



## Job Description

<b>Job title</b>	Lecturer (Teaching Focus)
<b>Department/School</b>	Psychology
<b>Job family</b>	Education and Research
<b>Grade</b>	8
<b>Reporting to</b>	Head of Department
<b>Responsible for</b>	May coordinate the work of less experienced Teaching Fellows, casual staff and/or postgraduate tutors or demonstrators
<b>Location</b>	University of Bath premises

### Background and context

The Department is world-renowned for its excellence in research and teaching. The Department of Psychology has more than 30 academic staff and 400 undergraduates and postgraduates. We recently ranked 2<sup>nd</sup> in diverse surveys, such as the Complete University Guide (in association with The Independent), The Times & Sunday Times Good University Guide 2016, and 1<sup>st</sup> in the Guardian league table.

The department's Clinical Psychology doctorate began in 2011 and has developed an enviable reputation nationally. A Teaching Fellow is now required to provide additional support to the Clinical programme, including our Systemic/Family Therapy provision. The programme is unique nationally in having both Foundation and Intermediate Systemic AFT accreditation, with this being part of the DClinPsy programme and two CPD units which are taught alongside the DClinPsy.

The post is therefore expected to make a significant contribution to the training, admin and project supervision involved in the Clinical Doctorate and, when applicable, the department.

### Job purpose

To support and oversee the systemic/family therapy teaching on both the Clinical Psychology Doctorate and the two CPD units. Within that context, develop and deliver high quality teaching and supervision, which is informed by significant experience gained via practice, research/study and teaching experience. This may include lectures, seminars, practical classes, supervision of portfolios or

projects, assessment and marking and pastoral care of students, in line with Department and University policy.

Work with the DClinPsy team in the delivery of all aspects of the programme, which is categorised as PG(R), including teaching in a range of modalities (self-directed learning, debates and so on), arranging timetabling and clinical placements and research supervision.

Provide advice and support to CPD students; also to DClinPsy in co-ordination with their clinical tutor.

Co-ordinate and implement aspects of the programme as agreed with the team.

Whilst it is essential that teaching is informed by research/professional expertise, there is no research component in this role for own research, but an expectation to supervisor DClin research projects.

### Main duties and responsibilities

The job duties and responsibilities listed below are intended to describe the general nature of the role. The duties and responsibilities, and the balance between the elements in the role, may change or vary over time depending on the specific needs at a specific point in time, or due to changing needs in the department/group. Jobholders should note that there may not be an immediate requirement to carry out all the activities listed below.

#### 1 Teaching

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|---|---|
| a | <p>Prepare &amp; deliver lectures, tutorials, seminars and practical classes - as appropriate to the department and discipline – on a defined, specific and sometimes specialist subject (either undergraduate or postgraduate), with associated assessments, within an existing course framework, which is informed by significant professional expertise gained via practice; research/study and extensive teaching experience.</p> <p>Includes designing units of study and their assessment regimes, identifying learning objectives and teaching methods, developing materials and resources, including materials for use online, communicating subject matter clearly and encouraging debate.</p> <p>Provide appropriate responses to student interventions during teaching, responding to questions within and outside class times and react pro-actively and positively to changes in course content or delivery.</p> |
| b | <p>Design, implement and evaluate teaching and learning packages, participate in the development and modernisation of the curriculum. May take a lead in parts of this activity.</p>  |
| c | <p>Design, implement and evaluate assessment tools and criteria for courses, coordinate marking and mark assessments, ensuring adequate moderation, providing written or oral feedback as appropriate. Mark final assessments as required.</p>  |

d	Carry out a significant role to contribute to the overall management of the department: for example, in relation to professional accreditation, recruitment, work with schools and colleges/undertake another significant activity to enhance activities.
e	Supervise the project work of DClin students and provide skills based supervision for trainees and CPD students, where appropriate.
f	Engage pro-actively in on-going professional development both in own subject and in teaching & learning.  Act as mentor for more junior teaching fellows or casual teaching staff.  May include involvement in professional or teaching and learning networks within and outside the University.
g	Take a lead role in programme evaluation, including facilitating student feedback, reflecting on own teaching design and delivery and implementing ideas for improving own performance.
<b>2</b>	<b>Management and Administration</b>
a	Carry out a pastoral role for students such as acting as personal tutor. Maintain a knowledge and awareness of student support services and be able to identify student behaviour which is of concern or where support is needed and refer students on appropriately for assistance as necessary.
b	Effectively carry out teaching-related management duties as allocated by the Head of Department, Director of Teaching or other designated line manager.
c	Co-ordinate the systemic/family therapy teaching components in liaison with the CPD administrator who works as part of the DClinPsy administration team
d	Co-ordinate Systemic/Family Therapy components of the DClinPsy and associated CPD units, including managing and updating the relevant documentation in liaison with the CPD administrator who works as part of the DClinPsy administration team, and liaising with external teachers.
e	Assist with other activities (e.g., undertake widening participation/outreach/schools liaison, undergraduate or postgraduate lectures, or academic administrative duties) as required.

### Special conditions

All appointments to Teaching Fellow posts are subject to one year's probation and successful completion of the Bath Course in Enhancing Academic Practice (Bath Course). Individuals may be granted exemption from the Bath Course and/or probation at the University's discretion.

Obtain an enhanced Disclosure Barring Status.

## Person Specification

Criteria	Essential	Desirable	Examples measured by
<b>Qualifications</b>			
A first degree and PhD in Psychology or Clinical Psychology Doctorate or experience gained through extensive industrial or professional practice or University level teaching.		√	
Higher education teaching qualification or professional recognition (e.g. PGCert, FHEA or equivalent)	√	√	
Qualified Systemic Psychotherapist			
<b>Experience/Knowledge</b>			
Demonstrates recognisably high quality teaching technique (as evidenced by teaching observations, student feedback scores)		√	
Demonstrates depth and breadth of understanding of subject matter at a complex conceptual level, based on substantial professional experience	√		
A sound understanding of academic processes and university regulations associated with teaching/ teaching quality.	√	√	
Expertise in delivering Systemic Therapy			
Experience in supervising Systemic Therapy		√	
<b>Skills</b>			
Provides a stimulating learning environment with insights from research or practice.	√		
Ability to take full responsibility for the design, delivery and co-ordination of teaching unit(s).	√		
Must be capable of context setting and handling conceptual frameworks.	√		
Must have excellent interpersonal skills and interactive capability.	√		
Ability to develop and prepare own teaching materials.	√		
Ability to recognise those having difficulties, intervene and provide help and support.	√		

Attributes			
Ability to engage and encourage active participation by students in own learning.	√		
Reflective about own practice and able to pro-actively work to improve	√		
Commitment to professional development in own subject and in teaching & learning	√		