



## Candidate Information

**Position:** Lecturer in Planning  
**School/Department:** School of Natural and Built Environment  
**Reference:** 23/111313  
**Closing Date:** Monday 23 October 2023  
**Salary:** £41,331 - £57,141 per annum.  
**Anticipated Interview Date:** Monday 13 November 2023

### JOB PURPOSE:

The Planning discipline at Queen's University Belfast, based in the School of Natural and Built Environment, has a very strong reputation for teaching and research at both national and international levels, with 89% of our research regarded as world leading or internationally excellent in REF2021. To maintain and further strengthen that position, we are now recruiting a Lecturer in Planning who will join a small but highly dedicated team of well-established and early career academics. This a full-time, permanent position.

The successful applicant will deliver professionally-accredited Modules in Planning at both undergraduate and postgraduate level, linking planning practice with contemporary and future societal challenges, within a theoretically informed context. The role involves contributing to the teaching, assessment, organisation and administration in the School of Natural and Built Environment. This will consist of assisting with coordination and delivery of modules, participating in a range of teaching activities including lectures, group work, fieldtrips, project supervision and other forms of student-based learning.

The successful candidate will also be expected to contribute to the existing research profile of the School by actively contributing to the knowledge and impact in the field of planning, and related areas. This will involve securing external funding to undertake an independent programme of research, publishing in leading peer-reviewed journals, supervising PhDs and generating research impact and public engagement through knowledge exchange activity.

### MAJOR DUTIES:

#### Teaching:

1. Co-ordinate and contribute to Planning Modules at undergraduate (BSc) and postgraduate (MSc) level, with an emphasis on core planning activity such as professional planning practice, regulatory processes of development management, spatial planning policy, underpinned by a knowledge of planning theory.
2. Develop and apply appropriate assessment processes to accurately measure the attainment and progress of students learning and provide constructive feedback, in line with University requirements and procedures.
3. Contribute to the enhancement of quality teaching within the Discipline, School and Faculty.
4. Contribute to, and participate in, international and local study trips.
5. Continually improving impact on student learning through self-reflection on performance and constructively responding to student and peer feedback.
6. Contribute to curriculum development and innovative approaches to learning, teaching and assessment, including developing new approaches to connected learning and engaging with current pedagogical debates.
7. Develop networking links with relevant professional bodies to ensure that teaching reflects current best practice and contemporary challenges.

#### Research:

1. Engage in rigorous, original, collaborative research activity that generates impactful findings that contribute to the field of planning and respond to key societal challenges.
2. Generate external funding to support an independent programme of research in this field.
3. Publish papers in high impact, international, peer reviewed journals.

4. Engage in knowledge exchange activity to develop research impact with potential of contributing an impact case study for REF2028.
5. Participate in the wider research community, through activities such as contributing to national and international conferences.
6. Develop extensive professional networks with international researchers and with key non-academic stakeholders, including relevant professional bodies to ensure that research reflects current knowledge and best practice.
7. Develop a programme of supervised PhD research, attracting funding and high-quality candidates to the School.

**Administration/Contribution to the Community:**

1. Provide pastoral care for students to ensure that any concerns are dealt with in a timely, sympathetic and effective manner.
2. Carry out administrative duties associated with education and research commitments, including assessment and feedback at Undergraduate, Masters and PhD level.
3. Collaborate with non-academic partners to maximise opportunities for research, research impact and the learning experiences of students.
4. Be responsible for the record-keeping associated with student-learning and the preparation of teaching materials.
5. Contribute to the School's outreach strategy, including student recruitment and marketing, by developing external links with relevant external bodies.
6. Act as mentor for students in capacity of personal tutor.
7. Participate in School, Faculty and University administration as requested by line manager.
8. Undertake all duties in line with the University's Staff Charter.

**ESSENTIAL CRITERIA:**

1. Relevant degree (1st class or 2.1) and a completed PhD in Planning or a cognate subject.
2. Currently active in professional or academic practice with a track record of outputs that is commensurate with level of experience.
3. Experience in delivery of education to undergraduate and postgraduate planning students to achieve professional planning accreditation.
4. Professional knowledge and expertise of critical engagement with professional planning practice, regulatory processes of development management and spatial planning policy, underpinned by a knowledge of planning theory.
5. Demonstrable abilities in administration, self-organisation and project management.
6. Demonstrable experience in providing pastoral care in a learning environment.
7. Proven ability in effective team working.
8. Proven ability to present ideas in a clear and inspiring way.
9. Commitment to contribute to collaborative research and learning culture of the School, guided by University strategies.

**DESIRABLE CRITERIA:**

1. Masters degree in a relevant subject.
2. Registered Chartered Planner or having demonstrable attributes that would facilitate personal accreditation.
3. Experience of securing and managing externally funded research, PhD supervision, evidence of publications suitable for submission to future REF.
4. External indicators of high research quality including citations, prizes or speaking invitations.
5. Demonstrable evidence of existing research impact.
6. Evidence of high teaching evaluations, teaching awards and/or pedagogical development.
7. Evidence of contributions to curriculum development.
8. Experience of use of online learning environments.
9. Experience of key administrative roles in an educational context and evidence of related achievements.
10. Evidence of innovative and engaging presentation techniques.