

Post Details		Last Updated: 17/04/2017	
Faculty/Administrative/Service Department:	Faculty of Health and Medical Sciences		
Job Title:	Senior Teaching Fellow		
Job Family & Job Level	Research and Teaching	6	
Responsible to:	Head of Department or Faculty		
Responsible for:	May have supervisory responsibility for other staff		
Job Summary and Purpose			
To make a major contribution to teaching development at undergraduate and postgraduate level. To lead in Faculty/Department management and administration at an appropriate level.			
Main Responsibilities and Activities			
Teaching delivery and development:			
<p>Give leadership to sustained development of teaching methods, materials, technologies and learning environments which enhance the students learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.</p> <p>Lead innovation in curriculum development and design programmes that keep the Department/faculty at the leading edge of the discipline. Take responsibility for the quality of curriculum development and programme designs.</p> <p>Create opportunities for the development of new specialist pathway.</p> <p>Lead on the maintaining of quality and standards for the delivery of programmes.</p> <p>Critical review of teaching and learning activities as directed by the Dean, e.g. improvement mechanisms following analysis of MEQ data.</p> <p>Contribute at national and international level to the advancement pedagogical issues related to their subject specialism.</p> <p>Lead and influence the development and application of digital and electronically based teaching, learning and assessment techniques.</p> <p>Train and supervise students at UG and PG level (as appropriate).</p> <p>Undertake lead and support the development of appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students. Critically evaluate the impact of the assessment criteria.</p> <p>Where appropriate act as a University delegate during teach out period with Associated institutions.</p> <p>Continually update knowledge and understanding in the field or specialism. Extend, transform and apply knowledge from pedagogical development to teaching, learning and electronic environments, as part of an integrated approach to academic practice and look towards enhancing the reputation of the Faculty and University nationally and internationally.</p> <p>Seek to publish pedagogical findings in appropriate peer reviewed HE journals, textbooks or monographs. Seek to contribute to an editorial board for an educational journal.</p> <p>Conduct individual or collaborative scholarly projects related to their discipline and/or be researching pedagogic issues related to their academic discipline and communicating their findings widely within and outside the University.</p> <p>Actively contribute to the development of Department/School and Faculty teaching and learning strategies and wider discussion of educational issues within the University and outside.</p> <p>Identify sources of funding for pedagogical research, project proposals and consultancy. Contribute to securing funds for these activities.</p>			

Participate in and develop external networks for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects or build external relationships for future activities.

Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.

Student pastoral care

Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.

Act as personal tutor and give first line support before referring students on to appropriate services.

Management and Administration

Perform senior administrative duties such as Director of Studies, Director of Learning or Programme Director, that enhance the effectiveness of the management of the Faculty's student learning experience and learning opportunities.

Be involved in academic, professional or clinical networks in the discipline and take leading roles in these networks.

Lead on the advice, supervision and guidance to peers and colleagues and direct support for their innovations within pedagogical developments.

Person Specification

Post holder expected to possess a doctoral degree (relevant to the interests of the Faculty/Department).

Post holder to demonstrate:

- Evidence of significant academic and professional leadership.
- Evidence of leadership/development in a postgraduate and undergraduate teaching role such as course design, tutoring industrial/professional training year students and external examining.
- Evidence of a strong contribution to administration
- Evidence of strong external reputation, demonstrating a national standing in areas related to learning, teaching and assessment.
- Attainment of Teaching and Learning awards and prizes.
- Portfolio of excellent outputs in discipline or teaching and learning journals

A Teaching Qualification e.g. Postgraduate certificate in Learning and Teaching in HE or equivalent is essential.

Relationships and Contacts

Post holder will be a member of Faculty committees relevant to their administrative duties, e.g. Faculty Board of Studies and Examination Board.

Teaching and Administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching committee or similar body.

Special Requirements

The post holder is expected to work outside normal office hours as necessary.

The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.

If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly.

All Staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.

Undertake such other duties within the scope of the post as may be requested by your Manager.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy

Addendum

This document provides additional information relating to both specific aspects of the post/faculty and any post specific person specification criteria. The information contained within this document should always be read in conjunction with the accompanying generic Role Profile.

Job Title:	Senior Teaching Fellow
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Background Information/Relationships

The School of Psychology runs a highly-regarded Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD) and welcomes a Full-time Senior Teaching Fellow (1 FTE) to join a vibrant Course team that consists of counselling psychologists and psychotherapists with a wide range of research and clinical interests. Our programme provides a comprehensive three year full-time training the completion of which confers eligibility to apply for Chartered Psychologist status with the BPS and for registration as a Counselling Psychologist with the HCPC. Our philosophy is firmly rooted in phenomenology, ethical practice, humanistic values, and a relational attitude towards clinical practice. Throughout the three years, trainees are exposed to Person Centred and Existential Phenomenological approaches (Year 1); contemporary Psychodynamic Theories (Year 2); and second and third wave Cognitive Behaviour Theories (Year 3) that constitute the working modality of our training. Research training is an integral part of our course which is based on the notion of the Reflective Scientist Practitioner; during Year 1 trainees choose a topic and complete a literature review that culminates with the identification of an area for future research; in Year 2 they submit a research proposal and by the end of Year 3 they complete a 30,000 words research project that constitutes part of their Portfolio submission for oral examination by one external and one internal examiner who is not part of the PsychD team. In addition, the Doctorate offers trainees a range of learning experiences that include process workshops, seminars, lectures, placement experiences, clinical and research training and supervision, and an experiential group that runs throughout the three years. The importance of reflexivity and dialogical practice means that our trainees are encouraged to go beyond the minimum requirement of 40 hours of personal therapy and to engage with extra-curricular activities such as conferences and workshops to further enhance their personal and professional development.

Person Specification

This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. This is in addition to the criteria contained within the accompanying generic Role Profile.

	Essential/ Desirable
Candidates should either hold a Doctoral degree in Counselling Psychology and be registered with BPS and HCPC and/or hold a Doctoral degree in Psychotherapy and be registered with UKCP, BPC, and/or BPA	E
Experience in academic teaching as well as research supervision	E
Expertise in Qualitative and Quantitative Research Methods	E

Knowledge and skills of supervision	E
Experience of clinical work in the NHS with an understanding of a management role in the NHS	D
Special Requirements	Essential/ Desirable
This is a Senior Teaching Fellow Post with Research Coordination responsibilities for a Counselling Psychologist and/or Psychotherapist with a doctoral level qualification and with significant research and management experience. The successful candidate needs to be in possession of excellent interpersonal and organisational skills; an independent and proactive attitude to working with colleagues and trainees; extensive knowledge and experience of a wide variety of research paradigms with emphasis on qualitative approaches; and an ability to negotiate with diverse range of stakeholders that are both internal and external to the university.	E
Key Responsibilities <p>This document is not designed to be a list of all tasks undertaken but an outline record of any faculty/post specific responsibilities (5 to 8 maximum). This should be read in conjunction with those contained within the accompanying generic Role Profile.</p>	
<ol style="list-style-type: none"> 1. In collaboration with the programme director to ensure the smooth running of the training's research component and develop a research active culture; 2. In collaboration with other team members to ensure teaching and training is of the highest quality; 3. To enhance the University's reputation for excellence in practice-based research; 4. To contribute to the development and teaching of qualitative research methods and their application to practice based research; 5. To offer research supervision of doctoral level theses; 6. To contribute to the development of innovative teaching and research training as well as development of new supervisor workshops; 7. In collaboration with other team members to establish and monitor standards for Counselling Psychology training that meet the BPS and HCPC Standards and training requirements at a doctoral level; and 8. To help to organise, attend, and contribute to the following meetings: Programme Validation, Accreditation, and Approval Panel meetings; Research Ethics meetings; PsychD Team Meetings; PsychD Board of Studies Meetings; and PsychD Exam Board Meetings. There will also be an expectation to recruit external examiners for the programme and to organise the examination panels for the final year Portfolio Viva Voce. <p>N.B. The above list is not exhaustive.</p>	