School of Engineering and Informatics
Department of Engineering and Design
Lecturer in Mechatronics (Permanent, full time)

Salary range:
- Lecturer A: starting at £34,956 and rising to £38,183 per annum
- Lecturer B: starting at £39,324 and rising to £46,924 per annum

Applicants at either Lecturer A or Lecturer B level will be considered. The successful candidate will be appointed at the level appropriate to his/her experience and qualifications.

The School of Engineering and Informatics wishes to appoint a Lecturer in Mechatronics to join the School’s growing robotics and autonomous systems research community. The activities are being supported by significant capital and infrastructure investment. The new CREaM Centre encompassing Computing, Robotics, Electronics and Mechatronics, a £12M investment, will be open fully in 2017.

The School would welcome applications from candidates whose research interests lie in the mechatronics field and who would strengthen our internationally leading research activity. This post is one of seven posts being advertised as the School becomes increasingly successful.

The successful applicant will be expected to teach at undergraduate and postgraduate level in the areas such as embedded systems, robotic applications and physical computing. The successful applicant will be supported with an appropriate start-up package to help them establish their independent research portfolio.

Applications should be accompanied by a full CV and statements of future research plans, and where applicants could contribute to teaching across the School.

Informal enquiries may be addressed either to Professor D J Mynors, Head of School, D.J.Mynors@sussex.ac.uk.

Closing date for applications: 5 January 2017

For full details and how to apply see www.sussex.ac.uk/jobs

The University of Sussex is committed to equality of opportunity

The School is committed to equality and valuing diversity, and currently holds an Athena SWAN Bronze Award. Applications are particularly welcomed from women and black and minority ethnic candidates.
2. **Senior leadership and management**

The Vice-Chancellor is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group which includes the three Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Pro-Vice-Chancellors.

The Registrar and Secretary heads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS reports to the Registrar and Secretary, and the Librarian reports to one of the Pro-Vice-Chancellors.

3. **The School of Engineering and Informatics**

The School of Engineering and Informatics covers the disciplines of computer, electrical and electronic engineering, mechanical, and automotive engineering, product design, digital media, computer science and informatics. Sussex was ranked 19th in the UK in the just released Complete University Guide 2017.

Distinctive characteristics of the School are: creativity, interdisciplinarity, strong links with industry, and an international outlook in both research and teaching. £10m (£4.9m from HEFCE) is being invested in a new Computing, Robotics, Electronics and Mechatronics Centre (CREaM) as a result of a 60% surge in applications for the School's degrees.

The School offers a range of undergraduate and postgraduate degrees in its areas of expertise, often in collaboration with other schools at Sussex, to create a distinctive focus that addresses the needs of industry, commerce and society. Examples include joint degrees with the MSc in Evolutionary and Adaptive Systems (EASY) that includes modules from the Schools of Engineering and Informatics and Psychology; and the MScs in Engineering Business Management, and Management of Information Technology, which were developed in collaboration with the School of Business, Management and Economics.

This interdisciplinary approach also applies to our research, with current and recent externally funded projects with researchers in a wide range of other subject areas including: geomorphology, media practice, medical imaging, neuroscience, anthropology, English literature, epidemiology, geography, international development, mathematics, psychiatry, psychology and sociology.

The School has strong links with industry, and has an established Strategic Advisory Board. Innovative research across the School has led to a number of patents which are being commercialised including: novel electric potential sensors (EPS) licensed to Plessey Semiconductors and marketed as the EPIC sensor chip; and University spin-out companies, including InCorwd, which is deploying delay-tolerant networking to provide smartphone connectivity in large crowds, and TexRAD, which has developed software for the analysis of medical images and has recently demonstrated the ability to detect brain texture anomalies in Asperger’s Syndrome patients. These developments have been supported by the University’s Enterprise fund. The EPS sensor technology was awarded the IET Innovation award for ‘Measurement in Action’, and was shortlisted for two other IET categories and for a THES award.

The School is, for administrative purposes, comprised of two departments: the Department of Informatics and the Department of Engineering and Design. Staff teach across the School, and undertake research on cross-School, as well as cross-University projects.
Following a recent Professorial appointment, the School has just launched a major new School-wide research group in Creative Technology.

The Group brings together a number of academics working in the areas of human-centred technology, product design, experience design, tangible and physical computing, games, digital media, digital cultural heritage, child-computer interaction, broadcast technologies and social innovation.

3.1 Department of Informatics

The Department of Informatics is highly rated for its teaching and research. Its researchers work in an environment that was deemed to be wholly 4*/3* (world-leading/ internationally excellent) in the REF 2014.

Sussex was ranked in the top 25 in the UK in The Guardian University Guide 2014. Our students are highly employable: in early 2014, 95% of our previous year's graduates were employed, and of those, 100% were in professional or managerial jobs.

The Department maintains a strong emphasis on interdisciplinary teaching and research, and has substantive links with almost all other Schools of study at Sussex. Its research spans the theoretical and applied.

The Department’s research is organised into three groups:

- Data Science ([www.sussex.ac.uk/calps/](http://www.sussex.ac.uk/calps/))
- Evolutionary and Adaptive Systems ([www.sussex.ac.uk/easy/](http://www.sussex.ac.uk/easy/))
- Foundations of Software Systems ([www.sussex.ac.uk/foss/](http://www.sussex.ac.uk/foss/)), and also plays leading roles in cross-disciplinary research centres:
  - Sackler Centre for Consciousness Science ([www.sussex.ac.uk/sackler/](http://www.sussex.ac.uk/sackler/))
  - Centre for Computational Neuroscience and Robotics (CCNR) ([www.sussex.ac.uk/ccnr/](http://www.sussex.ac.uk/ccnr/))
  - Centre for Cognitive Science (COGS) ([www.sussex.ac.uk/cogs/](http://www.sussex.ac.uk/cogs/))
  - Sussex Neuroscience ([www.sussex.ac.uk/sussexneuroscience/](http://www.sussex.ac.uk/sussexneuroscience/)).

The Department has long-standing collaborations with a range of external organisations including Animazoo, the Clinical Practice Research Datalink, and American Express, which has sponsored over 120 MSc students in Informatics over the past 10 years.

The Department currently has 420 undergraduates, 80 taught postgraduates, and 60 doctoral students. Undergraduate courses, accredited by the relevant professional institutions where appropriate, and have an industrial placement year option, include:

- MComp (Hons) / BSc (Hons) Computer Science
- BSc (Hons) Computer Science and Artificial Intelligence
- BSc (Hons) Computing for Business and Management
- BSc (Hons) Computing for Digital Media
- BSc (Hons) Games and Multimedia Environments
- MEng (Hons) / BEng (Hons) Computer Engineering (*a cross-School course between the Department of Informatics and the Departments of Engineering and Design*).

The Department’s masters level courses are in the process of being reviewed as part of a cross-School process, the courses currently include:

- MSc Advanced Computer Science
- MSc Computing with Digital Media
- MSc Data Science
MSc Evolutionary and Adaptive Systems
MSc Human-Computer Interaction
MSc Information Technology with Business and Management
MSc Intelligent Systems
MSc Management of Information Technology.

Detailed information about the Department can be found at www.sussex.ac.uk/informatics

3.2 Department of Engineering and Design

The Department of Engineering and Design has a strong reputation for excellence in research and teaching. Its research outputs were rated as 88%, and impact as 90% 4*/3* (world-leading/internationally excellent) in the REF 2014. In the 2014 NSS engineering students registered an 86% satisfaction level with respect to learning resources. Mechanical Engineering ranked 15th for graduate prospects, in the Complete University Guide 2015 and an overall ranking of 18th in the just released 2016 Guardian University Guide; with Electrical Engineering ranked 14th for student satisfaction in the Complete University Guide 2014.

The Department's students won the automotive category of the Telegraph UK STEM Awards 2014 sponsored by McLaren Group (link to video).

Research activity is focused on mechanical engineering (turbomachinery, dynamics and control, and tribology); and electronic engineering (sensor technology, image and signal processing, and mobile digital communications). There are strong collaborations with industry, including Jaguar Land Rover, General Electric, Plessey Semiconductors and Meggitt Sensing Systems.

The Department's research is organised into four groups:

- Dynamics, Control and Vehicle Research Group (www.sussex.ac.uk/dcv)
- Industrial Informatics and Signal Processing Research Group (http://www.sussex.ac.uk/iisp/)
- Sensor Technology Research Centre (www.sussex.ac.uk/strc/)
- Thermo-Fluid Mechanics Research Centre (http://www.sussex.ac.uk/tfmrc/)

The Department currently has 495 undergraduate students, 62 taught postgraduate students, and 43 postgraduate research students.

The Department's undergraduate courses, all of which are accredited and have an industrial placement year option, include:

- MEng (Hons) / BEng (Hons) Automotive Engineering
- MEng (Hons) / BEng (Hons) Electrical and Electronic Engineering
- MEng (Hons) / BEng (Hons) Mechanical Engineering
- BSc (Hons) Product Design.

The Department's masters level courses, the majority of which are also accredited, are in the process of being reviewed as part of a cross-School process, the courses currently include:

- MSc Advanced Mechanical Engineering
- MSc Engineering Business Management
- MSc Robotics and Autonomous Systems

Detailed information about the Department can be found at www.sussex.ac.uk/engineering
LECTURER A: CORE JOB DESCRIPTION

Job Title: Lecturer in Mechatronics
Grade: Lecturer A, Grade 7
School: School of Engineering and Informatics
Location: University of Sussex 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 and research position. Post-holders will be expected to teach in a developing capacity, establish an independent research portfolio, including publication and making applications for research funding.

PRINCIPAL ACCOUNTABILITIES

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.

2. To engage in individual and/or collaborative research activity resulting in high-quality publications to be submitted to the REF or equivalent at acceptable levels of volume and academic excellence; and develop research funding and knowledge exchange income individually or in collaboration with others, as appropriate, depending on the size and scope of the bid.

3. To contribute fully to the School and University by participating in meetings, working groups, committees and other School and University activities.
KEY RESPONSIBILITIES

1. Teaching & Student Support

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

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

1.3 With guidance: develop high-quality inclusive teaching materials, methods and approaches using appropriate technology; take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 With guidance: 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.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills.

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

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

1.10 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

2. Research, Scholarship & Enterprise

2.1 Develop research objectives and proposals for own or joint research, at acceptable levels, with assistance if required.

2.2 Conduct research projects individually and/or in collaboration with others.

2.3 Analyse and interpret research findings and draw conclusions on the outcomes.

2.4 Produce high-quality research outputs for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate, and contribute to the School's REF or equivalent submission at acceptable levels of volume and academic excellence.

2.5 Make research funding applications as appropriate, with assistance if required.
2.6 Individually or with colleagues, explore opportunities for enterprise activity, third stream income and/or consultancy.

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

2.8 Supervise doctoral students as part of a supervision team, as appropriate to the discipline.

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

3. **Contribution to School & University**

3.1 Attend and contribute to School meetings.

3.2 Engage in activities beyond day-to-day teaching duties, for example Applicant Visit Days.

3.3 Assist with undergraduate and postgraduate recruitment.

3.4 Participate in School or University working groups or committees, as required.

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

4. **Role-specific duties**

4.1 Contribute to the development and delivery of courses and modules in the areas of mechatronics, robotics and automation

4.2 Responsible for the procurement and deployment of the School’s teaching equipment in the areas of mechatronics and automation.

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

- High quality teaching performance across a range of teaching activities, at different levels (foundation year through to postgraduate) appropriate to the discipline; as evidenced by surveys, questionnaires and peer review.

- Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.

- Demonstrable contribution to the planning and development of courses.

- Delivering a teaching load in line with School expectations.

- Evidence of applying knowledge arising from research and scholarship to enhance teaching practice.

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

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

- A PhD or equivalent scholarly or relevant professional activity.

- Pursuing a line of high-quality independent scholarly research appropriate to the discipline.

- Publishing research (either from a recently completed PhD or new original research).

- Success in obtaining competitive/peer reviewed research support funding or collaboration in significant research projects with institutions of equivalent standing.

- Other forms of externally recognised professional practice or creative output, of a standing equivalent to regular publication of original research.

- Initiating, developing or participating in links between the University and external bodies such as business and industry, the professions, community organisations and policy-makers.

- Evidence of successful engagement in PhD supervision as appropriate to the discipline.

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

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of teaching methods.

3. Experience of teaching at undergraduate level.

4. Evidence of engagement in high-quality research activity.

5. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

6. Ability to work individually on own initiative and without close supervision, and as part of a team.

7. Ability to exercise a degree of innovation and creative problem-solving.

8. Excellent organisational and administrative skills.

9. Ability to prioritise and meet deadlines.

10. A willingness to participate in student support activities beyond required teaching duties.

11. Excellent IT skills, with the ability to produce high-quality, inclusive learning materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Qualified and/or experienced in the area of mechatronics or electromechanical systems.

2. Evidence, by publication or otherwise, of engagement in high quality mechatronic related research with applications in areas that relate to some aspect of the School’s research activities.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Experience of teaching at postgraduate level.

3. Emerging track record of high-quality publications in reputable journals and other appropriate media of similar standing.

4. Experience of generating research or knowledge exchange income.

5. Demonstrated history of work that has or shows promise for an impact on society beyond the academic sector.
LECTURER B: CORE JOB DESCRIPTION

Job Title: Lecturer in Mechatronics

Grade: Lecturer B, Grade 8

School: School of Engineering and Informatics

Location: University of Sussex 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 B is a career-grade teaching and research position. Post-holders will be expected to take full responsibility for the design, management and delivery of their own teaching, be able to demonstrate an established research portfolio, and a growing reputation in their field of study. They will also be expected to provide support and guidance to less experienced members of staff.

PRINCIPAL ACCOUNTABILITIES

1. To design and deliver high-quality teaching programmes that are attractive to students.

2. To engage in individual and collaborative research activity resulting in high-quality publications to be submitted to the REF or equivalent at acceptable levels of volume and academic excellence, and to obtain research funding and/or knowledge exchange income as appropriate to the discipline.

3. To contribute fully to the School and University by playing a significant role in working groups, committees, and other School and University activities.
KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Engage in the planning, delivery and assessment of innovative high-quality undergraduate, postgraduate teaching and CPD, in liaison with the relevant programme and course convenors.

1.2 Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3 Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

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

1.5 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.

1.6 Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8 Contribute to the accreditation of courses and quality-control processes.

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

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 office hours, informal advice etc.

2. Research, Scholarship & Enterprise

2.1 Contribute to School research strategy and themes.

2.2 Develop research objectives and proposals for own or joint research.

2.3 Conduct research projects individually and in collaboration with others.

2.4 Assess, interpret and evaluate outcomes of research, and develop ideas for their application.

2.5 Produce high-quality research outputs that have impact in the field, for publication in monographs or recognised high-quality journals, or performance/exhibition, as
appropriate, and contribute to the School’s REF or equivalent submission at acceptable levels of volume and academic excellence.

2.6 Lead small research projects and/or identified parts of a larger project, including supervising the work of others and managing or monitoring a research budget, if appropriate.

2.7 Make presentations at conferences, or exhibit work in other appropriate events, and identify ways to disseminate research outputs informally via the internet, the media, and other forms of public engagement.

2.8 Identify sources of funding and secure or contribute to the process of securing bids.

2.9 Identify and secure opportunities for enterprise activity, knowledge exchange income and/or consultancy.

2.10 Actively build internal and external contacts, and play a key role in internal networks and relevant external networks in order to, for example, identify sources of funding, secure student placements, and build relationships for future activities.

2.11 Supervise doctoral students as part of a supervision team.

2.12 Contribute to a relevant national professional body or recognised events.

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

2.14 Conduct risk assessments, and take responsibility for the health and safety of others, if required.

3. Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Engage in activities beyond day-to-day teaching duties, for example Applicant Visit Days.

3.3 Assist with undergraduate and postgraduate recruitment.

3.4 Play a key role in School or University working groups or committees, as required.

3.5 Advise and provide support to less experienced colleagues.

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

4. Role-specific duties

4.1 Identify, develop and contribute to the delivery of courses and modules in the areas of mechatronics, robotics and automation

4.2 Responsible for the commissioning, procurement and deployment of the School’s teaching equipment in the areas of mechatronics and automation.
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

- A record of development of new modules/groups of modules, course or significant components of schemes of study or CPD courses.
- Proven and sustained track record of successful teaching at the levels appropriate for the post.
- A high standard of teaching performance as judged by standard evaluation methods.
- Evidence of using feedback information from a range of sources to improve the student experience.
- Evidence of using knowledge arising from research and scholarship to enhance teaching and curriculum development.
- Evidence of engagement in advising students and proactively responding to student problems.
- Regular published output of original research at international level (refereed journal papers, monographs, book chapters, text-books).
- Other evidence of original research contributions to the field, such as through invited conference contributions, membership of editorial panels etc.
- Evidence of successful postgraduate masters and doctoral research supervision i.e. to completion.
- Sustained success in obtaining competitively awarded research grants and contracts, and knowledge exchange income.
- Involvement in the creation, transfer and use of the results of research through a range of knowledge exchange activities.
- Success in transferring research results to commercial, professional, public sector or other practical use.
- Evidence of contributions to a relevant national professional body or recognised event.
PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of different methods.

3. Experience of teaching at undergraduate and taught postgraduate level.

4. Evidence of significant independent contribution to the design and execution of research.

5. An emerging track record of publications in reputable journals and other appropriate media of similar standing.

6. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

7. Ability to work individually on own initiative and without close supervision, and as part of a team.

8. Ability to exercise a degree of innovation and creative problem-solving.

9. Excellent organisational and administrative skills.

10. Ability to prioritise and meet deadlines.

11. A willingness to participate in support activities beyond normal classroom duties.

12. Excellent IT skills, with the ability to produce high-quality learning support materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Qualified and/or experienced in the area of mechatronics or electromechanical systems.

2. Evidence, by publication or otherwise, of an emerging track record of high quality mechatronic related research with applications in areas that relate to some aspect of the School's research activities.

DESIRABLE CRITERIA

1. Experience of successful curriculum design or re-design.

2. A recognised higher education teaching qualification.

3. Experience of generating research or knowledge exchange income.

4. Experience of supervising postgraduate research students.