University of Brighton

JOB DESCRIPTION

Appointment of a Lecturer/Senior Lecturer in Artificial Intelligence (Fixed Term 0.5 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 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

Appointment to either the Lecturer/Ac2 or Senior Lecturer/Ac3 grade will be dependent upon the role to be undertaken and the skills, knowledge and experience of the successful applicant.

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 computer science or a related discipline.
- Broad knowledge and understanding of Artificial Intelligence tools and techniques with experience of two or more of the following:
    - Machine Learning
    - Data Mining
    - AI for Games
- Ability and desire to contribute to the design and delivery of modules at both undergraduate and postgraduate level.
- Experience of, or potential to develop, quality research, consultancy or other economic and social engagement activity relevant to the needs of the School.
- Ideally, an understanding of academic and award standards and the range and level of knowledge and skills, which the programmes are intended to foster.

ADDITIONAL INFORMATION

- 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.
- Hours – this post is 0.50 FTE. 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 university and the department can be found by following the links below:

- Academic departments (schools and colleges)
- School of Computing, Engineering and Mathematics
- Research at the university
- Research in computing
- Research centres in related areas
- Administrative and support departments
- University's 2016 - 2021 Strategy

The University has an attractive range of benefits and you can find more information about them on our website. In particular, the Working here section of our website includes information on Equality, diversity and inclusion and Benefits and facilities.

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 at the Centre for Learning and Teaching's website.

School of Computing Engineering and Mathematics

In addition to the information provided on the website, the following give a little more information on the structure and organisation of the school.

Organisationally, the School currently comprises three divisions:
- Computing
- Engineering
- Mathematical Sciences.

The School runs two Industrial Advisory Boards, one for Engineering and one for Computing and Mathematics, which advise us on aspects of course development, structure and delivery. The School delivers short courses, including bespoke courses, to a variety of clients. Staff within the School are actively engaged in Knowledge Transfer Partnerships with Small-to-Medium Sized Enterprises in the region and in the Community University Partnership Programme. The School has approximately 80 research students across all its disciplines. In addition, the School provides mathematics and statistics support for researchers across the University, including collaboration on a number of funded research projects.

Information regarding our research groups and research centres is available online.

Computing has around thirty five members of academic staff. Our courses, undergraduate and postgraduate, are currently grouped into three families: business computing, computing science and digital media. Our courses are accredited by the BCS.

Engineering has around thirty five members of lecturing staff as well as a number of

research fellows contributing to our research. Staff from other areas of the school also contribute to teaching in engineering. Our courses, undergraduate and postgraduate, are currently grouped into two families: mechanical engineering and electrical & electronic engineering. Our courses are accredited by the IET and IMechE.

Mathematical Sciences has around fifteen members of academic staff. We have three subject groupings, mathematics, statistics and operation al research, reflecting the interests of staff. In addition to undergraduate and postgraduate courses, we also deliver mathematics and statistics teaching to other areas in the university. Our courses are accredited by the IMA.

Date: November 2018