UNIVERSITY OF SUSSEX

1 Advertisement

Post Title: Lecturer in Psychology (teaching-focused)
School/department: School of Psychology
Hours: full time or part time hours considered up to a maximum of 1 FTE. Requests for flexible working options will be considered (subject to business need).
Contract: Fixed term for 3 years
Reference: 1830
Salary range: starting at from £33,199 and rising to £39,609 per annum
Closing date for applications: 23 August 2019
Applications must be received by midnight of the closing date.
Expected interview date: week beginning 26 August 2019
Expected start date: 1 September 2019

This position is only open to staff currently working at the University of Sussex.

We are now seeking applications for a teaching-focused position at Lecturer level within the School of Psychology. The School has seen substantial growth over the past three years and we are recruiting excellent candidates to join our motivated, energetic, and ambitious faculty, contribute to our high-quality teaching and learning, and promote an outstanding student experience. We are particularly keen to receive applications from candidates who would be able to contribute to our teaching on Foundation Year psychology modules that introduce students to core psychology topics and prepare them for our full undergraduate provision in Psychology. There may also be additional opportunities to contribute to teaching across our undergraduate and postgraduate provision.

The University of Sussex is a leading teaching and research institution and is ranked within the top 20 in the UK and the top 150 in the world. The School of Psychology at the University of Sussex is one of the largest centres for the study of psychology in the UK with considerable strengths in both research and teaching. The School was rated 10th in the 2014 Research Excellence Framework and receives excellent student ratings for its undergraduate and postgraduate teaching. The School offers a highly rated undergraduate degree course, a suite of PGT courses and has a substantial group of doctoral students, supported in part by an ESRC Doctoral Training Centre. The Foundation Year provision at Sussex is very highly regarded, having been awarded a Collaborative Award for Teaching Excellence in 2019.

Detailed information about the School is available at www.sussex.ac.uk/psychology. For further details or informal discussion about these positions, please do not
hesitate to contact the Head of School, Prof Robin Banerjee, r.a.banerjee@sussex.ac.uk.

For full details and how to apply see our vacancies page. The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.
2. The School of Psychology

Psychology at Sussex combines cutting-edge, discovery-oriented research and strong engagement with policy-makers in health and social care, non-governmental organisations and the private sector. In this way we tackle contemporary challenges in mental and physical health, social inclusion and well-being. Psychology at Sussex ranked 10th out of 82 in REF 2014 (7th for impact), with 100% of research rated as internationally recognized or better, and 45% of research recognized as world-leading. Detailed information about the School is available at www.sussex.ac.uk/psychology.

The School's flagship undergraduate programme is its BSc in Psychology, which takes approximately 400 students per annum. The School also offers a number of major/minor degree programmes via the University's pathway system. In order to expand, diversify, and secure the excellence of our undergraduate body, the School launched a highly successful Foundation Year in 2016. Indeed, the central Foundation Year team were awarded a Collaborative Award for Teaching Excellence in 2019.

The School of Psychology has four research groups with a total of nearly 60 teaching faculty and nearly double that number of PhD students. The research groups are:

- **Behavioural and Clinical Neuroscience**: the research interests of this group include addictions, aging/dementia, affect/emotion, learning/memory, reward/motivation, decision making. The group conducts non-human animal, human and clinical research, emphasising translational links.

- **Cognitive Psychology**: the group has broad interests in language and communication, learning, memory, attention, perception, problem-solving and consciousness, with approaches that range from classic experimental psychology through to cutting-edge cognitive neuroscience techniques.

- **Developmental and Clinical Psychology**: the core objective of the group is to translate research in human development to clinical, policy and public contexts. The group’s work spans developmental and experimental psychopathology, quantitative behaviour genetics, and the development of cognition.

- **Social and Applied Psychology**: the group focuses on group and intergroup processes, identity processes, culture, well-being and health psychology. It uses a range of methodologies in laboratory and field settings, with a focus on applied relevance.

These research groups are the primary vehicles for the exchange of new research ideas, the development and informal peer review of new grant applications and articles, and the mentoring and appraisal of staff. Typically, groups meet fortnightly to discuss forthcoming conference presentations, ideas for new projects and work-in-progress. All grant applications are reviewed by senior colleagues to increase their quality and likely success rates.

All research and teaching faculty have one primary research-group affiliation. However, consistent with the interdisciplinary and collaborative ethos of the School, in practice many actively participate in more than one grouping. The quality of these groups is evident from outputs in premier journals across neuroscience and medicine, through experimental psychology to social psychology, while also
encompassing quantitative-behaviour genetics and developmental psychopathology. Reflecting their international prominence in their respective fields, researchers in these four groups published over 700 articles and 17 books, and won research grants and consultancies to a value in excess of £12m over the census period for REF 2014.

Cross-School and cross-university research centres facilitate interactions between these research groups and with other researchers in the University. Such centres are established to nurture new research activity, build more effectively on areas of academic strength and enhance the vitality of our research environment. They run research colloquia and facilitate shared access to important research populations (e.g. clinical samples, children and young people, participants in disasters and emergencies) and major items of equipment. Centres in which members of the School of Psychology play a prominent role include:

- **Sussex Neuroscience** pursues basic, translational and clinical neuroscience within the context of a vibrant collaborative research culture across Schools and Departments of the University of Sussex. It was established in 2013 following a £3M investment from the University of Sussex to unite neuroscience activities across campus, distributed across four Schools. It organizes various events, provides some advanced technical support, and funds a 4-year PhD program.
- **Clinical Imaging Sciences Centre (CISC)**: provision of multimodal imaging facilities, including a recently acquired on-site Siemens 3T MRI scanner, with an emphasis on quantifying the function and structure of the brain.
- **Sackler Centre for Consciousness Science**: a unique interdisciplinary centre spanning informatics, engineering, psychiatry, psychology and cognitive science.
- **Sussex Addiction Research and Intervention Centre (SARIC)**: a merger of pre-clinical, clinical, and psychological research in drug addiction to pursue translational projects.
- **Rudd Centre for Adoption Research and Practice**: developing new insights into the cultural, social-relational, cognitive and emotional processes in the development of adopted children.
- **Centre for Innovation and Research in Childhood and Youth (CIRCY)**: based in the School of Education and Social Work, but with strong links to Psychology.

The School has extensive and diverse links in the area of mental health with the Sussex Partnership NHS Foundation Trust, including numerous research collaborations and clinical trials, as well as a portfolio of professional postgraduate courses.

The School has excellent laboratory facilities to support its research. Specialist facilities include:

- **Behavioural Neuroscience laboratories**: sole use of a microscopy and histological suite and two laboratories dedicated to electrophysiological studies in brain slices; shared use of molecular biology laboratories, all of which have seen significant recent investment. We are a major user of the
University’s animal unit, which comprises breeding, holding and experimental facilities for rodents and includes a surgery equipped with digital stereotaxic equipment for both rats and mice. The behavioural laboratories are equipped for sophisticated operant and observational studies with rats and mice.

- **Clinical Imaging Sciences Centre:** CISC is a research facility that houses 3T and 1.5T MRI Siemens scanners and a PET/CT scanner. CISC is staffed by a full complement of radiographers with on-site medical cover and capacity for experimental medical investigations. Structural, diffusion, neurochemical and functional MRI is supported by ancillary equipment that includes world-leading capacity for integrating functional MRI with multi-axis physiological and neurophysiological measurements. It is also a centre for scanning patients enrolled into Phase II and III interventional treatment trials for neurodegenerative and neuro-inflammatory disorders and, through clinical scanning of patients from memory clinics across Sussex, is building the UK’s largest high-quality neuroimaging research dataset of patients at the onset of dementia.

- **Sussex Child Research Hub:** The hub comprises ten research rooms, including a child-interaction observation unit with one-way mirror, a room with CCTV for videoing child sessions, two rooms for experimental infant techniques with coding facilities, and a developmental psychophysics and eye-tracking room. The suite also includes multiple waiting and play areas appropriate for infants, toddlers and older children, and tea/coffee facilities for visiting parents.

- **Human Psychopharmacology laboratory:** two medical rooms, a wet lab, 12 specialised testing cubicles, Eyelink eye-trackers, and a fully equipped kitchen for the preparation of food for research on human ingestion.

- **Human Psychophysiology and Psychoacoustic laboratories (129 m2):** six cubicles, two acoustic booths and a reception area. Equipment includes both Neuroscan and EGI rigs for EEG/ERP, a Magstim TMS rig, and three Eyelink II eye-trackers.

- **Vision laboratories:** A suite of six rooms – of which some are designed to exclude all natural light – include specialist equipment for presenting visual stimuli.

- In addition to these dedicated facilities, Psychology also has 85m² of new general-facility, bookable lab space, including 11 test cubicles for faculty and student research projects and other research, a meeting-room, waiting area and kitchen facility.
3. Job Description

Lecturer A in Psychology (teaching-focused)

School: School of Psychology
Location: University of Sussex
Grade: Grade 7
Responsible to: Head of School, School of Psychology

Candidates for Lectureships will be expected to fulfil the criteria set out in the Lecturer A (teaching-focused) job description (Appendix 1).

Candidates will have the following role-specific duties:

1. Teaching: applicants should be able to demonstrate that they will make a significant contribution to undergraduate and /or postgraduate teaching within the School at a level appropriate to their grade. The postholder will be expected to play a key role in our teaching on Foundation Year psychology modules that introduce students to core psychology topics and prepare them for our full undergraduate provision in Psychology.
Lecturer A (teaching-focused), grade 7

Job Title: Lecturer in Psychology (teaching-focused)
Grade: Grade 7
School: Psychology
Location: Falmer Campus
Responsible to: Head of School
Direct reports: n/a
Key contacts: Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.

Role description: Lecturer A is an early career-grade teaching position. Post-holders will be expected to teach in a developing capacity.

PRINCIPAL ACCOUNTABILITIES

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.
2. To contribute fully to the School and University by participating in meetings, working groups, committees and other School and University activities.
3. To contribute actively to student experience activities, such as the House system.

KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Contribute to the planning, delivery and assessment of high-quality undergraduate and postgraduate teaching, in liaison with the relevant course convenors.

1.2 Contribute to the development, design and management of modules and courses and new curriculum proposals that are attractive to students.

1.3 Ensure that teaching content, methods of delivery and learning materials will meet the defined learning objectives, including the use of appropriate technology.
1.4 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria; and provide constructive and comprehensive feedback to students.

1.5 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study.

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.7 Supervise the work of undergraduate students, providing them with advice on study skills, projects, fieldwork and placements.

1.8 Undertake and complete administrative duties required in the professional delivery of teaching.

1.9 Make a significant contribution to the accreditation of courses and quality-control processes.

1.10 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11 Adopt an approachable and accessible attitude towards students, offering drop-in hours, informal advice etc.

1.12 Transfer knowledge in the form of practical skills, methods and techniques.

1.13 Supervise the work of students, provide advice on study skills and help them with learning problems.

1.14 Take on roles in support of education and students, such as Head of House, study skills coordinator and/or Academic Advisor.

2. Scholarship & Enterprise

2.1 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

2.2 Translate knowledge of advances in the subject area into the course of study.

2.3 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.

2.4 Undertake scholarship to inform education and ensure excellent learning experiences for students.

3. Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Participate in School or University working groups or committees, as required.
3.3 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.4 Undertake additional administrative duties, as required by the Head of School.

4. **Role-specific duties**

4.1 Teaching: Developing and delivering teaching at the undergraduate and postgraduate levels within the School of Psychology at a level appropriate to their grade.

4.2 Attend and contribute to Foundation Year Programme meetings, including pedagogically-focused professional development.

4.3 Administration: Develop and oversee training of Doctoral Tutors (PhD students) in teaching delivery, marking and feedback.

4.4 Student experience: Provide a significant contribution to the School’s academic advising strategy for supporting the student experience.

4.5 Support the effective transition of Foundation student from a range of pre-University backgrounds into Year 1 undergraduate degrees.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

**INDICATIVE PERFORMANCE CRITERIA**

- Proven and sustained track record of excellent teaching at the levels appropriate for the post.

- Evidence of skill in assessment and feedback techniques.

- Demonstrable contribution to the planning and development of courses.

- Delivering a teaching load in line with School expectations.

- Evidence of applying knowledge arising from scholarship to enhance teaching practice and using a range of methods for evaluating the effectiveness of teaching.

- Evidence of active engagement in advising students and proactively responding to problems experienced by students.

- Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

- Efficient and effective contribution to academic support duties within the School or the University.
PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level in Psychology or highly-related discipline.
2. Experience of teaching at undergraduate and/or taught postgraduate level.
3. Evidence of excellence in teaching, in the form of student evaluation of teaching and/or peer feedback and teaching awards.
4. Evidence of a commitment to widening access to Higher Education.
5. Excellent interpersonal skills, with the ability to engage with students using a variety of different methods.
6. Ability to exercise a degree of innovation and creative problem-solving.
7. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.
8. Excellent IT skills, with the ability to produce high-quality learning support materials.
9. Ability to work individually on own initiative and without close supervision, and as part of a team.
10. Excellent organisational and administrative skills, including the ability to prioritise and meet deadlines.
11. A willingness to participate in support activities beyond normal classroom duties.

DESIRABLE CRITERIA

1. Experience of successful Foundation Year psychology teaching.
2. Experience of successful curriculum design or re-design.
3. A recognised higher education teaching qualification.
4. Experience of developing new teaching approaches within Psychology.
5. Experience of academic advising and contributing to student experience.
6. Evidence of cross-institutional contributions to pedagogic research and/or practice.
7. Evidence of understanding of challenges in student transitions between educational levels, including for students with diverse support needs.