

Lecturer in Certificate in Entrepreneurship and Project Management (Built Environment)

Griffith College Dublin
Faculty of Design

Job description 3

Entrepreneurship I - Lecturer Job Description

Applications are invited for a part time Entrepreneurship I lecturing role in the Faculty of Design for Level 8 of the Special Purpose Certificate in Entrepreneurship and Project Management (Built Environment). We are looking for a Lecturer who is enthusiastic and passionate.

Entrepreneurship I is a 10 ECTS credit module. The objective of this module is to enable the learner to explore entre/intrapreneurial aspirations and abilities by examining entrepreneurial theory, research and process. In so doing, it further aims at fostering critical thinking around applying creativity and innovation to the businesses within the built environment.

JOB TITLE:	Entrepreneurship I Lecturer
REPORTING TO:	Faculty Head / Programme Director
HOURS OF WORK:	As per course requirements, additional hours as may be required in line with the needs of the service.
PURPOSE:	The primary focus of this post will be to play an active role in the academic direction of your module including teaching, assessment and administration.
Employing:	Griffith College
Location:	Dublin
Website:	http://www.griffith.ie

Informal queries can be made to the Faculty Administrator;
Rebecca Daly (rebecca.daly@griffith.ie)
Design Faculty
Griffith College Dublin
South Circular Road
Dublin 8

Email CV's to: design.opportunities@griffith.ie with Entrepreneurship I Lecturer in the subject box.

For more information on the Faculty of Design see <https://www.griffith.ie/faculties/design>

Advertising Date:	Monday 29 th June 2020
Closing Date:	Monday 3 th August 2020
Interview Date:	Monday 10 th August 2020

Griffith College is an equal opportunities employer

All candidates applying for teaching posts must undergo a mock lecture before being interviewed; they may be asked demonstrate ability via portfolio.

Required Qualifications

Candidates will be expected to have a Level 9 Qualification or equivalent in Architecture or a cognate discipline; proven teaching excellence and ability to support curriculum development; demonstrated leadership and problem solving skills; excellent interpersonal skills; and the ability to build relations and to work collaboratively. Membership of a Professional body and any record of research, scholarship and publications are an advantage.

Successful applicants should have the following attributes:

- Recent proven teaching excellence, an ability to support curriculum development and excellent communication skills.
- Demonstrated leadership and problem solving skills;
- Excellent interpersonal skills; and the ability to build relations and to work collaboratively.
- A keen interest in the subject, a broad knowledge of the topic and experience in commercial and residential projects.
- Up to date with regulations and guidelines and innovation related to the topic
- To design, develop and produce learning and teaching material and deliver the module.
- Lecturers will ensure the efficient and effective delivery of teaching programmes in accordance with the College strategy, policy and procedures, contribute to activities which influence leading edge practice and may also undertake research activity.
- Have experience of working in a positive, flexible manner.
- Willing to arrange student trips and site visits.
- Have experience of openly exchanging information and supporting colleagues
- Have an understanding and be able to demonstrate a commitment to Equal Opportunities and Diversity.

Guidelines for Mock Lecture

As part of the interview process, candidates are required to give a 5 – 10 minute mock lecture, regarding the interview panel as students.

The lecture should cover an item (or items) of the candidate's choice from an existing (or proposed) course offered by the Faculty or Department.

The candidate is free to use whatever medium and teaching aids are appropriate, including laptop and projector, but is encouraged to use new technology.

The lecture should not be the first lecture in a course, nor should it be an overview of a course.

The lecture will focus on explaining a particular aspect of the course to students who are unfamiliar with the topic.

The lecturer should begin by outlining any previous information that the students are expected to know (e.g. "I'm assuming you know how to which we covered last week").

Questions will be asked of the lecturer, either during or after the lecture.
