

## JOB DESCRIPTION

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| <b>Job Title:</b>  | Lecturer           | <b>Approved By:</b> | Carl Haberl  |
| <b>Job Holder:</b> | <b>VACANT</b>      |                     |              |
| <b>Report To:</b>  | Curriculum Manager | <b>Date:</b>        | May 2025     |
| <b>Grade:</b>      | LECT01-05          | <b>Location:</b>    | Fort William |

## PURPOSE

The purpose of this post is to plan and deliver effective learning, teaching, assessment and student support, which results in a high-quality student experience and engaged and successful learners. This is a key role, which involves working as part of a wider team to design and deliver an holistic approach to support for learning.

This job description should be used in conjunction with the Lecturer Professional Standards to inform and assist the post holder in carrying out their roles and responsibilities.

## KEY AREAS

The post holder will be accountable for:

- Planning learning, teaching and assessment based on current theories of learning, teaching and assessment and existing and emerging practice and the needs of learners;
- Implementing a range of high-quality teaching, learning and assessment approaches appropriate to the needs of individual learners and learner groups;
- Developing and maintaining high quality learning, teaching and assessment resources to support a range of learning styles and approaches, including use of digital technologies;
- Planning, co-ordinating and providing guidance and support appropriate to individual learner needs;
- Ensuring the quality assurance and enhancement of learning, teaching and assessment;
- Promoting student engagement through the facilitation of a classroom culture that supports the student voice and encourages active participation in learning and college life
- Using a reflective practitioner approach to ensure the development of own professional practice and contributing to the development of others;

- Contributing to curriculum team and whole-College development and activities, leading on projects, initiatives and work streams as required;
- Participating in programme and College-wide stakeholder engagement, promotion, marketing and student recruitment activities;
- Carrying out all relevant administration duties in line with College policy, process and procedures and stated timelines

## **DUTIES AND RESPONSIBILITIES**

The following duties and responsibilities are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake.

It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the level of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

### **Learning, teaching and Assessment**

- Work with learners to plan learning and teaching that is inclusive, contextualised and takes account of the needs of all learners and development of essential skills and graduate attributes;
- Use a broad range of learning and teaching and assessment approaches and activities to engage, motivate and support learners to develop and achieve;
- Implement a broad range of approaches to promote active, collaborative, self-directed and independent learning by using different modes of delivery and a variety of resources and technologies;
- Develop and maintain appropriate, up-to-date and contextualised learning, teaching and assessment materials which are effective in supporting learning;
- Create and maintain an interactive, supportive and safe learning environment that promotes learning;
- Devise suitable assessment strategies and assessment instruments which take account of group and individual learner needs;
- Measure and record progress and attainment of learners, using outcome of assessments to inform ongoing planning of learning and teaching and support for learners.

### **Student Guidance, Support and Engagement**

- Undertake student recruitment and selection activities to ensure learners are supported in their choice of study and the College meets student activity targets;
- Provide effective guidance and support to learners in line with the College's student engagement strategy and associated policies and procedures, advancing equality, diversity and inclusion of opportunity for all learners;
- Ensure a full understanding of own guidance and support role, responsibilities and boundaries and how they relate to the remits of support staff and other specialist roles;
- Provide pre-course support and guidance to anticipate students' potential needs and support for learning;
- Work closely with students to identify and respond to the needs of all learners, co-ordinating the planning and provision of guidance and support from across the College to support learner groups and individuals. This may include specialist support where necessary;
- Ensure learners are supported to be fully engaged in the life of the college through participation in student surveys, focus groups and other activities;
- Facilitate the opportunity for the learner voice to be heard through the support of the class rep system and HISA
- Manage learner attendance, progress and discipline in line with the Student Positive Behaviour policy, working with relevant colleagues to address issues and to plan and implement support;
- Ensure accurate and timely recording and reporting of student attendance and progress in line with College policies, systems and procedures;

### **Curriculum design**

- Contribute effectively to the development of the curriculum area including design and development of new courses and resources, provision of specialist knowledge and market intelligence, development of other team members and preparation and submission of management information and evaluative reports;
- Contribute to effective stakeholder engagement to ensure curriculum is designed and delivered in line with stakeholder needs and for promotion and understanding of the College and its services to the wider community.

### **Quality Enhancement and Assurance**

- Comply with College, UHI and external awarding body policies, regulations and procedures for assessment, exams, approval and verification;
- Plan and carry out internal verification duties as required, ensuring accurate and timely verification, recording and auctioning of outcomes;
- Contribute effectively to curriculum team and whole-College work, including the achievement of targets and the completion of projects;
- Contribute effectively to quality enhancement activities, including self-evaluation, curriculum review and quality improvement projects and actions;
- Use a range of evidence such as learner feedback, assessment feedback and performance indicators to evaluate own learning and teaching and to contribute to the evaluation of learning and teaching at programme and College level.

### **Professional Practice and Development**

- Ensure a full understanding of the context in which the College operates including the political, social, cultural, economic and technological influences and the UHI context;
- Engage in continuing professional development in subjects/disciplines and their pedagogy, including research, scholarship and the evaluation of professional practices<sup>1</sup>.;
- Comply with all applicable statutory requirements and relevant codes of practice and apply them to own professional practice;
- Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of young people and vulnerable learners;
- Manage self, relationships and work demands to promote resilience and well-being;
- Engage purposefully in reflective practice to identify areas of professional and personal development and ensure personal values align with and support the values and ethics that underpin professional practice;
- Identify and undertake relevant professional and personal development to enhance practice and maintain currency and achieve individual, team and organisational goals. This includes ensuring completion of all statutory and mandatory College training;

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<sup>1</sup> UK Professional Standards Framework Areas of Activity A5

- Maintain effective industry links as appropriate to the role, reflecting and sharing knowledge, experience and examples of good practice;
- Demonstrate consistently the performance behaviours relating to leadership, performance, team working and communication as expected by UHI North, West and Hebrides as outlined in the staff performance framework;
- Use College communication and information channels effectively to ensure up-to-date awareness and understanding of, and input to, developments within the College and changes to policies, procedures and working practices. This includes attendance at meetings at team and College level;

## **GENERAL**

- Proactively contributing to own personal development and supporting the wider sustainability of UHI North, West and Hebrides;
- Contribute to UHI's climate, biodiversity, and sustainability goals, including net-zero by 2040;
- Ensuring consistency and equality at all times;
- Ensuring compliance with data protection requirements and all college policies as required, including appropriate responsibility to ensure the health and safety of self and others;
- Working collaboratively with colleagues to ensure a whole college focus and approach

## **CONTEXT**

This post sits within curriculum and should operate as part of a wider curriculum team and interface closely with colleagues in Student Experience, Quality and Registry to ensure an holistic approach to support for learning for all our learners.

The post may involve working with a variety of students across multi-college sites, across different school locations and to UHI academic partner sites. This will also involve increasing use of technology to deliver learning and teaching using a variety of approaches such as face-face, online, blended and networked learning.

The post will also involve engagement with UHI colleagues and external partners and stakeholders, including employers.

**PERSON SPECIFICATION**

| Criteria                      | Essential  | Desirable  |
|-------------------------------|--|--|
| <b>Qualifications</b>         | <ul style="list-style-type: none"> <li>Minimum qualification of SCQF level 11 in a relevant subject.</li> </ul>  | <ul style="list-style-type: none"> <li>2 years demonstrable experience of delivering, assessing and quality assuring in an education/training context</li> <li>Teaching qualification – candidates without a teaching qualification will be considered.</li> <li>Specific Therapeutic Qualifications.</li> <li>Specific outdoor activity qualifications</li> </ul>                 |
| <b>Experience</b>             | <ul style="list-style-type: none"> <li>Experience in a relevant therapeutic role in a nature-based or adventure context.</li> <li>Adventure activity experience with a deep knowledge of the outdoor activity environment.</li> <li>Experience in delivering professional training and/or education</li> </ul>   | <ul style="list-style-type: none"> <li>Working in FE/HE/PG sector</li> <li>Extensive experience working in an outdoor and adventure therapeutic practice role.</li> <li>Managing complex resources</li> <li>Using digital technologies for learning and teaching</li> <li>Experience of curriculum and materials development</li> <li>Quality assurance and enhancement</li> </ul> |
| <b>Knowledge &amp; Skills</b> | <ul style="list-style-type: none"> <li>Strong personal and professional knowledge of the theoretical background to therapeutic practices and outdoor learning pedagogies, and a willingness to explore these concepts.</li> <li>Good digital skills</li> <li>Good written and verbal communication</li> <li>Ability to relate to students of all abilities</li> <li>Ability to work under pressure and meet deadlines</li> </ul> | <ul style="list-style-type: none"> <li>Assessment strategies</li> <li>Learning and teaching pedagogies</li> <li>Ability to communicate in Gaelic or other languages.</li> </ul>  |

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| <b>Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Reflective practitioner</li> <li>• Flexible</li> <li>• Resilient</li> <li>• Collaborative</li> <li>• Highly motivated</li> <li>• Focused on improvement</li> <li>• Willingness and ability to manage complex tasks</li> </ul> |  |
| <b>Other</b>              | <ul style="list-style-type: none"> <li>• Be willing to work flexible hours when necessary to meet requirements of the post</li> </ul> Commitment to support the achievement of UHI’s Sustainability Policy and Strategy 2023-30 objectives                             | <ul style="list-style-type: none"> <li>• Clean driving licence, with D1 eligibility (17-seater minibus driving)</li> </ul> |

## KEY TERMS AND CONDITIONS OF EMPLOYMENT

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| <b>Hours of Work</b>                             | This post is for a fixed term for 3.5 hours per week over 44 weeks. The hours per week will vary according to the module and the work commitments required to be discussed with the line manager.  |
| <b>Duration</b>                                  | This a Fixed term post for 44 weeks  |
| <b>Salary</b>                                    | (LECTURER)<br>The salary for this post is "Unpromoted Lecturer" a 5-point scale which is currently £40,170 - £48,357 per annum. Placement and progression through the scale are dependent on qualifications and experience. Your salary will be pro-rata to the relevant spinal point. |
| <b>Holidays</b>                                  | There are 3 periods of academic holiday through this contract period which include a week in October, two weeks at Christmas and two weeks at Easter. Fixed term weekly payments will continue across these holiday periods.   |
| <b>Location</b>                                  | Online and at a residential setting in Scotland during October 2025 TBC (planned to be Glenmore Lodge National Outdoor Training Centre).   |
| <b>Pension</b>                                   | (LECTURER)<br>You will be contractually enrolled into the Scottish Teachers Superannuation Scheme. Further details are available upon appointment.   |
| <b>References/ Medical Assessment/ PVG Check</b> | For external candidates' appointment will be subject to references and a PVG check, which will be taken up after an offer has been made.   |

*UHI North, West and Hebrides, an equal opportunities employer, is a registered charity which exists to provide Further and Higher education.*

