required.

In addition a Senior Lecturer should: disseminate research findings and outputs at conferences and similar events and identify and seek sources of external funding for their own scholarly activity.

**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.

In addition a Senior Lecturer will be capable of: routinely communicating complex and conceptual ideas to those with limited knowledge and understanding, as well as to peers, and preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes.

**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.

In addition a Senior Lecturer will be able to develop external networks in such areas as: identifying sources of funding; student recruitment; student placements; outreach and marketing activity, and obtaining consultancy projects.

**Managing People**

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

In addition a Senior Lecturer will be expected to: advise and support less experienced colleagues; in certain circumstances supervise the work of others in research teams or as a research supervisor, and coordinate the work of colleagues, for example when acting as a module leader.

**Teamwork**

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

In addition a Senior Lecturer may be required to act as a team leader in a small scale project.

**Pastoral Care**

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

**Initiative, Problem-solving and Decision Making**

A Lecturer will be able to: develop and apply initiative, creativity and judgement in the conduct of teaching and research; 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.

In addition a Senior Lecturer will be expected to: take responsibility for the design and delivery of individual modules and their assessment; identify, and make proposals regarding, the need for change in individual modules; disseminate and apply the results of research and scholarship; develop ideas on income generation; provide advice on student recruitment and marketing approaches and contribute to the successful implementation of quality assurance requirements, internal and external.

**Planning and Managing Resources**

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

In addition a Senior Lecturer will be able to act as a module leader, coordinating administrative and academic staff as necessary, and to undertake academic related roles related to areas such as admissions, examinations and student support. Depending on the area of work the conducting of risk assessment may be expected.

**Knowledge and Qualifications**

L**ecturer**

* A good relevant degree and a LLM degree or professional qualification and experience in the legal profession or commercial law.
* Ideally a PhD or an equivalent level of professional experience.
* A strong commitment to obtaining a relevant higher degree or undertaking and publishing research.
* Up-to-date knowledge in one or more areas of law including current professional/vocational developments and attendant range of generic skills.
* An understanding of the needs of students on different programmes and at different stages of their education.
* Good IT skills and a clear commitment to embrace change and the effective use of IT for teaching, learning and assessment.
* Expertise in company law and financial regulation.

**Senior Lecturer**

Additional criteria:

* A PhD or a record of professional/commercial experience at a senior level.
* A clear research record with publications in journals graded at national level of excellence.
* The ability to supervise students at masters’ level and above.
* The ability to develop a new module around their specialist area of expertise/research,
* Ideally the ability to write proposals and attract small research grants.
* The ability to take on a course leadership role.

Note: Normally a candidate appointed at this level will have substantial experience of lecturing in a higher education environment but relevant commercial and professional experience will be taken into account.

**Hours of work** This post is full-time.The full time equivalent of this post is 37 hours.The nature of teaching posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum.

Direct teaching responsibility for full-time staff should not exceed eighteen hours in any week or a total of five hundred and fifty 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 hour per week limit inappropriate at certain times of the year:

• Art and design

• Business/management

• Health - clinically related subjects

• Construction management

The 550 hour annual maximum will not, however, be exceeded except by mutually agreed overtime.

**The salary** Salaries are paid monthly in arrears through the BACS System directly into the bank or building society account of each member of staff.

 Salary payments for staff that work less than 52 weeks per year are spread evenly over twelve months of the year so that they continue to receive payment during the times they are not contracted to work. This means that, when they leave the employment of the university, they may have received either an over or underpayment for that year, according to the date of leaving in relation to the anniversary of the start date. In such cases, the adjustment would be made in the final salary payment, as a deduction or lump sum payment, as applicable.

**Duration of the job** The appointment is permanent.

## Professional development

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 Nursing and Midwifery, for staff within the school)

The Postgraduate Certificate in Clinical Education (run by the School of Health Professions, for staff within the school)

The Postgraduate Certificate in Medical Education (run by Medical Education Unit)

All new lecturers with little or no previous experience of teaching in higher education, who have not undertaken an equivalent course of study and training, are expected take one of these courses in their first or second year in post. The 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 course is accredited by the Higher Education Academy, 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 be provided with further information about these Postgraduate Certificate courses at the time of 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 CLT’s website: <http://www.brighton.ac.uk/clt/>

**Holidays** The annual leave entitlement is 35 working days, pro rata for proportional full-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.

**Terms & conditions** In determining terms and conditions of employment, the university has regard to recommendations made through the appropriate national negotiating framework. These terms and conditions of service can be varied by local agreements reached through the university’s local negotiating framework which comprises a Joint Negotiating Committee supported by two Common Interest Groups. These groups bring together representatives of the university and its recognised trade unions, which are:

 • UCU – University and College Union

 • UNISON

**Strategic plan** Details of our Strategic Plan can be found at: <http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013747.pdf>

**Interviews** Interviews are likely to take place June 2016.