
LECTURER IN FORENSIC PSYCHOLOGY - ROLE PROFILE

Role Summary

Roles at **Lecturer** level are orientated towards establishing good practice in teaching, reputation and track record. They may concentrate on a combination of teaching, research, enterprise and/or professional activity as a basis for national reputation in one or more of these areas. All roles will be expected to engage in pastoral care of a diverse range of students, differing degrees of academic leadership, management and administration and to maintain certain relationships and contacts.

Role Purpose

To contribute to the provision of high quality teaching, research, enterprise and/or professional activity, initially as a member of a teaching team and in collaboration with others, to the benefit of a diverse range of students and colleagues. To contribute to the University's objective of securing an outstanding reputation for research-informed learning, innovation and integrated academic practice.

Four Academic domains are applicable to this role: Teaching and Academic Citizenship Core, HE Pedagogy, Research, Knowledge Exchange. Academic members of staff are normally expected to develop a career covering Teaching and Academic Citizenship and either an additional full domain, or two half domains. In addition, all academic staff are expected to undertake management and administration appropriate to their grade and the individual's development aspirations, along with any other reasonable duties as requested by their Head of School or Dean.

Beyond the Teaching and Academic Citizenship Core, typically staff will have one full domain, where they demonstrate a substantive and recognised contribution, or two half domains where they demonstrate an effective contribution. This will vary depending on the individual, their development needs and the faculty or management priorities. The typical guideline would be:

- For the full domain, normally the majority of the activities in the role profile will be undertaken.
- For the half domain(s) broadly half of the activities in the role profile will be undertaken, although it is recognised that this may be influenced by the depth of those activities.

Priorities and responsibilities are likely to vary at different times of the year and over the lifetime of the academic, enabling rounded careers.

All candidates will be expected to demonstrate their commitment to professional development, displaying respect for colleagues and students alike and seeking opportunities to increase the effectiveness of the student experience and their integrated academic practice.

Representative Accountabilities

The following list outlines illustrative examples which could be undertaken at Lecturer level. This is not an exhaustive list and individuals are not necessarily expected to meet every point on the list.

Teaching, Academic Citizenship and HE Pedagogy

- Plan, develop, deliver and review a range of teaching and assessment activities, including ensuring the quality of the modules for which you have responsibility.

- Consistently deliver quality teaching, assessment, feedback and tutoring to a diverse range of students, to support them in their learning and provide a stimulating learning environment.
- Identify innovative approaches to teaching and learning and use them to inform personal teaching practice and that of colleagues.
- Develop and supervise a diverse range of students (including research students). Particularly while in industrial or professional training, this may be undertaken in liaison with local workplace supervisors.
- Contribute actively to course or programme review, design and improvement including in relation to the University's collaborative partners.
- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning our diverse student body and provide first line support as a personal tutor, appreciating the needs of individual students and their circumstances.

Research

- Develop, sustain and implement a personal research plan, either alone, with the assistance of a mentor, or in collaboration, which contributes to the evidence-base of research in the subject discipline and/or in pedagogy to inform professional activity.
- Active involvement in research supervision in your own specialist area, supervising and guiding the work of research students; and, in the case of research as a major domain, junior research staff.
- Develop research proposals, either individually with assistance if required or by contributing to a larger programme, identifying sources of funding and submitting and seeking to secure successful bids.
- Write up and submit research outputs of publishable quality.
- Contribute to the dissemination of research findings to advance academic debate and develop recognition for excellence.
- Engage in continuing professional development and the sharing of ideas and information in relation to research through attending appropriate conferences/meetings and maintaining requirements for professional registration (where applicable).

Knowledge Exchange

- Work with others to identify and pursue opportunities to develop external services, consultancy and other sources of profitable income.
- Contribute to text books and professional activity materials, to support effective teaching and learning.
- Contribute to the design and deliver external programmes for employee or public training, which develop the capability of client organisations and provide profitable income.
- Engage in consultancy through the provision of professional advice and services.

- Participate in, and build, networks to develop your professional profile and enhance the University's reputation/connections in the area of activity.

Management

- Provide effective leadership as required, particularly in relation to responding to a diverse range of students' needs and module organisation, utilising project management techniques as appropriate.
- Perform such administrative duties which are within the remit of an academic member of staff including attending and contributing relevant subject group, school, departmental and other committees as required.
- Advise, mentor and support a diverse range of students; be a resource available and to advise other members of staff as appropriate to their discipline.

Knowledge, Skills & Experience

- The specific academic qualifications required for each role will be detailed in the Person Specification.
- Lecturers will be required to achieve the relevant UKPSF standard by the end of their probation period. Unless otherwise specified this will be descriptor 2 (Fellow) standard.
- Commitment to innovation in teaching and learning, reflected in delivery and promotion of integrated professional practice.
- Ability to deliver at a consistent level of quality enhancement in all areas of academic practice.
- Act as a responsible team member and develop productive working relationships with other members of staff.
- Engage a diverse range of students to motivate and inspire them to perform at their best.
- Engage in collegiate teamwork with other staff and colleagues in the school and faculty.

LECTURER IN FORENSIC PSYCHOLOGY – PERSON SPECIFICATION

Knowledge & Qualifications	Essential	Desirable
<ul style="list-style-type: none"> ▪ PhD or Doctorate in Forensic Psychology. 	✓	
<ul style="list-style-type: none"> ▪ Achievement of the relevant level of UKPSF recognition by the end of the probation period (if this has not already been obtained). For those new to teaching this will be through our accredited Introduction to Learning and Teaching, and for those experienced in teaching, through our Kingston Academic Practice Standards Framework. 	✓	
<ul style="list-style-type: none"> ▪ First degree or equivalent in related fields 	✓	
<ul style="list-style-type: none"> ▪ Forensic Psychology subject knowledge in breadth and depth 	✓	
Skills & Competencies	Essential	Desirable
<ul style="list-style-type: none"> ▪ Commitment to innovation in teaching and learning, reflected in delivery and promotion of integrated professional practice. 	✓	
<ul style="list-style-type: none"> ▪ Ability to deliver at a consistent level of quality enhancement in all areas of academic practice. 	✓	
<ul style="list-style-type: none"> ▪ Act as a responsible team member and develop productive working relationships with other members of staff. 	✓	
<ul style="list-style-type: none"> ▪ Engage a diverse range of students to motivate and inspire them to perform at their best. 	✓	
<ul style="list-style-type: none"> ▪ Commitment to innovation in teaching and learning, reflected in delivery and promotion of integrated professional practice. 	✓	

Important working relationships

Head of School, Head of Department, School Management Team, Course Directors, Field Leader, Course Administrators, Fellow Academics

General Requirements

All Kingston University Staff are expected to demonstrate and work towards developing the Values Framework:

- **Innovative:** To apply new methods or ideas to facilitate progress
- **Inclusive:** To value the diversity of students and staff, treating them respectfully
- **Enterprising:** To recognise and act on opportunities
- **Ambitious:** To pursue excellence for oneself, the University, and our communities

The postholder must always carry their responsibilities with due regard to our policy, organisation and arrangements for Health and Safety at Work.

It is your responsibility to carry out your duties in line with our EDI policy and strategy and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

You must promote and safeguard the welfare of students/ staff that you are responsible for or come into contact with.

Please note that job descriptions cannot be exhaustive, and the post holder may be required to undertake other duties, which are broadly in line with the above key responsibilities.