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 **Job Description**

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| **Job title** | Lecturer (teaching) in Clinical Psychology |
| **Department/School** | Psychology |
| **Job family** | Education and Research |
| **Grade** | 8 |
| **Reporting to** | Head of Department and Director of Studies for MSc Clinical Associate Psychology |
| **Responsible for** | May coordinate the work of less experienced teaching staff, casual staff and/or postgraduate tutors or demonstrators  |
| **Location** | University of Bath premises  |

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| **Background and context** |
| The Department is world-renowned for its excellence in research and teaching. The Department of Psychology has more than 50 academic staff and 600 undergraduates and postgraduates. In the past five years, we have regularly placed in the top 5 within diverse national rankings, such as the Guardian league table and the Complete University Guide.A lecturer (teaching focus) is now required to provide support to our new MSc Clinical Associate Psychology programme. There are opportunities to work in concert with other programmes on occasion (e.g., DClinPsy, MSc Applied Clinical Psychology).The post is expected to make a significant contribution to the development, training, administration and project supervision involved in the Clinical Associate Psychology programme and, when applicable, the department.  |

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| **Job purpose** |
| To support and oversee teaching on the Clinical Associate Psychology (CAP) programme. 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, laboratory classes, supervision of portfolios or projects, assessment and marking, workplacement reviews, and pastoral care of students, in line with Department and University policy. The MSc Clinical Associate Psychology (CAP) is a new programme. The postholder will be fully involved in developing and delivering the end point assessments for the programme in line with degree apprenticeship standards and the British Psychological Society (BPS) accreditation processes.  |

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| **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**  |
| a | Prepare & deliver lectures, tutorials, seminars and laboratory 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. 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. 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. |
| b | 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. |
| c | Design, implement and evaluate assessment tools and criteria for courses, mark assessments, ensuring adequate moderation, providing written or oral feedback as appropriate. Mark final assessments as required. |
| 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 academic and placement work of MSc CAP students and, where appropriate, provide training for DClin trainees and CPD students. |
| f | Engage pro-actively in on-going professional development both in own subject and in teaching & learning. Act as mentor for more junior teaching staff 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. |
| **2** | **Management and Administration**  |
| 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 or other designated line manager (e.g., Director of Teaching, Director of Studies). |
| c | Assist with other activities (e.g., undertake widening participation/outreach/schools liaison, undergraduate or postgraduate lectures, or academic administrative duties) as required. |
| d | Assist with programme accreditation applications and processes.  |
| e | Liaise effectively with programme stakeholders on workplacements, workplacement reviews, and student recruitment. |

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| **Special conditions**  |
| All appointments to lecturer 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**

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| **Criteria** | **Essential** | **Desirable** | **Examples measured by** |
| **Qualifications** |  |  |  |
| A Doctorate in Clinical Psychology or equivalent . Higher education teaching qualification or professional recognition (e.g. PGCert, FHEA or equivalent)Accreditation with the BABCP, AFT, or HCPC  | √ | √√ | ApplicationApplicationApplication |
| **Experience/Knowledge** |  |  |  |
| 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 experienceA sound understanding of academic processes and university regulations associated with teaching/ teaching quality. | √ | √√ | Application and interviewApplication and interviewApplication and interview |
| **Skills** |  |  |  |
| 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 programme(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. | √√√√√√ |  | Application and interviewApplication and interviewApplication and interviewApplication and interviewApplication and interviewApplication and interview |
| **Attributes** |  |  |  |
| Ability to engage and encourage active participation by students in own learning.Reflective about own practice and able to pro-actively work to improveCommitment to professional development in own subject and in teaching & learning | √√√ |  | Application and interviewApplication and interviewApplication and interview |