RESOURCING/

JOB DESCRIPTION:
Lecturer/Senior Lecturer in Forensic Science
Education, Scholarship & Professional Practice

<table>
<thead>
<tr>
<th>Ref Number:</th>
<th>STM-078-19</th>
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</table>
| Salary Scale: | Lecturer Grade 7/8: £34,804 - £49,553 per annum
Senior Lecturer Grade 9: £51,034 – 59,135 per annum |
| Contract: | Ongoing and Full Time |
| School/Department: | School of Physical Sciences |
| Location: | University of Kent, Canterbury campus |
| Responsible to: | Head of School or nominee |
| Expected start date: | January 2020 or as soon after as possible |

The Role

Forensic science is taught within the School of Physical Sciences at the University of Kent which hosts one of the largest undergraduate forensic science programs in the United Kingdom. In the recent Complete University Guide, our forensic science programme was rated fourth nationally with consistently high student satisfaction scores. This is an exciting time to join our forensic programme as we look to expand our teaching team in line with our strategic plans and an ongoing focus and investment in forensic science. We have a distinctive and wide-ranging programme of study, which focuses upon the preparation of our students for the wider scope of work opportunities. Consequently, our programme is underpinned by a deep-seated and strong science-based syllabus, which is closely integrated with chemistry and the other physical sciences. At the heart of our programme is our focus on employability, the learning community and student engagement. In order to develop our programme of study we seek to recruit a Lecturer/Senior Lecturer in forensic science with a background in professional practice and scholarship. Ideally we would seek candidates with crime scene and court-reporting experience but all forensic backgrounds will be considered.

The successful candidate will assume the key accountabilities for:
1. Forensic based teaching and assessment of undergraduate and postgraduate students.
2. Providing academic and administrative support to students and the wider school.
3. Engaging with the profession in order to develop collaborative opportunities both at home and abroad.
4. Engaging in scholarship activities to further develop the teaching of forensic science at Kent.
5. Support the management of the school by taking on key leadership responsibilities for activities such as administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance and serve on University committees as required.
6. Provide academic leadership to the planning, design and development of objectives and material in our undergraduate Forensic Science programme
7. Engage in subject, professional and pedagogy research to support establishing teaching excellence.
8. Develop external networks to specifically contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities

Teaching and learning support

- Teach as a member of a teaching team in a developing capacity within an established and accredited programme of study, with the assistance of a mentor if required.
- Teach in a variety of settings from small group tutorials to large 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 materials will meet the defined learning objectives.
- Develop own teaching materials, methods and approaches with guidance.
- Develop the skills of applying new 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.
- Contribute to the planning, design and development of objectives and material in our undergraduate Forensic Science programme
- Develop and use appropriate teaching, learning support and assessment methods.
- Set, mark and assess work and examinations and provide feedback to students.
- Identify areas where current provision is in need of revision or improvement.
- Supervise student projects, field trips and, where appropriate, placements.

Scholarship

- Reflect on practice and the development of own teaching and learning skills.

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[Logos for Athena Swan, Stonewall, and HR Excellence in Research]
Ensure that teaching is grounded in current professional practices, which should be updated in line with the industry.

Engage in subject, professional and pedagogy research as required to support teaching activities.

Conduct individual or collaborative scholarly projects.

Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.

Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities.

Develop and produce learning materials and disseminate the results of scholarly activity.

**Communication**

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Communicate material of a specialist or highly technical nature.

**Liaison and networking**

- Liaise with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Participate in and develop external networks to share information and ideas and develop external networks to specifically contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

**Managing people**

- Act as a mentor for students in capacity of personal tutor.
- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.
- Co-ordinate the work of colleagues to identify and respond to students’ needs.

*As Senior Lecturer you would be expected to*

- Mentor colleagues with less experience and advise on personal development.
- Depending on the area of work, could be expected to supervise the work of others.
- Co-ordinate the work of others to ensure the teaching programmes in the School are delivered to the standards required.

**Pastoral care**
Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.

- Appreciate the needs of individual students and their circumstances.
- Act as personal tutor, giving first line support.
- Refer students as appropriate to services providing further help.
- Be responsible for the pastoral care of students within a specified area.

Initiative, problem-solving and decision-making

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students’ work.
- 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 and promoting the subject.
- Develop ideas and find ways of disseminating and applying the result of scholarship.
- Responsibility for the design and delivery of own modules and assessment methods.
- Collaborate with colleagues on the implementation of assessment procedures.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality control processes.
- Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

Planning and managing resources

- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials as agreed with mentor.
- As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.

As Senior Lecturer you would be expected to:

- Be responsible for taking charge of administrative duties in areas such as admissions, timetabling, examinations, assessment of progress and student attendance.

Sensory, physical and emotional demands

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.
Work environment

- To be aware of the risks in the work environment and their potential impact on their own work and that of others.
- 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.

Such other duties, commensurate with the grading of the post that may be assigned by the Head of Department or their nominee.

Health, Safety & Wellbeing Considerations

This role involves undertaking duties which include the Health, Safety and wellbeing issues outlined below. Please be aware of these, when considering your suitability for the role.

- Regular use of Screen Display Equipment
- Working with chemicals (inc. requirement to wear latex gloves and inc. work with CO₂ or N₂ gasses)
- Biological Agents/Scientific Hazards (experiments/lasers etc, and waste/sewage)
- Vocational driving on & off campus
- Contact with Human fluids (blood, saliva etc)

Internal & External Relationships

Internal: Being part of a close-knit and collaborative forensic science team within a larger multidisciplinary School and liaising regularly with these team members internally. Similarly to maintain and foster a positive working relationship with our students in order to enhance and develop their student experience.

External:
To liaise with partners in the forensic community and develop contacts in order to develop opportunities for collaboration in education and scholarship and develop all opportunities for the benefit of students and the school.

Person Specification

The Person Specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Please be aware that your application will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in your cover letter, which back-up any assertions you make in relation to each criterion. These are set out in the table overleaf.

<table>
<thead>
<tr>
<th>Qualifications / Training</th>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed via*</th>
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<tbody>
<tr>
<td>First degree or equivalent in a relevant subject area or evidence of extensive professional practice</td>
<td>✓</td>
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<td>A &amp; I</td>
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<thead>
<tr>
<th><strong>Experience / Knowledge</strong></th>
<th><strong>Essential</strong></th>
<th><strong>Desirable</strong></th>
<th><strong>Assessed via</strong></th>
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<tr>
<td>Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes in order to contribute to the teaching of the degree in Forensic Science at the University of Kent. For SL appointments will need to show advanced specialist knowledge.</td>
<td>✓</td>
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<td>A, I &amp; T</td>
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<tr>
<td>Possess contemporary (practice led or within the HE sector) knowledge of forensic science enabling the design, development, delivery and assessment of new modules. For SL appointments will need to show leadership role in practice led role/HE activity.</td>
<td>✓</td>
<td></td>
<td>A, I, T</td>
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<tr>
<td>Experience of administrative responsibilities at a senior level</td>
<td>✓ (SL)</td>
<td>✓ (L)</td>
<td>A &amp; I</td>
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<td>Understanding of equal opportunity issues as they may impact on academic content and issues relating to student need</td>
<td>✓</td>
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<th><strong>Skills / Abilities</strong></th>
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<th><strong>Desirable</strong></th>
<th><strong>Assessed via</strong></th>
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<tr>
<td>Be able to demonstrate excellent teaching skills appropriate to higher education at undergraduate and postgraduate levels</td>
<td>✓</td>
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<td>The potential to initiate, develop, and deliver high quality teaching</td>
<td>✓</td>
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<tr>
<td>Demonstrated leadership and management skills</td>
<td>✓ (SL)</td>
<td>✓ (L)</td>
<td>A, I</td>
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<td>Enthusiasm to teach forensic science at both undergraduate and postgraduate level.</td>
<td>✓</td>
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<td>A, T &amp; I</td>
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<td>Ability to develop familiarity with a variety of strategies to promote and assess learning</td>
<td>✓</td>
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<td>A, I</td>
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<td>Excellent interpersonal, presentation and communication skills</td>
<td>✓</td>
<td></td>
<td>T</td>
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<tr>
<td>Proven project management and development skills</td>
<td>✓(SL)</td>
<td>✓(L)</td>
<td>A, I</td>
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<td>Able to use a range of delivery techniques to enthuse and engage students</td>
<td>✓</td>
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<tr>
<th>Additional Attributes</th>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed via*</th>
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<tbody>
<tr>
<td>Evidence of, and a personal commitment to developing, excellence in both teaching and scholarship</td>
<td>✓</td>
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<td>A, I</td>
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<td>Willingness to contributing fully and flexibly as part of the School of Physical Sciences, Forensic Science Team</td>
<td>✓</td>
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<td>Willingness to engage in continuous professional development</td>
<td>✓</td>
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*Criterion to be assessed via:
A = application form or CV/cover letter
I = interview questions
T = test or presentation at interview