

CANDIDATE PACK

Senior Lecturer in Forensic Psychology

Liberal Arts and Sciences
Social Sciences

UNIVERSITY OF
WESTMINSTER 



OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

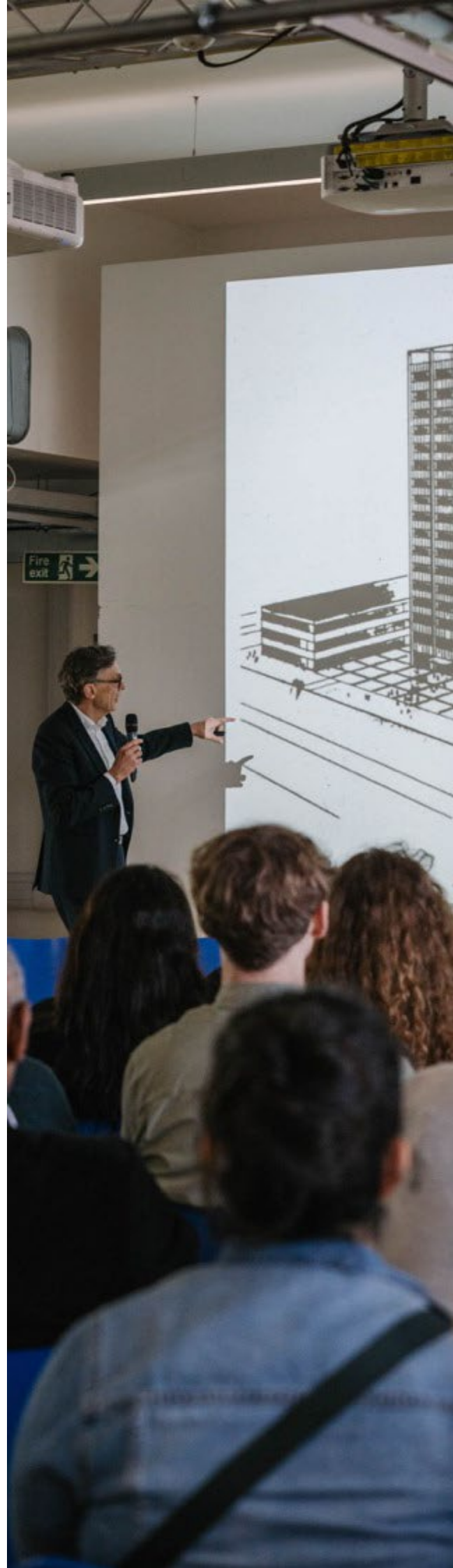
We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



OUR STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

Design, Creative and Digital Industries

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services



JOB DESCRIPTION

Job Title: Senior Lecturer in Forensic Psychology

Reports to: Head of School

Department: Liberal Arts and Sciences, Social Sciences

Grade: SL

PROFESSIONAL VALUES

All Senior Lecturers are required to demonstrate respect for individual learners and to be committed to incorporating the process and outcomes of relevant research, scholarship and/or professional practice. All Senior Lecturers are required to be committed to the development of learning communities and encouraging participation in Higher Education, while acknowledging diversity and promoting equality of opportunity. It is also a requirement that all staff are committed to undertaking continuing professional development and evaluation of individual practice and that they are proactive in improving the student experience.

ROLE PURPOSE

Experienced lecturers who teach and develop modules or subject areas to support the delivery of the school / College academic curriculum. The management contributions to the school / College may be significant.

PRINCIPAL ACCOUNTABILITIES

- 1) Design, deliver and plan modules or programmes at a range of levels within a subject area, identifying areas where current provision is in need of revision or improvement and to ensure that the material is delivered using appropriate teaching techniques, learning support and assessment methods, evaluating the effectiveness of the teaching and learning experience as required. This may include course leadership of minor programmes.
- 2) Undertake the full range of responsibilities in relation to setting, marking and assessing work and examinations, while adhering to University policy and guidelines, and ensuring that all students are provided with constructive feedback in a prompt and timely manner.
- 3) Mentor colleagues with less experience and advise on personal development. Depending on the area of work the postholder may be required to coordinate and / or supervise the work of others, to ensure modules are delivered to the standards required. Develop and produce new learning materials and tackle issues affecting quality of delivery or content.
- 4) Engage in subject, professional and pedagogic research and other scholarly activities and support teaching activity, contributing to the planning, design and development of objectives and materials that promote the subject. Ensure that the outputs of such activities



are to a standard that will be recognised internationally in terms of originality, significance and rigour.

- 5) Conduct individual or collaborative scholarly activity and research and be responsible for identifying sources of funding or income for individual work or contribute towards the process for securing funding or funds for collaborative activities. Ensure that the results and outputs of scholarly and research are actively disseminated, having identified or developed appropriate methods to do this and use the same outputs to develop and produce learning materials.
- 6) Ensure that student needs are identified and responded to and to provide pastoral care within a specified area.
- 7) Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects and build relationships for future activities ensuring that the knowledge obtained from scholarly and external activities is extended, transformed and applied to teaching.
- 8) Take responsibility for administrative duties in areas such as admissions, time-tabling, examinations, assessment of student progress and attendance, collaborating with colleagues on the implementation of assessment procedures, contributing towards the accreditation of courses and quality control processes and to provide advice on strategic issues such as student recruitment and marketing.
- 9) Undertake any other duties within their competence as required by the University.

CONTEXT

The postholder will possess sufficient breadth or depth of specialist knowledge in order to develop and design modules and the provision of learning support. The postholder will need to apply appropriate methods of teaching and learning in the subject area, adjusted appropriately to the level of the academic programme to ensure that the range of delivery techniques enthuse and engage students. This will require the application of appropriate learning technologies to support how students learn, both generally and in the subject. This postholder will also require the ability to routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high-level skills and a range of media.

It will be necessary for the postholder to have and maintain a sound and comprehensive understanding of the University's Academic Regulations in order to ensure that these are adhered to and that appropriate advice and guidance can be provided to colleagues and peers. The postholder must have the knowledge and understanding of the implications of quality assurance and enhancement for professional practice.

The postholder will have to balance the pressures of teaching and administration with competing or conflicting deadlines.



While the postholder will be required to manage projects relating to their own area of work, including the organisation of external activities such as placements and field trips they will also need to act as a responsible team member, leading where agreed, and developing productive working relationships with other members of staff. They will be expected to work as part of a team, co-ordinating work with colleagues and mentoring colleagues with less experience, providing advice and assistance with personal development as necessary.

The postholder has responsibility for ensuring that suitable and sufficient risk assessments are undertaken for the activities for which they are responsible and that measures to control risk are identified and implemented, and communicated to all affected.

They must ensure the provision of adequate supervision and training, to include: the responsibility to work with due regard for the health and safety of themselves and others; familiarity with actions to be taken in the event of emergency; and the duty to report accidents and hazards appropriately.

There may be a requirement to supervise student projects, fieldwork or placements depending on the module or course.

The University of Westminster has developed the Professional Recognition Enhancement Scheme for Teaching (PRESTige) accredited by the Higher Education Academy (HEA) for Fellowship of the HEA at different categories. The categories range from Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA) and are benchmarked against the UK Professional Standards Framework for Teaching and Supporting Learning, 2011 (UKPSF). All academic colleagues are strongly encouraged to engage with PRESTige and work towards the appropriate category of fellowship. For further information, contact Centreforteachinginnovation@westminster.ac.uk

DIMENSIONS

These may vary from time to time dependent on precise duties.
Course: MSc Health Psychology, BSc Psychology, BSc Psychology and Counselling, BSc Cognitive and Clinical Psychology, MSc Psychology.

Modules: A range of modules in the above courses



PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Degree
- Post-Graduate Degree or Professional Qualification
- PhD or an equivalent level of knowledge, supported by evidence, which demonstrates you are a recognised expert with an authoritative understanding of your specialised field or discipline. You will have gained this knowledge through very broad and extensive experience, having built on a sound understanding of concepts and principles, through your wide and significant exposure to complex practices and precedents, within either industry, consultancy or private practice.
Or
Substantial proven teaching experience
- Teaching Qualification, (e.g. PGCHE Learning & Teaching) or the commitment to achieve this at the earliest possible date or equivalent relevant teaching experience as assessed by the recruiting manager.
- An expectation of prior attainment of HEA Fellowship or a willingness to undertake and engage with the University's PRESTige scheme for the appropriate category within an agreed timeframe.
- HCPC Registered Psychologist

Desirable

- Senior Fellowship

TRAINING AND EXPERIENCE

Essential

- Substantial proven teaching experience
Or
Substantial proven experience in relevant professional activity
- Research and teaching experience within subject specialism with a proven record of achievement in the chosen field reflected in a growing reputation.
- Evidence of research programme design combined with a level of innovation and impact of research and published research results.
- Extensive experience and demonstrated success in planning building a team and delivering research results.
- Extensive experience of developing and devising models, techniques and methods.



Desirable

- Evidence of ability to attract research funding and/or bids for other financial support, or equivalent.
- Extensive experience and demonstrated success in developing methods, coaching and management skills.

APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

Essential

- High level analytical capability.
- Ability to communicate information clearly, with skills in counselling and motivating students at all levels.
- Ability to design and deliver course materials and to contribute towards the broader academic processes, for example, course development, assessment exercises, examinations and student recruitment.
- Ability to monitor and ensure effective management of assets and budgets allocated as part of the role and management resources.
- An understanding of and ability to contribute to broader management processes.
- Skills in managing and motivating staff.
- Fully committed to creating a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

Desirable

- Ability to assess and organise resources.
- Proven ability to devise and advise on and manage learning and research programmes.
- IT skills minimum requirements: Word, Excel, PowerPoint (i.e. Microsoft package): plus, Email, intranet and Blackboard.



HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

Applications should include:

- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae;
- names and contact details of two referees (although referees will only be approached at offer stage).

The deadline for receipt of applications is midnight on 06 May 2025

Interviews will take place on w/c 19 May 2025

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

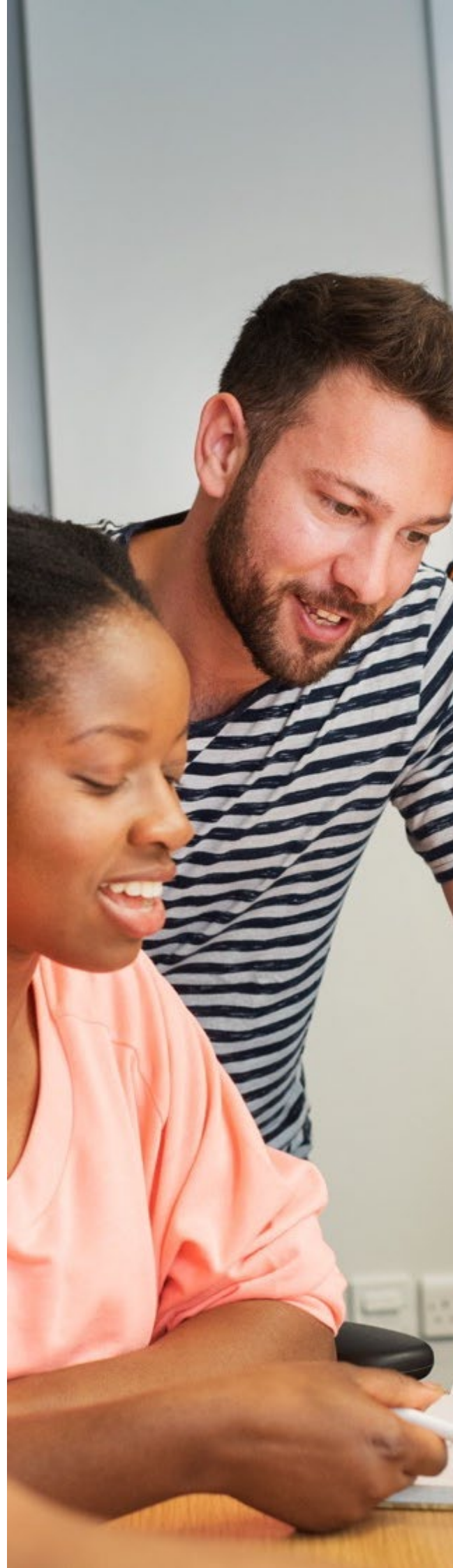
The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.



OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





[westminster.ac.uk](https://www.westminster.ac.uk)

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