The Language Gallery

JOB DESCRIPTION	
Department:	The Language Gallery (TLG) HE
Position:	Lecturer: Business Management Full-time, Part-time Multiple Disciplines across Level 4 including Business Management, Financial management, Digital Business, Marketing, Professional Skills and Organisational Behaviour
Reporting to:	Module Leader – CertHE Business Management
Reviewed	Academic Director, February 2024

The Language Gallery Values are:

   To offer equal opportunities for all staff and students, celebrating multi-culturalism and tolerance, to achieve academic excellence.

COLLEGE INFORMATION

The Certificate of Higher Education: Business Management course is Level 4 course for The Language Gallery. We offer students from a diverse range of non-standard backgrounds the opportunity to gain a Level 4 qualification then progress to employment or Year 2 of a business-related undergraduate degree. The College aims to create a supportive environment in which students can feel nurtured and encouraged to reach their potential, providing them with the technical, academic, business, professional, and social skills that will serve them in both university and workplace settings.

The pillars of TLG are:
-Student recruitment
-Student retention
-Student progression
-Student and staff satisfaction

As part of the Global University Systems Group, we promote a Student Focus, Communication, Collaboration, Respect, Competence, Integrity and Entrepreneurship.

All of these are reflected in all staff members day to day activities.

ROLE INFORMATION

The Lecturer on the CertHE Business Management programme will work collaboratively to build strong relationships with the key leaders and the staff of The Language Gallery, delivering high-quality teaching demonstrating an overarching understanding of our core modules: Business Management, Organisational Behaviour, Digital Business, Professional Skills, Marketing, and Finance.

The CertHE is pivotal in the progression of students to university courses as part of TLG's widening access and participation commitments. The role focuses on creating holistic approaches to teaching and learning across subject, ensuring that the experiences delivered engage, retain and progress students. The Lecturer will bring a combination of academic experience, capabilities and personality to engage diverse students with non-traditional backgrounds. They

will be passionate about working with students, colleagues, the college and the wider community with a record of successfully progressing students.

The college delivers each blended course as 2 fully intensive days with one face to face on campus and the second live online. Each lecturer will usually be responsible for one or two groups of students representing a part-time or full-time role. Input consists of face to face and large online group delivery of lectures, workshops, skills lessons, and one to one tutorials. The teaching approach uses best practices from Chunked Experiential Learning Theory, utilising a flipped classroom format with bespoke reflection engagement points creating opportunities for personalised learning. This personalisation aids student satisfaction, success and engagement which in turn aids the development of soft skills offering academic progression and/or employability. There is a possibility to run the programme over two evenings in the week and at the weekend. Candidates may have to teach across evenings and weekends, as determined and discussed at interview and matched against preference, the workload, and the resource allocation and needs of the business. Full time members of staff are expected to teach to the full teaching load on the CertHE.

Lecturers will have a Masters or PhD in a related area with evidence of experience and interest in lecturing. All lecturers are expected to develop and share teaching and learning materials with all associated assessments and teach students in the areas of Business at Level 4. They are expected to convene modules, teach in a variety of settings (including on-campus and online, both in large groups and in seminars), create and mark assessments, provide tutorials and independent study supervision, and fulfil other Lecturer and School responsibilities, including administration, recruitment, and marketing.   It is expected that lecturers will be able to teach all core modules at this level and the candidate will demonstrate how their experience and expertise can translate into teaching, curriculum development and programme development.

Familiarity with online virtual environments (CANVAS) is desirable but appropriate training is provided. Lecturers will need to develop and share content, teach, engage students, and help to broaden awareness of and capability amongst other business lecturers as appropriate.

All lecturers need to be able to work flexibly as part of a team, play a role in developing teaching and learning strategies and contribute to academic quality by pursuing excellence in teaching. All must be able to demonstrate evidence of how they have contributed to a working team, contributed to quality improvement, and how their personality and approach to work benefits those around them. In this role they will be expected to demonstrate a commitment towards developing their own professional practice and contributing to the development of the practice of colleagues. TLG will be supportive of staff development towards these CPD objectives.

PERSON SPECIFICATION

Selection Criteria	Essential (E) Desirable (D)	Assessed by		
		Application	Interview	
Knowledge and Qualifications				
PhD	D	/		
Masters level or professional qualification in a related a area	D	/		
Postgraduate teaching qualification	D	/		

Business specific academic and/or professional expertise	E	/	/	
Two years' experience teaching or supporting learning in UK Higher Education at Level 4	E	/		
Skills and Abilities				
Ability to teach and engage students online	E	/	/	
Ability to plan schemes of work, create teaching and learning materials and design assessments	E	/	/	
Experience of designing and developing new programmes	D	/	/	
Organisation and time management	E	/		
Personal Attributes				
Excellent communicator verbally and in writing	E	/	/	
Cooperative and collaborative	E	/	/	

ROLE PROFILE

1. **Communication**

Oral

- Receive, understand, and convey information, using media, in a clear and accurate manner from routine (enquiries) to complex (delivering lectures).
- Convey concepts and theories effectively in all academic contexts
- Provide clear and pertinent feedback to students

Written

- Receive, understand, and convey information, using a range of written material, in a clear and accurate manner from routine (emails, memos etc) to complex (write or contribute to the production of a papers for committees)
- Actively participate in scholarly activity or research (write up research outcomes for presentations etc.)

Technological

- To make full use of all information and communication technologies in adherence to data protection policies to meet the requirements of the role and to promote organisational effectiveness.
- To fully utilise the College and other information and communication technologies to facilitate and enhance students' learning experiences and organisational effectiveness.

2. **Teamwork and motivation**
- Collaborate with colleagues, discuss, and agree on taught content, teaching methods, co-teaching, timetabling and other issues on an ongoing basis in team meetings
- Demonstrate, promote, and facilitate collaborative and motivational ways of working across the organisation
- Participate in and contribute to, course team meetings, course committee meetings and organise and prepare for

examination boards
- Collaborates and works effectively within team and across professional groups
- Works effectively and respectfully with a wide range of people fostering inclusive and constructive teamwork and problem-solving

3. **Liaison and Networking**
- Participate in appropriate internal networks (e.g., teaching and learning groups)
- Build internal contracts and participate in internal networks for the exchange of information and to form relationships for future collaboration
- Liaise with colleagues and students
- Support / co-ordinate projects and promote the exchange of ideas and methods of working across specialist areas to broaden the student's experience.
- Demonstrate relevant professional networks and relationships that bring expert external knowledge to student learning, employment, and enterprise

4. **Service Delivery**
- Provide a service to students i.e., preparing for, and delivering teaching and learning that covers the curriculum outline
- Undertake a teaching programme, providing academic and pastoral support to students as necessary, monitoring student progress and maintaining appropriate records.
- Work with the academic team, contributing to curriculum development and the review and development of cross-disciplinary teaching strategies
- Review the summative and formative feedback and student assessments. Attend Programme Boards and course related meetings. Adapt modules appropriately to ensure quality

5. **Decision making Processes and Outcomes**
- Make independent decisions about content and teaching methods providing that they continue to meet the overall curriculum as laid down in the course handbook.
- Provide input and advise to support the decision making of others
- Make decisions collaboratively with colleagues.

6. **Planning and Organising Resources**
- Plan and prioritise own work or resource where it impacts on own responsibilities (e.g., module delivery, scholarly and research activity), with guidance if necessary to achieve course objectives
- Work with others to plan and organise small projects ensuring effective use of resource (e.g., research projects, seminars).

7. **Initiative and problem solving**
- Use initiative and creativity to identity areas and contribute to the resource of diverse problems using judgment when adopting different approaches (e.g., student absences, assessment issues, learning and teaching approaches, interpreting research data).
- Respond to pedagogic and practical challenges

8. **Analysis and research**
- Identify and develop appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
- Develop, with the help of a mentor if required, proposals for own or collaborative research projects
- Conduct scholarship in subject area (e.g., by keeping up to date with literature·).

- Ensure that teaching materials remain current and reflect recent research in the area.
- Maintain strong links with related industries and professional bodies, keeping up to date with latest developments in the subject area and maintaining a professional level of expertise in relation to teaching and subject developments in the field.
- Undertake continuous personal and professional development through effective use of the School's Planning, Review and Appraisal scheme and staff development opportunities.

9. **Sensory and Physical Demands**
- Carry out tasks at a level appropriate to the discipline and type of work.
- Acquire where appropriate and the opportunity is provided by TLG, new skills necessary for effective teaching (e.g., use of AVA equipment)

10. **Work Environment**
- Ensure that the work environment is suitable for purpose (e.g., ensure appropriateness and safety of personal office space; undertake staff development opportunities as they relate to the health and safety of others).
- Be aware of the potential impact of own work on others.
- May be expected to conduct risk assessment and reduce hazards especially in reference to any external stakeholder visits or activities

11. **Pastoral Care and Support**
- Provide support and advice on standard welfare and sensitive issues through the use of listening, interpersonal and pastoral skills.
- Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor)
- Show sensitivity to students and know to whom to refer to for further help.

12. **Team Development**
- Assist with the development of new team members (e.g., at induction and co-tutoring).
- Participate with colleagues to ensure effective teamwork.
- Act as a mentor in the capacity of a personal tutor

13. **Teaching and Learning Support**
- To set, promote and maintain appropriate educational and professional standards of good practice in teaching, delivery, and curriculum development.
- Effectively plan and manage workload, prioritising work to meet deadlines and achieve personal, team and course objectives
- Undertake general course management responsibilities including lesson planning, teaching, curriculum development, assessment, timetabling, resource planning, admissions and administration.
- Apply an inquiring, innovative and reflective approach to teaching in the context of small groups, larger groups of students, face to face and online teaching.
- Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials to meet defined learning outcomes
- Select appropriate assessment criteria, assess the work and progress of students by reference to those criteria and provide constructive feedback to students.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Identify learning needs of students and define learning objectives (consulting with more experienced staff as appropriate alongside Academic Mentors).
- Supervise the work of students and working with Academic Mentors, provide advice on study skills and help them with their learning outcomes.

- Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding improvements
- Contribute to an annual course monitoring report and ensure the continuous improvement and development of the course.

14. **Knowledge and Experience**

- Experience of teaching & assessment in a Higher Education environment
- HE teaching qualification or willingness to commence appropriate study programme during first year in role. Staff without relevant qualification will need to provide evidence of professional expertise through the HEA professional accreditation framework.
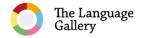- PhD desirable
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes
- Take opportunities for continuous professional development both as related to own discipline and in generic learning and teaching skills.
- Develop familiarity with a variety of strategies to promote and assess learning
- Understand equal opportunity issues as they may impact on academic content and issues relating to students' needs.
- Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.
- Experience of leading and managing education (people, curriculum, quality & standards, students)
- Evidence of research, knowledge exchange and/ or professional practice that contributes to the advancement of the Discipline and is relevant to the goals of the Course and College as a whole.

The above duties will inevitably change as TLG HE evolves. The post-holder should therefore expect periodic variations to this job description. This job description may also be supplemented on a regular basis by individual objectives derived from Group-level strategies. There will be an occasional need to undertake business travel between other TLG sites. The postholder will be expected to work closely with all TLG departments and centres.

There is an expectation that all employees will maintain the values of TLG and will comply with the code of conduct as well as equality and diversity, health and safety and safeguarding policies.

I confirm that I have read, understand and accept the Role Responsibilities as identified above; and acknowledge that this Job Description is subject to change in line with the Business Requirements in place from time to time.

Signature:	
Date:	

![The Language Gallery logo]

Business Lecturer KPIs

These KPIs cover a range of areas, including teaching effectiveness, student outcomes, professional development, and contributions to the programme.

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- **Student Engagement:** Student attendance rates of 70% or higher
- **Student Engagement:** Student submission rate of 75% or higher on first submission deadline for workbooks and quizzes
- **Student Achievement:** Student submission of assignments rate of 75% or higher on first submission
- **Student Achievement:** Student pass rate of 75% or higher on first submission
- **Student Retention:** 80% or higher of post MSP students successfully completing the course by implementing effective tutoring strategies that support students in overcoming academic challenges
- **Student Progress and Success: Studen**t Improvement: Measure and track the academic progress and success of individual students, focusing on improvements in key areas of business management understanding and assignment grades improvement.
- **Feedback and Satisfaction: Student Feedback:** Positive feedback from 90+% of students taught from student representatives and student surveys
- **Feedback Response Time:** Provide marking/feedback etc on assignments and assessments within time frames set by the Programme Leader.
- **Innovative Teaching Practices:** Implementation of TLG prescribed pedagogy 'Chunked Experiential Learning'. methods or technologies to enhance student learning and meet University set Learning Outcomes
- **Feedback:** Positive feedback from observations.
- **Feedback:** Evidence of implementing changes based on constructive student, observation and staff feedback.
- **Digital Competence:** Proficiency in utilising the digital tools and platforms for teaching and communication set by TLG
- **Communication:** Timely response to student inquiries and concerns
- **Communication:** Effective and clear communication with students and all stakeholders
- **Collaboration:** Working collaboratively with academics and other staff members to support students' academic success.
- **Resource Development:** Monitor the usage of available academic resources and recommend improvements or additional materials as needed.
- **Resource Development:** Contribute to the development and improvement of teaching resources, including study guides, workshops, and online materials, to meet the evolving needs of students, as and when required.
- **Cultural Competence:** Demonstrating cultural competence and sensitivity in working with a diverse student population.
- **Cultural Competence:** Fostering an inclusive and supportive learning environment for all students.
- **Professional Development:** Demonstrating a commitment to ongoing professional development through workshops, training, and relevant courses.
- **Professional Development:** Sharing insights and best practices with other academic staff and staff members
- **Professional Development:** Engaging in ongoing professional development to stay abreast of current business developments, best practices, and educational technologies to enhance lecturing effectiveness.