



**University of
Leicester**

THE UNIVERSITY OF THE YEAR 2008/9

PARTICULARS OF APPOINTMENT

New Blood Lecturer in English Language

School of English

College of Arts, Humanities and Law

Salary Grade 8 - £35,469 to £43,622 p.a.

Ref: AHL00029

The University

The University of Leicester is a leading UK university that delivers high quality research and inspirational teaching. Leicester is the Times Higher Education's University of the Year for 2008-9. The University is ranked 15th out of over 120 universities, Leicester features prominently amongst the world's top 200 institutions.

Leicester is a University of over 21,000 students – almost half of whom study at postgraduate level. The University employs 3,500 staff and has an annual turnover of £224m

Leicester is a member of the 1994 Group of internationally renowned universities engaged in leading-edge research and high quality teaching. 87% of our research was deemed to be of international significance by the 2008 Research Assessment Exercise. Our Quality Related (QR) research income places us amongst the UK's top-20 research intensive universities. A study by QS for the Times Higher Education magazine in October 2008 revealed the impact of Leicester's research was high. Leicester enjoys the seventh highest level of research citations per academic amongst UK universities. According to the BBC, the "greatest cluster of world-leading researchers of any discipline in any university in the UK is [at] Leicester" – in our Department of Museum Studies.

The discovery of DNA Genetic Fingerprinting is our most famous achievement, but our world-class research is diverse and significant in its impact. For example, our recent work has demonstrated links between hormones and heart disease, discovered new techniques for lifting fingerprints from metals (for example bullets), highlighted that Renaissance England possessed unprecedented diverse and flourishing satire and comedy, and demonstrated that diet has a significant impact on the evolution of species.

The University of Leicester is, according to *the Times* newspaper, "an award winning institution attracting top academics". For five consecutive years, the University of Leicester has recorded some of the highest scores for student satisfaction in the National Student Survey. In the 2009 survey 91% of full-time students taught at Leicester were satisfied with their programme. The Sunday Times writes, "no multi-faculty university achieved better results than Leicester". Teaching in 18 subject areas have been graded as "Excellent" by the Quality Assurance Agency – including 14 successive top scores. Leicester is also home to two prestigious national Centres for Excellence

in Teaching and Learning (in Genetics and Geographical Information Science) and plays an important role in a third (Physics).

We are highly ranked: 15th out of over 120 universities by both the Guardian University Guide and the Times Good University Guide. We're also amongst Britain's top 20 institutions in *the Independent's* Complete University Guide, which described Leicester as a "first class university", and the Sunday Times University Guide. We are one of a handful of British universities to feature amongst the world's top 200 (151st in the Shanghai Jiao Tong Table and 177th in the Times Higher World University rankings 2008).

In October 2008 the University was named University of the Year 2008 by the Times Higher Education at their annual awards. The judges cited Leicester's ability to "evidence commitment to high quality, a belief in the synergy of teaching and research and a conviction that higher education is a power for good".

Founded as a University College in 1921 and granted a Royal Charter in 1957, the University has an estate of 232 acres that includes a fifteen-acre Botanic Garden, an arboretum and a range of residences in the suburbs that are set in attractive gardens.

The University of Leicester holds the Athena Swan Bronze Award which recognises excellence in Science, Engineering and Technology (SET). The award specifically reflects a commitment to the advancement and promotion of the careers of women in SET. The University recognises that in order to attract and retain talented people it is necessary to ensure that the different approaches and needs of both men and women are equally valued. <http://www.athenaswan.org.uk/html/athenaswan/>

School of English

The School of English at the University of Leicester is one of the leading English departments in the UK, committed to teaching a wide spectrum of English studies, from Old English to Contemporary Writing, from literary, cultural and intellectual history to the literatures and languages of North America, Ireland, Scandinavia, the Caribbean and South Asia, and from critical theory to creative writing. This New Blood post will strengthen the School's English Language provision and enhance a priority area for the College of Arts, Humanities and Law.

English at Leicester has consistently been judged to be excellent in its teaching and has a distinguished research record. The School was one of the University's highest achieving departments in RAE 2008, with 60% of its research designated as world-leading and 95% awarded international status. There are in all seven Professors, five Senior Lecturers, and fourteen Lecturers in the School. Staff are engaged in research and teaching across all major areas of English Literature and Language. Further details of individual research interests in the School can be found at <http://www.le.ac.uk/english/staff/> and details of collaborative research groupings can be found at <http://www.le.ac.uk/ee/research/index.html> The School is looking to maximize its grant income through, for example, developing projects that link into strategic AHRC and Leverhulme initiatives, or by applying for networking, knowledge transfer and collaborative doctoral funding.

The School is the third largest undergraduate unit at the University of Leicester with 650 students registered for single and joint BAs in English. Single Subject students take core courses covering English literature of all periods. In their first year, students study Approaches to Literature; A Literary Genre (The Novel); The History of the English Language; and Renaissance Drama: Shakespeare and his Contemporaries. In the second year there are six modules: The Study of Language (Old English); Chaucer; Renaissance Literature; Medieval Literature; From Satire to Sensibility: Literature 1660-1789; and Critical Theory. In the third year, students take courses in: Literature 1789-1870; Literature 1870-1945; and Postwar to Postmodern: 1945 to the Present Day. Final-year students also choose a dissertation topic, which is individually supervised, and select two

optional Special Subjects from a range offered by colleagues. Further details are available at: www.le.ac.uk/english/resource/index.html

The School of English has recently initiated a number of new joint undergraduate degrees: the first a BA English and History had its first intake in 2006 and the second a BA English and American Studies in 2007. Recruitment for both these joint degrees is buoyant. In 2008 a joint a BA Modern Languages and English had its first intake and two further joint degrees, BA Film and English and BA History of Art and English, commence in autumn 2009. A key initiative the School would like to develop in the next four years is a joint BA English Language and Literature.

English Language has been identified as an area for growth and strategic development within the School of English. It is currently taught largely at undergraduate level, with all single subject students following compulsory courses in the History of English Language and Sociolinguistics (EN1040) during their first year and Old English (EN2030) during their second year. Students can then choose to pursue their language studies in the final year, in their dissertations and in special subjects. MA students can also choose from a range of language options, although there is currently no dedicated English language MA. It is hoped that this appointment will contribute to existing core provision, expand the range of language special subjects available, and contribute to the development of new undergraduate or postgraduate degrees with a view to increasing PhD recruitment in English language. Professor Julie Coleman and Dr Philip Shaw are the English Language specialists, with other colleagues in the School of English working on translation (Dr Knight, Dr Clark) and global cultures (Dr Farrier, Professor Halliwell, Dr Morley).

In addition to a thriving suite of undergraduate degree, the School has a very strong reputation in its postgraduate teaching. Currently there are about 40 students taking the MA courses in Victorian Studies, Modern Literature & Creative Writing, and English Literary Research, and about 40 research postgraduates working for the MPhil and PhD degrees. The English Literary Research MA will be re-launched as an MA in English Studies in autumn 2010.

There are opportunities for English Language specialists to teach on the MA English Studies (for example, on a new team taught module 'Cities of Words') and the MA Humanities. The School of English is looking to extend research links with other departments in and beyond the College of Arts, Humanities and Law, and we see the post holder as being an important figure in helping to develop an interdisciplinary forum for English language: for example, by contributing to the development of Translation Studies with the School of Modern Languages or the College research initiative on Urban Cultures, or by pursuing broader links across the University with Education, Psychology, Film Studies, and/or Media and Communication. We are also keen to develop PhD and MPhil registration in English language, both amongst Home/EU and international students.

Members of the School are involved in major critical, editorial, bibliographical and biographical projects, reflecting all periods and a spectrum of scholarly and theoretical approaches. A number of journals including the *Review of English Studies* and *Cambridge Quarterly* are edited from the School. In addition to a highly-respected and long-standing Victorian Studies monograph series with Ashgate, two recent academic series published by Edinburgh University Press, 'Twentieth-Century American Culture' and 'Edinburgh Critical Guides to Literature', and one from Continuum, 'Studies in Contemporary North American Fiction' are edited in the School. Colleagues contribute to a range of national and international projects including a joint research initiative with the University of Pisa. The School has a vibrant research culture, including seminars, symposia, annual lectures and reading groups, and is looking to increase its activities in these areas.

There are two interdisciplinary research centres located in the School, the Centre for Victorian Studies and the Medieval Research Centre. English also makes a substantial contribution to the Centre for American Studies, which is formally based within the School of Historical Studies. The Centre for Victorian Studies is responsible for a number of doctoral candidates, and for the very successful MA in Victorian Studies; it hosts a series of seminars, and is engaged in collaborative

ventures with other universities. The Medieval Research Centre supports research in Medieval Studies across the University; it organises an annual major series of lectures; it organises sessions at the major international medieval congresses; and fosters individual and collaborative research projects. The Centre for American Studies was established in 1997 as a home for the BA degrees in American Studies and now has a very strong reputation nationally and internationally, ranked in the top 3 for American Studies units over the last three years: see www.le.ac.uk/americanstudies

The School was rated 'Excellent' in the latest Teaching Quality Assessment Exercise. Its active interest in pedagogic practice is reflected in the variety of methods in which it engages, in the receipt of Teaching Innovation grants, and in the award of four University Teaching Fellowships to members of the School since 2003. The School has done consistently well in the National Student Survey: it was voted the highest ranking English department nationally in 2006 and came 4th in 2009 with a 97% satisfaction rating. In 2007 the School was 6th in *The Guardian* listing of English departments, and for 2010 was ranked 12th in *The Times*.

The School caters for a number of students from abroad. It has established extensive relations with European universities in the ERASMUS programme and American universities on the year abroad programme for joint English and American Studies students.

About the New Blood Lectureship Scheme

New Blood Lectureships are an exciting development at the University of Leicester. We seek to appoint 8 high quality individuals into these positions who will enjoy reduced teaching loads, guaranteed study leave and start up funding for travel.

Applications are invited from well qualified candidates with high quality research records for New Blood Lectureships in the 6 major areas of academic development described in detail in this site. Successful applicants will require at least two publications likely to be judged as being of 3* or 4* RAE quality by the appointment and shortlisting panels.

In return, the successful applicants will benefit from:

1. Reduced teaching during the first four years of employment in order to facilitate continued high-quality research:
 - First year: No teaching. Guaranteed study leave from teaching duties in order to conduct research
 - Second year: 1/3 of normal departmental teaching load
 - Third year: 2/3 of normal departmental teaching load
 - Fourth year: 1/3 of normal departmental teaching load. Eligibility to apply for further study leave
2. Funding for research travel for four years.

Job Outline

We encourage applicants for this New Blood Lectureship in English Language who will complement existing strengths and develop synergistic research across the School of English and the College of Arts, Humanities and Law. An interest in one or more of the following five areas may be advantageous: (1) Global Englishes, (2) Language and the Media, (3) Sociolinguistics, (4) TEFL and Translation, and/or (5) Literary Linguistics.

For the first four years the post holder will fulfil the duties specific to the New Blood lectureships. After the fourth year the post holder will be expected to cover normal duties as detailed below. The post holder will be responsible to the Head of School of English, and will undertake undergraduate and postgraduate teaching and research in English Language, administration and other activities that contribute to, and support the work of the School in developing and enhancing its reputation, both internal and external to the University.

Principal Accountabilities

Research

- To contribute in a significant and meaningful manner to the School of English's research profile by producing research of the highest standard, in line with the University's objective to further enhance its standing at the REF (submission date December 2012).
- To manage research projects within the University, including their financial control and to supervise research assistants and research students.
- To secure, in collaboration with colleagues in the School and College external research funding through research grants or contracts to support a well-defined research agenda which will deliver outputs of international excellence.
- Consistent with the resources available and departmental and other obligations, to attend and present research findings and papers at academic and professional conferences, and to contribute to the external visibility of the department.
- To publish research articles in high quality peer-reviewed journals and scholarly volumes.
- To ensure that all research activities undertaken are in compliance with the 'Research Code of Conduct' operated by the University.

Teaching

- To give lectures, seminars and other classes, as appropriate in support of the required teaching obligations and to supervise project work by undergraduate and postgraduate students.
- To co-operate with colleagues in the review and development of the curriculum and in the design and launch of new degrees or other academic awards where appropriate.
- To maintain a broad knowledge of up-to-date research and scholarship in relevant fields to ensure that teaching meets the standards expected within a research-led University.
- To undertake academic duties (setting examination papers, marking, invigilation and pastoral support of students) required to sustain the delivery of high quality teaching.
- To support and comply with the University, College and School teaching quality assurance standards and procedures, including the provision of such information as may be required by the School, the College or the University.

Administration

- To undertake such specific departmental roles and management functions as may be reasonably required by the Head of School.
- To attend departmental meetings and to participate in other committees and working groups within the School, the College and the University to which appointed or elected.
- To engage in continuous professional development, for example through participation in relevant staff development programmes.
- To undertake, subject to agreement of the Head of School and the University as appropriate, external commitments which reflect well upon and enhance the reputation of the University.
- To ensure compliance with health and safety requirements in all aspects of work.

Qualifications, Knowledge and Experience required

Essential:

- At least two publications likely to be judged as 3* or 4* RAE quality.*
- A PhD in an appropriate subject.*
- Expertise in English Language.* The successful candidate will have expertise that complements and enhances the current programme of the School, with preference given to one or more of the following: (1) Global Englishes, (2) Language and the Media, (3) Sociolinguistics, (4) TEFL and Translation, and/or (5) Literary Linguistics.
- Appropriate experience of English undergraduate teaching, with the ability to teach EN1040 History of the English Language and one other undergraduate module on the BA English syllabus.*
- An excellent record of research achievement as evidenced by a strong publications record.*

Desirable

- Experience of teaching and supervising PhD students.*
- Evidence of team work and participation in collaborative projects.

Skills, Abilities & Competencies required

Essential:

- The ability to initiate, develop, and deliver high quality research.*
- The potential to generate significant research grant and/or contract income.*
- The ability to teach at undergraduate and postgraduate level.*
- Good verbal and written communication skills.
- Potential for academic leadership.
- Commitment to high quality teaching.

Desirable:

- Evidence of attracting external research funds*

(*Criteria to be used in shortlisting candidates for interview)

Informal Enquiries

Informal enquiries are welcome and should be made to the Head of the School of English, Professor Martin Halliwell, on mrh17@le.ac.uk or 0116-2522645.

The closing date for this post is midnight on **Thursday 26 November 2009**.

Applications

For further information and to apply on-line, please visit our website:

<http://www2.le.ac.uk/offices/personnel>

Extracts From Terms and Conditions

The appointment is subject to University Charter, Statutes, Ordinances, and Regulations, and to the standard Terms and Conditions of Appointment for Academic Staff. A copy of the full Terms and

Conditions may be obtained by contacting Personnel Services. A Lecturer may be required to serve a probationary period of up to three years. Appointments on probation are reviewed annually.

Staff are responsible to the Head of the Department for such lecture courses, teaching, postgraduate supervision, examining and other work as may be allotted to them. They are required to take a full share in all examining work and in the tutorial work of the Department (personal as well as academic) and in such general work of the Department as may be required from time to time by the Head of Department. Staff are expected to attend regular Departmental Staff Meetings.

Members of the academic staff are expected to undertake scholarly work and research and the University endeavours to provide adequate resources for the research interests of its staff. Staff are also expected to undertake adult and continuing education teaching as and when appropriate.

Salary Spine:

- **Grade 8:** £35,469 - £36,532 - £37,651 - £38,757 - £39,920 - £41,118 - £42,351 - £43,622

The initial salary will depend upon qualifications and experience. Salary is payable monthly on the last working day of each month.

- **Probation** Appointments of academic staff are normally subject to a three-year probationary period. Appointments for a fixed-term of three years or less are normally probationary for their duration. Appointments on probation are reviewed annually.
- **Hours** Appointments, unless otherwise stated, are full-time but no fixed number of hours of work is prescribed for members of the academic staff. Extra-mural lecturing for the University and examining work may be undertaken without obtaining specific permission, and so may occasional lectures, broadcasts, etc., but before engaging in other paid external work members of the academic staff must consult the Vice-Chancellor who will, if he considers it necessary, bring the matter before Senate and Council. This stipulation applies to all paid external work that it is proposed to undertake in vacations as well as during term time, and in particular to consultancies and to work for any other university at home or abroad, including the Open University.
- **Pensions** Academic staff eligible for membership may, immediately on starting their employment, join USS - the occupational pension scheme provided by this University. Unless, prior to becoming an employee, he/she declares in writing a wish not to be a member of USS he/she will automatically be deemed to be a member from the start of the employment and contributions will be deducted accordingly. Contributions at the rate of 6.35% of salary will be deducted from the date of entry to the Scheme, at which time full details of benefits, etc., will be forwarded by the University Superannuation Office, from whom further information can be obtained at any time. The University contributes an amount equal to approximately 14% of salary.
- As a member of the USS, you will automatically participate in SMART Pensions, which is a scheme designed to produce financial benefits for both the University and employees. Further information about SMART Pensions will be provided to the successful candidate.
- **Holidays** Members of academic staff are entitled to six weeks of paid holiday in each leave year. This includes 6 days each year allocated by the University but excludes public holidays. The leave year commences on 1 January. Members of staff are expected to undertake such departmental duties as may be necessary during vacations, e.g. in connection with admissions, supervision of field courses or vacation courses. A member of staff is expected to consult his/her Head of Department over his/her leave arrangements to ensure the smooth running of the Department. Staff working part-time continuously throughout the

year receive a *pro rata* annual leave entitlement. On termination of employment paid holiday entitlement shall be deemed to have accrued in proportion to completed months of service in the leave year.

- **Equal Opportunities** The University is committed to an equal opportunities policy in employment practice (a copy of the Equal Opportunities Policy is available by contacting the Equal Opportunities Team).
- **Notice** The appointment may be terminated by three months' notice in writing by either side.
- **Relocation** The successful candidate will be required to reside in or near Leicester unless otherwise especially permitted. The University has a scheme whereby it is prepared to give some assistance towards removal expenses in certain cases.

POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE IN HIGHER EDUCATION

In common with most universities in the UK, Leicester provides an in-service training course for academic staff who have less than 3 years' experience in teaching in higher education. This programme forms part of the Postgraduate Certificate in Academic Practice and it offers an opportunity to engage with theories underlying learning, curriculum and assessment issues, and the professional and practical aspects of teaching in HE today. The aim of the programme is not to prescribe teaching methods, but rather to promote exploration of practices and approaches that can be adopted to ensure effective learning.

The University's Staffing Committee has agreed that newly appointed staff with less than 3 years' experience in teaching in HE in the UK should successfully complete Module A of this programme as part of the probationary requirements. Members of staff on appointments of one year or less are encouraged, but not required, to enrol on the Certificate as part of their professional development.

The overall aims of the programme are to:

- Enable participants to develop personally and professionally across the range of their academic roles (learning and teaching; research; management, administration and leadership) in ways relevant to their existing and future needs and responsibilities
- Encourage a reflective and scholarly approach to the study and practice of all academic roles
- Inculcate an awareness of the values (e.g. intellectual openness and breadth, confidentiality, respect for diversity, for individual learners and for colleagues) underpinning academic practice
- Encourage participants to develop a capacity for reflection on their practice and to embrace the notion of continued professional development
- Provide access routes to Registered Practitioner and Associate Registered Practitioner status with the Higher Education Academy

Iterations of Module A start in both semesters each academic year, giving participants flexibility about when they embark on the course. The module takes two semesters to complete, and is assessed by a portfolio.

Please contact the Course Leader, Derek Cox, in the University's Staff Development Centre (email dlc14@le.ac.uk or telephone 0116 252 5056) for further details.

Module A synopsis

MODULE A - TEACHING AND LEARNING IN THEORY AND PRACTICE

This module introduces participants to the theoretical aspects of learning that underpin teaching practices. It addresses the needs of academic staff new to teaching in HE or other staff (technical, librarians, research students) who have an active role in supporting the learning process.

Notional Learning Hours: 225

Contact time: 45 hrs

Credits: 30 CATS

Level: M

Aims

The overall aims of the module are:

- to explore the theoretical and contextual knowledge and practical teaching skills required to promote optimal student learning
- to develop reflective and professionally aware practitioners

Intended Learning Outcomes

By the end of the module, typical participants should be able to:

- recognise the impact of national trends on institutional agendas on learning, teaching and assessment matters (LO1)
- critically analyse theories and conceptual frameworks of learning, teaching and assessment, and evaluate their application in practice (LO2)
- demonstrate competence in choosing and using a variety of teaching and assessment and support strategies that meet the needs of a diverse and heterogeneous student body (LO3)
- encourage students to engage actively with, reflect upon and think critically about their disciplinary subject matter (LO4)
- use peer feedback (colleagues/mentors/observation of teaching), student feedback and their own reflection to inform and improve their own teaching and assessment practice (LO5)
- demonstrate their attention to student progression (LO6)
- apply and reflect on ethical and professional values underpinning practice (LO7)
- assess their personal and professional development needs and formulate Continuing Professional Development plans (LO8)

Educational Strategies

The module is delivered through a series of interactive workshops based on the key issues broached in this module. This contact time totals 45 hours, and is supplemented by the work-based study element (comprising your own teaching), and independent study time. Engagement with the module will amount altogether about 225 hours study time.

You are expected to take responsibility for the practical and theoretical aspects of your own learning and are expected to reflect on your experience of teaching. We recommend that you keep a log of your reflection - for use in your portfolio, and as good practice in developing a properly professional approach to teaching.

Remember that you are responsible for organising the peer observation sessions that relate to this module.

Outline of Content

- Introduction to Leicester and the wider HE context
- Teaching Practices (methods and tools, use of ICT, approaches to teaching and learning)
- Learning theories (cognitive theories, including constructivism, behaviourism, andragogy etc)
- Introduction to course design (aims, objectives, learning outcomes, progression)
- Diversity issues in Higher Education
- Professional values and Continuing Professional Development
- Assessment purpose and principles
- Assessment methods and Designing Assessment Strategies
- ICT in assessment, Computer-aided assessment (CAA), objective testing
- Seeking and using feedback to inform practice
- Feedback to students and Student support
- Enhancing and extending assessment practice

Assessment

Assessment for the module is achieved through the compilation of a portfolio. This is composed of three types of material – reflective writing, an evidence file and supplementary information. The combination of these types of material should be such that they allow the participant to demonstrate that they have met the module’s learning outcomes.

The *reflective writing* consists of four pieces written at stages throughout the course of Module A, and will allow participants to engage in critical and analytical reflection on practices they are developing and the theoretical standpoints they are utilising. The writing must also show that the learning outcomes for the module have been met.

The *evidence file* should comprise authentic and relevant material drawn from the participant’s current and developing practice as a teacher, and should substantiate the points made in the reflective writing. The evidence file should supply material equivalent to 3,000 words of original writing

The *supplementary material* is a mandatory part of the portfolio. It comprises:

- background details about the participant and the context in which he/she teaches
- the element proposal forms (EPFs)
- a mapping document to guide assessors through the portfolio &/or a learning outcomes index showing where they have been demonstrated
- reports of teaching observations by a member of the Course Team and the participant’s mentor.