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University of Sunderland

## Role Profile

### Part 1

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Lifechanging



**University of  
Sunderland**

#### Senior Lecturer Computer Forensics/Cyber security

<b>Job Title:</b>	Senior Lecturer
<b>Reports to:</b>	Team Leader in Computing
<b>Grade:</b>	Grade F
<b>Working Hours:</b>	37 hours per week for nominal purposes
<b>Faculty/Service:</b>	Faculty of Computer Science
<b>Location:</b>	Sir Tom Cowie Campus at St Peters
<b>Main Purpose of Role:</b>	To provide high quality teaching in specialised areas of computer science with particular focus on computer forensics/cybersecurity. To be active in research and reach out activities, and contribute to the administration of modules and programmes related to the computing disciplines and computer forensics/cybersecurity in particular.
<b>Key Responsibilities and Accountabilities:</b>	<p>Faculty Specific:</p> <ul style="list-style-type: none"><li>• To contribute to the teaching and curriculum development of designated modules in computer forensics/cybersecurity in undergraduate and postgraduate programmes</li><li>• To undertake duties in relation to the assessment of student academic work, student placements and student research</li><li>• To develop subject knowledge of undergraduate students</li><li>• To undertake pastoral and academic support of students</li><li>• To be involved in reach out activities related to computing</li><li>• To be actively engaged in research in computing</li><li>• To be involved in supporting off campus activities, as appropriate</li><li>• To undertake tasks as required by the Dean of the Faculty</li></ul>
<b>Part 1 B:</b>	<p><b>Generic to all Senior Lecturer roles (Building on the demands of Lecturer):</b></p> <p>Individuals carry out a range of duties and have responsibility taken from the following. Whilst it is not anticipated that all of the activities listed below will be covered by one individual, it is expected that over time all individuals will make a balanced contribution to the three areas of academic activity (research, teaching and learning and reach-out).</p>

### **Academic Practice**

- Design, plan, review and innovate in activities and materials that support student learning and deliver either across a range of modules or within a subject area.
- Use appropriate teaching, learning support and assessment methods.
- Supervise student projects and, where appropriate, field trips and placements.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Set, mark and assess work and examinations and provide feedback to students.
- Develop and implement personal research and reach-out plans.
- Conduct individual and/or collaborative research projects,
- Identify sources of funding and contribute to the process of securing funds and subsequently plan and deliver projects that are funded, as Co-Investigator or possibly as Principal Investigator.
- Extend, transform and apply knowledge acquired from scholarship and research to teaching and to reach-out activities.
- Write or contribute to publications or disseminate research and reach-out findings using other appropriate media such as presentations at conferences or exhibition of work in other appropriate events.
- Maintain knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.
- Provide expert advice through subject area knowledge, understanding and know-how to students, researchers and other academic colleagues.

### **Communication**

- Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
- Encourage in others commitment to learn.

### **Liaison and Networking**

- Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate reach-out, generate income, obtain consultancy projects, or build relationships for future activities.
- Engage in some external discipline-related responsibilities such as subject network activity, peer review, refereeing.

### **Managing People**

- Engage in some supervisory or managerial responsibility for researchers, other grant-funded staff or research students and provide support for other staff in their own personal development activities including acting as mentor for colleagues with less experience and advising on personal development.
- Contribute to effective management of the Academic Area by performing duties outside of immediate academic practice, as agreed with the staff team leader or Associate Dean.

### **Teamwork**

- Act as a responsible team member in Academic Area, School and University groups and develop productive working relationships with other members of staff.
- Collaborate with colleagues to identify and respond to students' needs.

### **Pastoral Care**

- Could be expected to act as a module or personal tutor.
- Be responsible for the pastoral care of students within a specified area.

#### **Initiative, Problem Solving and Decision Making**

- Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income.
- Develop ideas and find ways of disseminating and applying the result of research and reach-out.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality assurance and enhancement processes.
- Contribute pro-actively to decision making within the academic staff team and possibly within the Academic Area.
- Comply with the University's expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development.

#### **Planning and Managing Resources**

- As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
- Manage personal tasks including planning and delivery of teaching, research student programmes, research projects and other projects.

#### **Sensory, Physical and Emotional Demands**

- Balance the pressures of teaching, research, reach-out, academic management/administrative demands and competing deadlines.

#### **Work Environment**

- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.



#### Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage.

The essential criteria must be met in order to be eligible for interview.

##### *Essential*

###### **Qualifications and Professional Memberships:**

- An honours degree in an appropriate computing discipline or related discipline
- Postgraduate qualification or significant academic/industry experience

###### **Experience:**

- Strong practical experience in computer forensics/cybersecurity tools and environments
- Experience in computing research, or evidence of the capacity to be research active

###### **Key Knowledge and Expertise:**

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching, research and reach-out programmes.
- Engage in continuous professional development.
- Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

##### *Desirable*

###### **Qualifications and Professional Memberships:**

- PhD / Doctorate
- Higher Education teaching qualification (e.g. PG Cert)
- Higher Education Academy Fellowship status
- Membership of a professional body

###### **Experience:**

- Academic/Industrial experience of computer forensics/cybersecurity tools and environments
- Experience in training or education within a further or higher education environment
- Skilled in working with groups and providing a safe and supportive learning environment which promotes personal growth and development

	<b>Key Knowledge and Expertise:</b>  Knowledge of practitioner methods in computer forensics/cybersecurity
<b>Special Circumstances:</b>	<b>Achievement of HEA Fellowship</b>  Senior Lecturers without Higher Education Academic Fellowship status will be expected to achieve Fellowship within two years of commencing their role.

## Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

### Key Knowledge and Expertise (generic):

- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching, reach-out and research programmes.
- Able to make informed judgments on complex issues in specialist fields, often in the absence of complete data.
- Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
- Skills in managing and motivating staff (as appropriate) and in project management.

### Analysis and Research:

- Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge.
- Develops hypotheses and concepts to explain data, events and phenomena.
- Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.

### Communication:

#### Oral

- Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs.
- Uses appropriate styles and arguments to influence and negotiate satisfactory outcomes.
- Monitors understanding of others, develops approach and takes corrective action if required.

#### Written

- Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others.
- Presents complex information in formats appropriate to non-specialists without comprising meaning.
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- Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.

### Decision Making:

#### Independent decisions

- Considers wider impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgment to make decisions with limited or ambiguous data and takes

account of multiple factors.

- Distinguishes between the need to make a decision, when to defer and when not to take a decision.

#### **Collaborative decisions**

- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success considered.
- Challenges decisions, appropriately to ensure consideration and processes are robust.

#### **Provision of advice**

- Anticipates and highlights issues that need to be taken into account.
- Outlines possible impacting factors, assessing their degree of influence on the choice of options.
- Ensures previous learning is included.

### **Liaison and Networking**

#### **Liaison**

- Ensures that accurate information is passed on to the most appropriate people in a timely fashion to improve working practices.
- Co-ordinates own effort with that of others so the work is completed effectively in line with team objectives.
- Promotes a positive image of the Institution.

#### **Participation in networks**

- Works across team boundaries to build and strengthen working relationships.
- Shares information and ideas to help others develop their practice.
- Is involved in networks to pursue a shared interest as a requirement of the role.

#### **Building internal networks**

- Leads and builds role related external networks to enhance the work of the Institution.
- Actively seeks to build productive relationships between external bodies to benefit the Institution.

### **Pastoral Care and Welfare:**

- Calms and reassures those in distress.
- Deals with difficult situations or confidential matters, according to policy and procedures.
- Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.

### **Planning and Organising Resources**

- Actively seeks information to support planning and prioritisation of work.
- Ensures that time and resources are used effectively to their maximum efficiency.
- Checks and reports on progress and achievement against plans to key parties.
- Develops plans to take account of problems, delays and new priorities.
- Co-ordinates the work of others to improve performance and use of resources.
- Involves other areas appropriately and co-ordinates effort and resources so performance standards and shared objectives are achieved.
- Reviews performance and uses experience to make improvements to planning and organisation.

	<b>Service Delivery:</b> <ul style="list-style-type: none"> <li>• Adapts services and systems to meet customers' needs and identifies ways of improving standards.</li> <li>• Learns from complaints and takes action to resolve them.</li> <li>• Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.</li> <li>• Actively promotes services.</li> </ul>
	<b>Teaching and Learning Support:</b> <ul style="list-style-type: none"> <li>• Contributes to the long term planning and development of learning programmes.</li> <li>• Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.</li> <li>• Mentors other staff outside the immediate work team.</li> <li>• Reflects on own and others practice and develops insights into the learning process.</li> </ul>
<b>Date Completed:</b>	January 2017