



Job title	Associate Professor in Forensic Psychology	Job family and level	Research and Teaching, level 6 (Teaching and Learning)
School/ Department	School of Medicine, Mental Health and Clinical Neurosciences	Location	Jubilee Campus

Purpose of role

You will be expected to make a significant leadership impact within the Mental Health and Clinical Neurosciences (MHCN) academic unit and in the research and teaching area of Forensic Psychology. You will participate in the MHCN academic unit level organisation, management, and strategic planning and will also contribute to the University's strategic planning processes.

You will take responsibility for the quality of the design of Forensic Psychology courses/ programmes to maintain the high teaching standards and contribute generally to the development of teaching, teaching methods and assessments in the MHCN academic unit. You will ensure the delivery of an integrated programme of Forensic Psychology training, encompassing competence development across clinical, academic, research and personal professional components, as required by the regulating and accrediting bodies.

You will have line management responsibilities including the responsibility for the professional development of the Forensic Psychology programme team and contribute to the overall administration of the School.

The School of Medicine recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.

To find out more about the School of Medicine, its values, vision, teaching and research, please see our [further information leaflet](#).

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teaching:</p> <ul style="list-style-type: none"> To design, develop, and deliver a range of courses/ programmes of study, including entirely new courses at various levels within the Forensic Psychology area To take responsibility for the quality of course delivery, ensuring that the Forensic Psychology programmes meet the requirements of the Health and Care Professions Council (HCPC) Standards of Education and Training and British Psychological Society (BPS) accreditation 	35%

	<p>criteria and that graduates meet the standards for HCPC registration and BPS chartering.</p> <ul style="list-style-type: none"> • To apply and develop innovative and appropriate teaching techniques and material within Forensic Psychology which create interest, understanding and enthusiasm amongst students. Coach and advise others on teaching and learning methods. • Supervise and examine PGT/PGR students, both internally and externally. Set and mark coursework, examine courses and supervise and advise students. Monitor student progress and retention. • To contribute to the curriculum leadership, developing course proposals within the teaching and learning programmes in the MHCN academic unit e.g. through delivery of Forensic Psychology advanced research lectures to staff and/or delivery of course modules. • To resolve problems affecting the quality of course delivery and student progress, referring more serious matters to others, as appropriate. • To contribute to the accreditation of courses and quality control processes. Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate. • Providing specialist teaching and training to MSc/DForenPsy students as part of an integrated scheme of competence development, taking responsibility for the quality of course delivery and ensuring compliance with the quality standards and regulations of the University and School • Developing and applying within Forensic Psychology appropriate and innovative teaching techniques and materials, which create interest, understanding and enthusiasm amongst trainees. Coaching and advising others on teaching and learning methods. • Set and mark coursework, examine courses and supervise and advise students. Monitor student progress and retention. • When required, supervise, examine and act as the personal tutor to undergraduate, postgraduate taught and research students within area of expertise. • To contribute to the development of the teaching and learning policy in the School of Medicine and to policy debate nationally. 	
2	<p>Research:</p> <ul style="list-style-type: none"> • Planning, supervising and examining doctoral research projects. • To develop and sustain an on-going national reputation as a research leader in Forensic Psychology training, through original research work. Publish results of research through leading peer-reviewed national and international publications, and present or exhibit at national/ international conferences and other similar events. • To investigate and develop new approaches, methodologies and techniques appropriate to Forensic Psychology research area. • To develop research initiatives to foster collaboration with Forensic Psychology services and partners. • To generate new research approaches and contribute generally to the development of thought and practice in the field of Clinical Psychology. Review and synthesise the outcomes of research projects in Clinical Psychology and apply to research and teaching practice, where appropriate. 	35%

	<ul style="list-style-type: none"> To set up, allocate and manage resources for research activity in an area of recognised excellence for the University. To apply research results in public policy or commerce where there is a demonstrable benefit to the University and School. 	
3	<p>Engagement, Communication, Administration:</p> <ul style="list-style-type: none"> To provide academic and organisational leadership to those working within the Forensic Psychology programmes, by for example co-ordinating resources, the work of others to ensure the effective delivery of courses and agree objectives and work plans with the team. To lead and develop internal (e.g. by chairing/participating in University Committees) and external relationships (e.g. external examiners/assessors and/or active researchers) to foster future collaboration. To act as an external examiner to Institutions and provide professional advice. Be responsible for administrative duties in areas such as admissions, timetabling, examinations, student attendance, and represent the school on various local and national committees and working groups in the wider University and outside of the University and managing or monitoring assets and budgets allocated as part of the role. 	20%
4	<p>Line Management:</p> <ul style="list-style-type: none"> To act as a line manager (including performance review) and personal mentor to peers and colleagues, where appropriate, and provide expert advice and coaching to colleagues and students internally and externally. 	10%
5	<p>Other:</p> <ul style="list-style-type: none"> Any duties as required in accordance with the nature and grade of the post. 	N/A

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Excellent oral and written communication skills, including the ability to communicate with clarity on 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. • Ability to design and deliver teaching and learning programmes. • Track record of published research, development, and delivery of teaching units, successful consultancy activities and/or delivery of specialist services to external customers/clients. • High analytical ability to facilitate conceptual thinking, innovation and creativity. • Proven ability to plan and lead the delivery of teaching programmes and develop techniques • Proven ability to provide effective leadership and management of groups and teaching activities. • Ability to manage resources and an understanding of management processes. • Ability to lead others and build relationships and collaborate with others, internally and externally. 	<ul style="list-style-type: none"> • Skills in managing students in external Forensic Psychology placements
Knowledge and experience	<ul style="list-style-type: none"> • Extensive teaching experience with an established national and growing international reputation in the field of Forensic Psychology. • A proven record of excellence in undergraduate and/or graduate Forensic Psychology teaching; evidence of innovation in curriculum development, course design and course delivery; commitment of delivery of quality services to students. • Proven record of promoting and maintaining collaborative links with 	<ul style="list-style-type: none"> • Previous experience in the development of policy and administrative matters within a University. • An understanding of University management systems and the wider higher education environment. • Evidence of research grant income as a principal investigator. • Experience of counselling, pastoral care and motivating students • Experience of online teaching and delivering distance learning

	<p>Forensic Psychology services and partners.</p> <ul style="list-style-type: none"> • Experience of counselling, pastoral care and motivating students • Extensive experience in developing and devising new teaching programmes, models, techniques and methods. • Experience of supervising postgraduate students in both practice and research (to qualify as principal supervisor for DForenPsy registered students). • Experience and demonstrated success in delivering teaching within an agreed quality framework. • Evidence of publication in learned journals. 	<ul style="list-style-type: none"> • Knowledge of, and the ability to apply, current legislation and professional guidance for psychological forensic practice and professional management.
<p>Qualifications, certification and training (relevant to role)</p>	<ul style="list-style-type: none"> • PhD, DForenPsy, DClinPsy or equivalent, in Forensic Investigative or Criminal Psychology OR equivalent extensive professional/research experience. • BSc (Hons) in Psychology or related discipline, accredited by the BPS. • HCPC registered Forensic Psychology Practitioner. 	<ul style="list-style-type: none"> • MSc in Forensic Investigative or Criminal Psychology, accredited by the BPS. • Chartered Membership of the BPS Division of Forensic Psychology. • Higher Education teaching qualification or equivalent.
<p>Statutory, legal or special requirements</p>	<ul style="list-style-type: none"> • Enhanced DBS (Disclosure and Barring Service) clearance to work with vulnerable adults and children. 	
<p>Other</p>	<ul style="list-style-type: none"> • Willingness to adopt the vision and values of the School of Medicine 	



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Understands that it is essential to provide a structure that people can thrive in. Knows how to communicate with people to create a healthy working environment and get the best out of people.
- Taking ownership** Communicates vision clearly, providing direction and focus. Knows how to create a productive environment where people are inspired and can work cross-departmentally in partnership.
- Forward thinking** Has the ambition to be a pioneer in own area, anticipating the future change, needs and challenges. Knows how to innovate within their work context and champions others to be inspired to be part of this ambition
- Professional pride** Keeps up to date on latest thinking, trends and work practices. Supports team to be thought leaders; willing to challenge if obstacles get in the way.
- Always inclusive** Establishes far reaching partnerships, well beyond own area across a broad range of networks. Understand role to pay due regard to the needs of the whole community.

Key relationships with others

