

# RAVENSBORNE UNIVERSITY, LONDON

## ROLE DESCRIPTION AND PERSON SPECIFICATION ACADEMIC AND TECHNICAL STAFF

**Role Title:** Senior Lecturer

**Area:** Games Art / Development

**Pay Band:** E

**Reports to:** Course Leader, Games Development

### **Purpose of Role:**

- To provide the teaching and learning activities of the course(s). To act as part of a course team undertaking some course responsibility that could include: membership of course / Institution committees, assessment, acting as tutor for groups of students or individuals and educational management / administration, as required by the Course Leader / Programme Director.
- The postholder is required to undertake a proportionate amount of activities contained in the job description, commensurate with the number of days worked. The extent of these activities must be agreed with the Course Leader/ Programme Director and may be subject to change at any time during employment.

### **Role Responsibilities:**

- To teach and assess students in the subject area on relevant courses at either or both Higher and Further education levels as appropriate
- To tutor and counsel students and refer to student support/counsellor where appropriate
- As part of the Course team, to contribute to the development of the course(s) specialism(s) across all years of the course(s)
- To assist in the recruitment of students and assist in promotional activities for the department including open days
- To maintain an overview of students' assessment and progression through all stages of the course, giving feedback tutorials to students
- To assist in the planning and writing of course documentation including timetables, project briefs and development of new material for delivery

- To contribute to the achievement of academic standards of the course(s), including the annual critical appraisal process
- To demonstrate understanding of Ravensbourne's values, culture and educational ethos and promote these through everyday practice in the role.
- To deliver in the region of 18 hours teaching per week, pro-rated where a fractional appointment
- To work within Ravensbourne's Code of Conduct and other Rules
- To comply with all legislative, regulatory and policy requirements (e.g. Finance, HR) as appropriate
- To carry out the policies, procedures and practices of Health & Safety in all aspects of the role
- To demonstrate value and importance of equality and diversity in every aspect of Ravensbourne's work, and show commitment through everyday practice in the role
- To work in accordance with, and promote Ravensbourne's environmental sustainability policy and practices
- To work continuously to improve individual knowledge, skills and behaviours for the current role and for the longer-term, gaining appropriate professional qualifications/accreditation and maintaining membership of appropriate professional bodies as appropriate
- To make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness
- To perform such other duties consistent with the role as may from time to time be assigned, collaborating fully with others to get the work done and Ravensbourne's objectives achieved

**Key Working Relationships (i.e. titles of roles, both internally and externally, with which this role holder interacts on a regular basis):**

Deputy Director, Strategic & Academic Development and Post Graduate Studies, Director of Academic Services, Programme Director, Course Leaders, Finance, Registry & Student Services, Quality, HR and Marketing Staff

## Person Specification (Knowledge, Skills and Behaviours)

|   | Essential | Desirable  |
|---|-----------|------------|
| <p><b><u>Core Personal Skills</u></b></p> <p><b>Minimum Qualification Required:</b></p> <p>A Degree, appropriate professional qualification or equivalent.<br/>           A post-graduate qualification<br/>           A PGCE or HEA accreditation or the ability to achieve one of these</p>   | ✓         | ✓<br><br>✓ |
| <p><b>Customer Focus and Service</b></p> <p>Understands the relationship between provider and customer, and the expectations of the recipient of a service. Is able to identify all such relationships in which they are involved, and with an attitude of mind that places the needs of the customer first, provides a service that fully satisfies them.</p>                        | ✓         |            |
| <p><b>Enterprise and Support for Income Generation</b></p> <p>Understands the critical importance of income generation, in particular from student recruitment, and is alert to the opportunities for increasing income from existing or new sources, taking action as necessary.</p>   | ✓         |            |
| <p><b>Team Working</b></p> <p>Works collaboratively and harmoniously within the team and more widely with all significant others to get the job done, to the satisfaction of all those involved.</p>  | ✓         |            |
| <p><b>Communicating and Relating to Others</b></p> <p>Communicates clearly both orally and in writing (including formal and informal written documents). Can build and maintain effective relationships openly and honestly, using every medium appropriately and with consideration for the audience, so that the messages (both ways) are understood and able to be acted upon.</p> | ✓         |            |
| <p><b>Organising Work</b></p> <p>Organises work for optimum effectiveness, using all the resources, tools and methods available, so that the objectives of the role, team and organisation are met.</p>   | ✓         |            |

|  | Essential | Desirable |
|--|-----------|-----------|
| <p><b>Problem Solving and Decision Making</b></p> <p>Anticipates problems or issues and deals with them creatively and constructively, reaching a rational decision for dealing with the problem or issue; one that is capable of practical implementation</p>                                   | ✓         |           |
| <p><b>Future Focussed and Change-Ready</b></p> <p>Understands their current position in the broader environmental context and is receptive to, and open minded about, change, enabling them to respond positively and creatively to changing circumstances and requirements.</p>                 | ✓         |           |
| <p><b>Numeracy and Statistics</b></p> <p>Understands, uses and presents numerical information clearly and accurately, according to the requirements of the task in hand.</p>   |           | ✓         |
| <p><b><u>Using IT</u></b></p> <p><b>IT General</b></p> <p>Makes optimum use of appropriate digital technology and IT systems in all aspects of the role, particularly the ability to operate in a Virtual Learning Environment</p>   | ✓         |           |
| <p><b>IT Project Management</b></p> <p>Strong IT skills including, if using online project management tools, an awareness of the functional specifications of these tools in managing projects, such as Basecamp.</p>  | ✓         |           |
| <p><b>IT Hardware</b></p> <p>An awareness of audio visual input and output, including basic trouble shooting with adaptors (VGA, DVI), how to adjust and mirror laptop screen output to projectors, how to connect a range of peripheral devices such as mice, screens, Ethernet connections</p> | ✓         |           |

|  | Essential | Desirable |
|--|-----------|-----------|
| <p><b>IT System</b></p> <p>Know how to search for and connect to a range of wireless network connections, how to change audio output and video and microphone inputs for a laptop. To be aware of home folders synchronisation and to be guided to maintain good housekeeping in terms of location of folders on local and network drives. To be able to use cloud based services provided by Ravensbourne after instruction: Goglemail, Google documents, shared spreadsheets</p> | ✓         |           |
| <p><b>IT Software</b></p> <p>Know how to be able to launch applications successfully and close them again. To be able to use a range of different browsers effectively and appreciate their differences. To be able to save outputs from Microsoft Office programs in a variety of outputs supported by those programs, for the purposes of sharing.</p>   | ✓         |           |
| <p><b><u>Academic and Technical Knowledge and Know-How</u></b></p> <p><b>Subject Knowledge and its Application</b></p> <p>Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of keeping up to date in the application of that knowledge, for teaching and other aspects of the role</p>   | ✓         |           |
| <p><b>Inter-Disciplinarity</b></p> <p>Understands inter-disciplinary and convergent processes in creative and digital activities, and demonstrates a commitment and ability to ensure this is reflected in the educational offer</p>   | ✓         |           |
| <p><b>Applied Research and Knowledge Transfer (including Consultancy)</b></p> <p>Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of applying that knowledge in an industrial/professional practice context</p>   |           | ✓         |
| <p><b>Planning and Managing Student Events</b></p> <p>Ensures that the work of existing and graduating students is presented and promoted effectively to a wide range of audiences, through an innovative programme of events and activities</p>   |           | ✓         |

|   | Essential | Desirable |
|---|-----------|-----------|
| <p><b>Professional Context</b></p> <p>Develops and maintains an understanding of how developments in the professional, legal, regulatory and educational contexts impact upon own role specifically, and Ravensbourne more generally</p>  | ✓         |           |
| <p><b><u>Academic and Technical Educational Delivery, Systems and Processes</u></b></p> <p><b>Teaching and Learning</b></p> <p>Combines subject content and learning and teaching methods in ways that fully enable learners to achieve their goals</p>   | ✓         |           |
| <p><b>Student Recruitment, Admission and Induction</b></p> <p>Ensures that prospective students are attracted by Ravensbourne's offer and assisted in making their choice; that they are selected fairly and in accordance with equality and diversity principles; and that they are enrolled and registered promptly and efficiently, and receive an effective induction</p> | ✓         |           |
| <p><b>Student Engagement</b></p> <p>Involves students fully in their educational experience by encouraging them to contribute as Course Representatives or Student Union Officers; participating in course evaluation and curriculum design; and helping them understand the nature of their educational experience, by setting realistic expectations</p>                    | ✓         |           |
| <p><b>Course Administration and Quality Assurance</b></p> <p>Supports the delivery of education to students by contributing to the efficient running of the programme, in accordance with Ravensbourne's quality standards and procedure</p>  | ✓         |           |
| <p><b>Course and Curriculum Design</b></p> <p>Designs and re-designs courses and associated curricula, bringing together digital technology and creative content in ways that ensure effective student learning and future employability</p>  |           | ✓         |
| <p><b>Technical Equipment</b></p> <p>Ensures that all equipment in use is fit for educational purpose, and that new equipment is purchased cost effectively, installed safely, and regularly maintained</p>   |           | ✓         |

|  | Essential | Desirable |
|--|-----------|-----------|
| <p><b><u>Specific Technical Expertise</u></b></p> <p><b>Please list in separate rows to ensure formatting is consistent.</b></p>   |           |           |
| 1. 2D and 3D Games Art Pipelines in Industry   | ✓         |           |
| 2. Maya, Substance, Z-Brush Expertise  | ✓         |           |
| 3. Unreal Materials Pipeline   | ✓         |           |
| 4. Houdini Desirable   |           | ✓         |
| <p><b>Industry and Educational Context</b></p> <p>Develops and maintains an understanding of how developments in both the relevant industries and higher and further education impact upon the role specifically and Ravensbourne more generally</p> | ✓         |           |