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**Lecturer in Moving Image (0.5 full-time equivalent)**

**The Job**  **Lecturer on BA (Hons) Moving Image**

Moving Image at University of Brighton was established in 2008 and is part of the Academic Programme in Photography, Moving Image and Sound. The BA course is a practice-based degree focused on film and the area of Artists’ Moving Image. Teaching and research in Moving Image covers both visual art practice and cinema and it is at this meeting point where the course is concentrated. It is expected that students on the BA (Hons) Moving Image will engage in a variety of experimental practices that explore the potential of the medium on the screen, within the gallery space, in site-specific installations and across a range of media. Interdisciplinary approaches to the medium are encouraged. The focus of the course is oriented around a fine art ethos although graduates’ destinations are equally in the commercial world of the moving image as well as in the gallery space. Students take practice modules alongside Historical and Critical Studies modules. In the final year, students write a dissertation alongside practice work and a professional practice module.

Whilst it is important to respect the distinctive histories of moving image disciplines in experimental film, video art and cinema, we also acknowledge that moving image practices are influenced by and continue to influence other creative disciplines. The practice and analysis of moving image on the BA (Hons) produces a culture fully committed to testing the boundaries of the medium.

Moving Image at Brighton is supported by a wide range of technical resources, from Super 8 and 16mm celluloid to 4K video.

The course has close links to CineCity, The Brighton Film Festival and staff and students regularly present work from the course in cinemas and art galleries in the Brighton area and farther afield.

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**

It is expected that the criteria below regarding knowledge and qualifications will be met by the successful candidate.

• A good (1 or 2:1) degree in relevant subject areas.

• A Postgraduate teaching qualification for HE or a commitment to achieving this award within the first 24 months of employment.

• Up-to-date, sound knowledge of the subject of Moving Image including current professional/vocational developments.

* A record of research activity in the area of the Moving Image.

• Understanding of academic and award standards and the range and level of knowledge and skills, both subject-specific and generic, which the programme is intended to foster.

• Good IT skills and effective use of IT for teaching and learning.

• A proven understanding of the critical and theoretical debates around contemporary Moving Image practices.

• Experience of teaching Moving Image particularly in the early stages of an undergraduate programme.

• Experience of teaching and assessing historical and critical studies work in Moving Image, via lectures, seminars and essay writing, at all stages of an undergraduate programme up to dissertation.

* Experience of course/module organisation.

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* The appointment is permanent
* The appointment is generally made at the bottom of the range dependent upon experience and previous salary.
* 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.
* The full time equivalent of this post is 0.5fte. 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 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.

* More information about the department can be found on the University’s website
* Read the University’s [2016 - 2021 Strategy](https://staff.brighton.ac.uk/strategy/Pages/Welcome.aspx?dm_i=1SNX,4KBXD,MQS1JL,GXL92,1)
* The University has an attractive range of benefits and you can find more information about them on our website.

## 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 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 to take one of the courses listed above 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 their [webpages](https://staff.brighton.ac.uk/clt/Pages/CLT-home.aspx).

**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

The following information may also be useful for your application:

* [Research at the university](https://www.brighton.ac.uk/Research/index.aspx)
* [Academic departments (schools and colleges)](https://www.brighton.ac.uk/About-us/Contact-us/Academic-departments/index.aspx)
* [Administrative and support departments](https://www.brighton.ac.uk/About-us/Contact-us/Professional-services-departments/index.aspx)

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