**University of Sunderland**

Role profile

### **Job title:**

Lecturer in Psychology

### **Grade:**

E

### **Department:**

Faculty of Health Sciences and Wellbeing

### **Location:**

Sunderland campuses

### **Reports to:**

Associate Head of School

### **Working hours:**

17.5

A cityscape with buildings and a bridge

Description automatically generated

**The role:**

Undertake teaching, subject development, assessment, research, knowledge exchange, academic student support, outreach/recruitment activity and related administration for a range of programmes covering undergraduate, postgraduate and off-campus programmes.

Lead modules in the relevant subject area, reviewing and assessing module content, identifying areas for improvement and implementing changes.

Produce research outputs and contribute to the identification of funding for research purposes.

Contribute to the development of subject knowledge and pedagogical practices with the relevant subject area.

Support and contribute to the delivery of key performance indicators around student recruitment, retention, graduate progression, achievement and employability.

**Key responsibilities:**

Faculty Specific:

* Contribute to the delivery of the psychology provision within the School as needed, with a particular focus on forensic psychology.
* To design and deliver teaching activities.
* To set, mark, and moderate student work.
* To act as a supervisor for dissertation projects at UG, PGT and PhD levels.
* To act as a personal academic tutor to students within the School.
* To follow policies and procedures within the School, Faculty, and across the University, serving the interests of the students, stakeholders, and the University.
* To enact duties in a way that aligns with the University’s Culture Framework.
* Act as an ambassador of the University by contributing to the wider functioning of the institution where appropriate, in consultation with the line manager.
* Take an active role in School and Faculty activities, such as committees, student recruitment, and outreach initiatives.
* Engage in regular discussions with the line manager in relation to continuing professional development and workloading in order to ensure individual development and School operations are managed effectively and efficiently in a mutually beneficial way.
* Maintain up-to-date knowledge in the field of psychology and contribute to professional development activities.
* Carry out administrative duties as required, ensuring deadlines are met.

Generic to all Lecturer roles:

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 core areas of academic activity (teaching and learning and research and innovation).

**Academic Practice:**

* Agree and manage own teaching, teaching-related, research and academic administration responsibilities, with guidance from a mentor if required.
* Teach as a member of a team in a developing capacity within an established programme of study.
* Teach in a developing capacity in a variety of settings such as tutorials, seminars, workshops and lectures.
* Transfer knowledge in the form of practical skills, methods and techniques.
* Identify learning needs of students and define appropriate learning objectives.
* Ensure that content, methods of delivery and learning resources will meet the defined learning objectives.
* Develop own teaching materials, methods and approaches to teaching and leading with guidance
* Design and make effective use of online resources and learning methods.
* Develop the skills of applying appropriate approaches to teaching*,* challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
* Supervise the work of students, provide advice on study skills and help them with learning problems.
* Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
* Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback*,* including peer review of teaching.
* Develop and implement research, knowledge exchange and/or external engagement plans.
* Contribute to writing proposals for external funding for research and/or knowledge exchange activities and contribute to the subsequent delivery of projects that are funded.
* Disseminate the outcomes of research and/or knowledge exchange such as through publication, presentation or exhibition.
* Continually update knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.
* Translateknowledge of advances in the subject area or professional practice into the course of study.

**Communication:**

* Communicate complex ideas and information clearly and effectively (orally, in writing and electronically) and encourage in others commitment to learn.
* Liaise with colleagues/students and participate in internal networks.
* Join external subject/researchnetworks to share information and ideas.
* Collaborate with academic colleagues as appropriate.
* Attend and contribute to subject group and teammeetings.
* Contribute to effective management of the Academic Area by performing duties outside of immediate academic practice, as agreed with the Faculty.

**Managing People**

* May supervise entry level academics (PGAA/Graduate Tutors) or researchers/other grant-funded staff with a commitment to prepare and develop these individuals to take their next step on the academic career pathway. Coach and support colleagues in developing research techniques.
* Mentor colleagues with less experience and advise on personal development.
* May be expected to supervise the work of others such as in research teams or projects.

**Academic Student Support**

* Use listening and interpersonal skills to deal with sensitive issues concerning students and provide support.
* Appreciate the needs of individual students and their circumstances.
* Act as personal academic tutor, giving first line support.
* Refer students as appropriate to services providing further help.

**Initiative, Problem Solving and Decision Making**

* Develop initiative, creativity and judgment in teaching and learning, research and reach-outactivities.
* Respond to pedagogical and practical challenges.
* Contribute to collaborative decision making with colleagues.
* Develop ideas for generating income.
* Comply with the University’s expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development and self-regulation.

**Planning and Managing Resources**

* Use teaching and research resources, laboratories and workshops as appropriate.
* Act as module leader and manage personal administrative tasks including contributing to the planning of delivery of taught programmes, research student programmes, research projects and other projects as relevant so as to contribute to quality enhancement in all areas of academic activity.
* As module leader, lead module developments, reviews, operations and delivery.

**Work Environment**

* Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
* Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.

### **The benefits:**

At The University of Sunderland, we are committed to creating a work environment where you can truly thrive. We recognise that our success is built on the dedication and talent of our people, which is why we have developed a benefits package designed to support you in every aspect of your life.

From generous annual leave and enhanced pay for important life events like maternity, paternity, or adoption, to flexible work options that help you balance life’s demands, we’ve got you covered. Our benefits also include access to our award-winning staff support networks, confidential employee assistance, discounts on major retail brands, leisure activities, travel to work, and more.

At Sunderland, we’re not just offering a job, we’re offering a place where you can grow, connect, and feel truly valued.

**Who we’re looking for:**

Your qualifications include:

* PhD in psychology or related area/or near completion
* Eligibility for GBC of the BPS
* Chartered Psychologist status of the BPS *(desirable)*
* A Higher Education teaching qualification (e.g. PG Cert) or Higher Education Academic Fellowship Status *(desirable)*

Your experience includes:

* Teaching forensic psychology in a higher education institution or relevant professional experience
* A broad range of HE experience in psychology, for example, module leadership, curriculum deign, and/or providing pastoral support to students *(desirable)*
* Curriculum design, enhancement, quality assurance *(desirable)*

**What we’re looking for:**

Your expertise includes:

* Knowledge of contemporary learning and teaching methods or work-based learning experience
* Awareness of current trends in the discipline
* The ability to support students in their studies and personal development
* Knowledge of key performance indicators in a higher education context *(desirable)*

**PG Cert/HEA Fellowship:**

A Post-Graduate Certificate in Teaching and Learning and HEA Fellowship will be expected to be achieved within two years of commencing the role (if not already held).

A black background with a black squareDescription automatically generated with medium confidence

**Culture Framework**

Our Culture Framework presents the way we do things at the University of Sunderland. It is a living document of our culture. It supports how we apply ourselves at work and it helps with our approach to making decisions and working with each other.

It is woven into all our people policies and procedures, supporting how colleagues are managed, recognised, and developed. Our values are our shared principles as an institution. We undertake actions to make them come to life. If you decide that a career with us is perfect for you, then these principles will lead and motivate your work every single day.

A purple planet in the dark

AI-generated content may be incorrect.

**INCLUSIVE**

We celebrate our diverse culture where everyone's contribution is welcomed and valued.

What role models do:

RESPECTFUL - Understand differences & respect Individuality

AUTHENTIC - Strive for honest & genuine interactions

DIVERSITY CHAMPIONS - Invite & listen to the views & opinions of others

A group of hands with stars and a stick

AI-generated content may be incorrect.

**INSPIRING**

We will provide an inspiring, enterprising, and empowering experience for our students and staff.

What role models do:

ENTHUSIASTIC - Bring pride to the work we do, championing the work of others and our University

ENCOURAGING - Motivate & support others through meaningful feedback

LIFE-LONG LEARNERS - Continually seek opportunities to develop & share learning with others

A drawing of a light bulb and a ball

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**INNOVATIVE**

We value people for their creativity and update our knowledge and practice to enhance the student experience and improve our institutional performance.

What role models do:

CREATIVE - Look inside & outside of the University for inspiration

CURIOUS - Open to ideas, asking questions & challenging respectfully

SOLUTIONS FINDERS - Look for ways to continually improve & taking risks to make it happen

A pink cup and a pink cup on a black background

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**COLLABORATIVE**

We work together as a community with our partners and build lasting relationships to achieve our shared ambition.

What role models do:

ACCOUNTABLE - Take ownership of our own work and our impact on others

COMMITTED - Share information and knowledge with others

RELATIONSHIP BUILDERS - Work effectively in our own teams but also involve others outside of our immediate teams or the University

A yellow medal on a stack of blocks

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**EXCELLENT**

We strive for EXCELLENCE in all that we do in teaching, learning, research and knowledge exchange, as well as in the services we provide to students and to each other. 

To enable us to be excellent, we seek to act in ways that are INCLUSIVE, INSPIRING, INNOVATIVE & COLLABORATIVE.