



**UNIVERSITY OF LINCOLN  
JOB DESCRIPTION**

<b>JOB TITLE</b>	Lecturer in Computer Science (Autonomous Systems)				
<b>DEPARTMENT</b>	School of Computer Science				
<b>LOCATION</b>	Brayford				
<b>JOB NUMBER</b>	COS657	<b>GRADE</b>	7	<b>DATE</b>	June 2019
<b>REPORTS TO</b>	Head of School				

**CONTEXT**

The University of Lincoln is an ambitious institution with high aspirations. Its strategy is to combine outstanding, high-impact research with a superb student experience. It has gone beyond research-engaged teaching and learning by committing to its "student as producer" initiative.

The School of Computer Science has an excellent reputation both in the quality of its published outputs and in generating external income to fund a range of innovative and impactful projects. The School's research is largely driven and managed through four focus areas that specialise in computer vision, robotics and autonomous systems, social computing/human-computer interaction and data science/machine learning. The post holder will join the Lincoln Centre for Autonomous Systems (L-CAS), led by Professor Tom Duckett. This research centre specialises in the integration of perception, learning, decision-making and control capabilities in autonomous systems such as robots, and the application of this research in fields such as personal robotics, food and agriculture, healthcare, security, and intelligent transportation.

The School offers undergraduate (BSc) and integrated masters (MComp) programmes in Computer Science and Games Computing, a Masters level (MSc) in Computer Science, and a new MSc in Robotics and Autonomous Systems. In 2017 we moved to new, purpose-built accommodation on the University's Brayford Pool development in the centre of Lincoln, providing an excellent training and research environment.

## **JOB PURPOSE**

- To contribute to the research profile of the School, most especially in areas aligned to Autonomous Systems and the activities of the Lincoln Centre for Autonomous Systems (L-CAS) research centre.
- To contribute to the delivery and development of our curriculum at undergraduate and postgraduate levels, especially the School's new MSc in RAS.
- To contribute to teaching at undergraduate and postgraduate levels in both core and specialist computer science topics and to supervise student projects.
- To undertake student tutoring and support.
- To carry out additional activities, as required, in support of the academic work of the school.

## KEY RESPONSIBILITIES

The responsibilities of a Lecturer are wide ranging and may change over time according to the development needs of the department and the individual. In general a Lecturer can expect to undertake any of the following:

### Teaching and Learning Support

- To engage in teaching on undergraduate and/or postgraduate level programmes as determined by the Head of School. The range of teaching duties may change from time to time.
- Contribute to the design, content and delivery of specific areas of teaching and learning and to the quality of teaching delivered.
- Collaborate with colleagues in the continuous review and development of the Department's programmes.
- Take responsibility for the co-ordination of modules when appropriate to do so and after gaining sufficient relevant experience.
- Work in accordance with University policies and procedures to undertake assessment of students' work and give feedback.

### Research and Scholarly Activity

- Make a contribution to the research profile of the School or College and pursue a personal research programme consistent with the School's research priorities.
- Collaborate in research activities and initiatives with colleagues in and beyond the department if appropriate.
- Engage in subject professional and pedagogy research as required to support teaching activities.
- Ensure that outcomes of research and scholarly activity are appropriately disseminated in peer reviewed outlets.
- Have sufficient outputs to be returned in the REF at agreed minimum standards inclusive of complex circumstances, or at least demonstrate a clear and achievable plan to secure a return if an early career researcher.
- Apply for grant funding and manage, as appropriate, any grants which are secured.

### Liaison and Networking

- Establish contacts within the wider community where possible and begin to form relationships for future collaboration.
- Develop links with relevant professional bodies and academic groups.
- Develop involvement in academic activities with industry and other external partners.

- Take part in relevant internal committees and working groups.
- Liaise with subject librarians, central timetabling and other services to ensure resources available are appropriately deployed.

#### **Team Working**

- Work as a member of a team, collaborating on curriculum development and contributing to departmental meetings.
- Begin to co-ordinate the work of others when appropriate through taking responsibility for module co-ordination.

#### **Student Support**

- Act as academic tutor to students as allocated by the Head of School and act as first line contact for them for advice and support on academic matters, ensuring that students are directed to relevant support services when necessary.
- Take part in the supervision of research degree students as appropriate.
- Supervise student projects and placements as appropriate.

#### **Other**

- Carry out specific departmental roles and functions as may reasonably be required – these being relatively limited in order to allow the role holder to take advantage of planned developmental and research opportunities.
- Assist in student recruitment activities, including interviews, open days and external recruitment events.
- Engage in appropriate training programmes in the University.
- Actively follow and promote University policies.
- Participate in the staff appraisal scheme.

**In addition to the above, undertake such duties as may reasonably be requested and that are commensurate with the nature and grade of the post.**

## ADDITIONAL INFORMATION

### Scope and dimensions of the role

All academic staff are expected to contribute fully to the School's focused approach towards research, publication and external income generation.

The post-holder may be asked to contribute to the delivery of generic computer science modules as well as specialist modules in their own area of expertise. The School operates a workload allocation model of delivery 40%, research 40% and administration 20%. For early careers academics the administrative duties are kept to a minimum through the induction period. All lecturers are expected to develop their craft as a teacher and the University provides support and training for those new to lecturing and a portfolio based route for experienced staff.

### Key working relationships/networks

Internal	External
<ul style="list-style-type: none"><li>• Head of School</li><li>• Director of Research Centre</li><li>• College Senior Academic Managers</li><li>• School academic, administrative and technical staff</li><li>• Support Services Staff</li></ul>	<ul style="list-style-type: none"><li>• Relevant academic and professional groups</li><li>• Relevant national, regional and international networks</li><li>• External examiners</li></ul>



**UNIVERSITY OF LINCOLN  
PERSON SPECIFICATION**

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<b>Selection Criteria</b>	<b>Essential (E) or Desirable (D)</b>	<b>Where Evidenced Application (A) Interview (I) Presentation (P) References (R)</b>
<b>Qualifications:</b>		
Relevant honours degree or equivalent	<b>E</b>	<b>A</b>
Working to or having completed a PhD in relevant discipline or equivalent demonstrated research record (normally by publication but where appropriate through professional achievement)	<b>E</b>	<b>A</b>
HE teaching qualification (HE PGCE or HEA fellowship) OR a commitment to complete one	<b>E</b>	<b>A</b>
<b>Experience:</b>		
Teaching in Higher Education	<b>D</b>	<b>A/I</b>
Curriculum development	<b>D</b>	<b>A/I</b>
Development and innovation of teaching and learning methods	<b>D</b>	<b>A/I</b>
Interdisciplinary work relevant to the School	<b>D</b>	<b>A/I</b>
Research interest in a relevant area of work	<b>D</b>	<b>A/I</b>
Experience of working in multi or cross-disciplinary settings	<b>E</b>	<b>A/I</b>
Proven record of outputs that would be returnable in the REF	<b>E</b>	<b>A/I</b>
<b>Skills and Knowledge:</b>		
Evidence of continuing professional development	<b>D</b>	<b>A/I</b>
Developing depth and breadth of subject understanding	<b>E</b>	<b>A/I</b>
Knowledge of Higher Education	<b>D</b>	<b>A/I</b>
Ability to develop excellent teaching and assessment skills across the range of taught levels offered	<b>E</b>	<b>A/I</b>
Ability to contribute to curriculum development	<b>E</b>	<b>A/I</b>
Ability to support students in their study through academic counselling	<b>E</b>	<b>A/I</b>
Ability to work on own initiative	<b>E</b>	<b>A/I</b>
<b>Competencies and Personal Attributes:</b>		
Enthusiasm	<b>E</b>	<b>I</b>
Commitment	<b>E</b>	<b>I</b>
Team working	<b>E</b>	<b>A</b>
Good interpersonal skills	<b>E</b>	<b>I</b>
Flexibility and adaptability	<b>E</b>	<b>I</b>

**Essential Requirements** are those, without which, a candidate would not be able to do the job. **Desirable Requirements** are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

<b>Author</b>	LB	<b>HRBP</b>	SP
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