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Job Description

Post title: **Lecturer B in Art and Media Technology**

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Standard Occupation Code: 2311 – Higher education teaching professionals

School / Department: Winchester School of Art / Art and Media Technology

Faculty / Directorate: Arts and Humanities

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 5

ERE Pathway (if applicable): Balanced

Post reporting to: Head of Department

Post line report(s): N/a

Post base location: Campus **:** Winchester School of Art

Job purpose: To teach on the MA Fine Art, BSc Creative Technologies, and cognate programmes within the Department of Art and Media Technology.

To undertake research and scholarship that is of an internationally recognized level and in line with the School/Department research strategy. This research may be practice-based.

To be primarily responsible for leading the delivery of teaching for the undergraduate programmes BSc Creative Computing and BA Fine Art, and the postgraduate programme MA Fine Art, with a particular emphasis on connecting creative technologies with contemporary fine art practices.

To contribute to curriculum delivery and assessment, participate in School administration, and undertake leadership, management, and engagement activities as required.

To contribute to teaching on other programmes, including PhD supervision, by agreement.

## Key accountabilities and indicative time allocation:

1. **40%**

**Education Contribution**:

* Design, develop and deliver high-quality, scholarly education activities across a range of modules and programmes of study, often as module lead.
* Monitor and evaluate education activities to ensure excellence and coherence. Identify where revision or improvement is needed. Design, develop, seek appropriate approval and implement changes to meet identified needs, working with students as partners, wherever possible.
* Share, promote and help embed educational best practice and enhancement, including through inclusive and flexible teaching practices and the use of new technologies.
* Engage in curriculum planning, review and quality assurance processes, helping ensure curricula are kept up to date and comply with the University’s quality standards and support education strategies.
* Engage on educational development issues with relevant committees and working groups across the University.
* Provide advice and support to students as a Personal Academic Tutor.
* Supervise undergraduate and postgraduate taught students’ research projects. Co-supervise or contribute to the supervision of postgraduate research students.
* Act as internal moderator for undergraduate and/or postgraduate students.
* Develop and deliver scholarship of education activities (which may generate accompanying scholarly outputs) that have the potential to influence practice within and beyond the University.
* Collaborate and utilise networks of colleagues in own and other disciplines and/or organisations to enhance education activities (e.g., inviting guest speakers, exploiting industry links) and/or generate pedagogic insight and scholarly outputs.

1. **35%**

**Research Contribution**:

* Sustain a personal programme of research which contributes to or complements wider research programmes or strategies.
* Develop and deliver independent, rigorous and original research that leads to the discovery of new knowledge, insight and/or understanding.
* Lead an individual or team research project or projects.
* Regularly produce a range of high-quality research outputs that: underpin an established and growing reputation within the research community for the originality, significance and rigour of research; and demonstrably contribute to debate, knowledge, understanding and impact within and/or beyond academia.
* Plan and develop innovative new research proposals, either as self-contained items or as part of wider programmes, identifying potential funding sources and lead, co-lead or contribute to income proposals.
* Collaborate and utilise networks to develop and deliver research with colleagues in own and other disciplines and/or organisations. Co-create with a range of public groups, partners or organisations, as appropriate.
* Project manage research activity, manage the application of a range of research methodologies and manage or supervise other members of a research team, as appropriate.
* Ensure effective co-creation, sharing of, and engagement with, research and research findings by a range of audiences (e.g., academic peers, practitioners, policymakers, publics), using a range of methods (e.g., peer-reviewed publications, conferences, public engagement, outreach, media releases).
* Proactively identify and pursue opportunities to ensure research activities benefit educational practice.
* Supervise or contribute to the supervision of research assistants.

1. **15%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 5 activities:

* Successfully undertake defined management, engagement, administration or project roles within the department or School (e.g., admissions, examinations, excellence framework contributions).
* Manage processes and co-ordinate the work of others as required. Help determine priorities and allocate resources to meet planned objectives and requirements.
* Contribute to short and medium-term planning processes in the department or School, including budget planning for own area. Demonstrate an appreciation of longer-term requirements.
* Make a significant contribution to the wider work of the Faculty and University through effective participation and collaboration in working groups and committees (e.g., Equality, Diversity and Inclusion committees and self-assessment teams, Health and Safety committees, Research Ethics committees etc.).
* Provide expert advice to colleagues and students. Use persuasion and influence to foster and maintain relationships.
* Line manage or supervise staff, as appropriate.
* Effectively conduct and engage in appraisal, career development and continuing professional development activities; formulate development plans to meet current and future skill needs.
* Ensure the effective management and use of assigned resources (e.g., budgets, equipment).
* Organise and/or participate in visit days, open days and public engagement activities.
* Manage external activities such as placements and field trips.

1. **5%**

**Knowledge Exchange and Enterprise Contribution**:

* Achieving a record of effectively and independently managing knowledge exchange and/or enterprise activities and outputs through public engagement, outreach and/or other impact-generating activities.

1. **5%**

Any other duties as allocated by the line manager following consultation with the post holder.

Internal and external relationships:

Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties.

New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department, Faculty and University.

Research priorities will be agreed within the strategic framework of the Department.

Teaching and administrative duties will be allocated by the Head of Department, within the context of the teaching programmes agreed by the Academic Unit Learning and Teaching Committee.

Encouraged to collaborate with colleagues in the wider school (Winchester School of Art), Faculty (Faculty of Arts and Humanities), other Faculties and institutions on original teaching, learning and research projects and practice.

Special requirements:

Sustain a personal, practice-based research plan of international standing in the broad field of technology, creativity, and culture.

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial and authoritative practical knowledge and experience in practice-based research in creative technology, creative computing, or media arts, supported by detailed understanding.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
  + Considerable work experience
  + Vocational training
  + Formal qualification(s) equivalent to Level 7 or 8 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. master’s degree, postgraduate certificate, diploma, PhD in fine art or creative technologies or Level 7 or 8 award, certificate, diploma.
* Ability to teach core technical skills in creative technologies.
* Track record of development and delivery of teaching at university level.
* Experience teaching and supervising students undertaking independent art practice, including running tutorials and group crits.
* Experience of creative hardware platforms and processes relevant to teaching on core modules for the BSc Creative Computing.
* Established international research reputation in a fine art practice that engages meaningfully with media arts (for example lens-based, sound, or art and technology).

Desirable

* Teaching qualification (PGCAP or equivalent).
* Membership of Higher Education Academy.
* Scholarly publications / creative outputs with recognised international journals, publishers and / or arts institutions.
* Teaching experience at the postgraduate level.
* Experience with computational audio and web and/or app development.

**Teamwork and Communication**

Essential

* Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
* Proven ability to coach and support students/tutorial groups.
* Works proactively with colleagues and other stakeholders, within and beyond the University, to achieve outcomes.
* Communicates effectively to develop understanding and achieve cooperation.
* Provides clear advice, guidance and recommendations on novel or complex concepts and issues.
* Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.
* Able to engage counselling skills and pastoral care, where appropriate.

Desirable

* Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems.

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses education, research and/or knowledge exchange and enterprise activities within broad guidelines and established University policies and procedures.
* Formulates development plans to meet current skill requirements.
* Proven ability to plan and develop a range of high-quality research and teaching activities, ensuring plans complement broader research and education strategy.
* Able to develop innovative research proposals and attract research funding.
* Proven ability to plan, manage, organise and assess own teaching contributions.
* Able to monitor and manage resources and budgets.
* Understanding of relevant Health & Safety issues.

**Problem Solving and Initiative**

Essential

* Develops detailed understanding of long-standing and/or complex problems and applies accumulated knowledge and experience to understand and/or resolve them.
* Demonstrates an awareness of principles and trends within a specialist field and awareness of how this affects education, research and/or knowledge exchange and enterprise activities in the University.
* Able to apply originality in modifying existing approaches to solve problems.

# Job Hazard Assessment

For any hazards identified below a health clearance will be undertaken by our occupational health provider and form part of recruitment checks. Further ongoing clearance may be required for some roles, including for existing members of staff.

**Does the risk assessment identify the need for ongoing health surveillance for this role? No**

## Physical Environment

Working outsideNot applicable

Exposure to noise levels >80dbA Not applicable

Working with dust or fumes Not applicable

Working with skin irritants/sensitisersNot applicable

Working with chemicals (industrial or cleaning)Not applicable

Working in a confined spaceNot applicable

Working at heightNot applicable

Working with sewage Not applicable

Contact with cytotoxinsNot applicable

Exposure Prone Procedure (EPP) work Not applicable

Direct patient care or patient contact / Contact with clinical  
specimens or pathology work Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts Not applicable

Working nightsNot applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

## Equipment, Tools and Machines

Working with vibrating machinery or toolsNot applicable

Driving duties Not applicable

Driving LGV, PCVs Not applicable

Driving forklift trucks Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged repetitive movements or actions Not applicable

Moving or handling heavy loadsNot applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

- I take personal responsibility for my own actions and an active approach towards my development.

- I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

- I demonstrate pride, passion and enthusiasm for our University community.

- I demonstrate respect and build trust with an open and honest approach.

**Working Together**

- I work collaboratively and build productive relationships across our University and beyond.

- I actively listen to others and communicate clearly and appropriately with everyone.

- I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

- I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

- I help to create an environment that engages and motivates others.

- I take time to support and enable people to be the best they can be.

- I recognise and value others’ achievements, give praise and celebrate their success.

- I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

- I identify opportunities and take action to make improvements.

- I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

- I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

- I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Sustainability**

- I consider the impact on people before taking decisions or actions that may affect them.

- I embrace, enable and embed change effectively.

- I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

- I take time to understand our University strategy and communicate this to others.