



**UNIVERSITY OF LINCOLN
JOB DESCRIPTION**

JOB TITLE	Teacher Practitioner in Crime Scene Science				
DEPARTMENT	School of Chemistry				
LOCATION	Brayford				
JOB NUMBER	COS248	GRADE	7	DATE	September 2021
REPORTS TO	Head of School				

CONTEXT

This position is a part-time training provider focussing on professional practice in Crime Scene Science. It is expected that the role will complimented with employment that includes forensic practice and equip Lincoln's programmes in Forensic Science with state-of-the-art training in forensic practice.

JOB PURPOSE

This is a developmental role combining academic duties alongside professional commitments. As such the duties described represent the broad range of activities that may be expected at this level - the assigned range and depth of duties that are to be undertaken in post will vary dependent upon the experience/commitments of the staff member.

The purpose of the position is to play a pivotal role in teaching crime scene practice to undergraduate and postgraduate students on Lincoln's portfolio of taught forensic science. This includes undergraduate programmes in Forensic Science and Forensic Chemistry and postgraduate masters in Forensic Science and Forensic Anthropology. The role will include teaching and assessment using a variety of student-facing activities such as interactive lectures and workshops, problem based learning and practical sessions using Lincoln's Crime House and associated environments for crime scene simulation.

To work with colleagues on curriculum development and the advancement of relevant discipline areas within the university.

To deliver teaching over a range of modules within the forensic science programme.

To undertake student tutoring and support.

To carry out a limited number of additional activities in support of the academic work of the department.

To assure the quality of practice learning environments.

To develop practice learning experiences.

The post will also provide an opportunity for obtaining a teaching qualification in HE, and the opportunity to develop research in the context of Crime Scene Science and its professional practice.

Some administrative duties will be required with respect to module, teaching and curriculum leadership and development.

KEY RESPONSIBILITIES

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

Teaching and Learning Support

- To work with staff to contribute in a collaborative fashion to the teaching and assessment of Forensic Science programmes at undergraduate and/or postgraduate level, 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.
- To contribute to the development of modules and assignments.
- To deliver a number of identified modules under the guidance of the relevant Programme Leader and module tutors.
- Collaborate with colleagues in the continuous review and development of the School's programmes.
- Where appropriate, take responsibility for the co-ordination of teaching/training provision within a module.
- Work in accordance with University policies and procedures to undertake assessment of students' work and give feedback.
- To take responsibility for the crime scene activities associated with the forensic science programmes.

Research, Scholarly Activity and Professional Practice

- Develop a standing as a scholar and /or practitioner in your field that contributes to the profile and reputation of the School.
- Collaborate in scholarly activities and / or professional practice based initiatives with colleagues in and beyond the School, if appropriate.
- Engage in subject professional and pedagogy research as required to support teaching activities.
- Engage in continuous professional development and scholarly activity in order to develop own professional skills, including teaching and learning skills.

Liaison and Networking

- Establish contacts within the wider crime science practitioner community, where possible, and begin to form relationships for future collaboration.
- Support and develop links with relevant professional bodies, external stakeholders and academic groups.

- Actively represent the School at relevant internal committees, working groups, and external academic and professional events, where appropriate.
- Liaise with subject librarians, central timetabling and other services to ensure resources available are appropriately deployed.

Team Working

- Actively participate as a member of the teaching team, collaborating on curriculum development and contributing to team and School meetings.

Student Support

- Participate in supervision of student projects and placements as appropriate.

Other

- To undertake appropriate administrative responsibilities within the School.
- 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

This role will provide an excellent opportunity for a forensic scientist to utilise their practice expertise in teaching the next generation of Forensic Scientist, within the context of an innovative forensic science curriculum. Engagement with current practice, perhaps through a joint appointment with a commercial or public sector provider will allow the post-holder to develop their teaching and training skills alongside developing their professional practice profile.

The post holder will ensure that correct processes are followed, students and mentors are supported, and the learning environment is quality monitored and developed to enhance the student experience.

Key working relationships/networks

Internal	External
<ul style="list-style-type: none">• Head of School• Head of College• College Senior Academics• College / School academic, administrative and technical staff• Support Services Staff• College Directors of Education and Academic Affairs	<ul style="list-style-type: none">• Relevant academic and professional groups• Relevant national, regional and international networks• External examiners• External partners



**UNIVERSITY OF LINCOLN
PERSON SPECIFICATION**

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LINCOLN

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Selection Criteria	Essential (E) or Desirable (D)	Where Evidenced Application (A) Interview (I) Presentation (P) References (R)
Qualifications:		
Relevant honours degree in forensic science or related subject (or equivalent)	E	A
HE teaching qualification (HE PGCE or HEA fellowship) OR a commitment to complete one	E	A
Experience:		
Experience of having worked in Crime Scene Investigation or a related area	E	A/I
Experience of the preparation of reports relevant to crime scene investigations	E	A/I
Experience of the presentation of evidence in a Court context	D	A/I
Current role as a Crime Science Investigator (or similar) with the potential to operate a University role in parallel	D	A/I
Experience of developing training and learning resources in the area of Crime Scene Investigation	D	A/I
Experience in the delivery of teaching and learning activities to students	D	A/I
Skills and Knowledge:		
Knowledge of the specialist roles deployed in forensic and crime scene investigations	E	A/I
Specialist skills commensurate with a professional crime scene investigator	E	A/I
Excellent presentation and communication skills	E	A/I
Evidence of a commitment to the profession by continuing professional development and lifelong learning	E	A/I
Knowledge of Higher Education	D	A/I
Ability to develop excellent teaching and assessment skills across the range of taught levels offered	E	A/I
Ability to contribute to curriculum development	E	A/I
Ability to support students in their study through academic counselling	E	A/I
Ability to work on own initiative	E	A/I
Competencies and Personal Attributes:		
Enthusiasm	E	I
Commitment	E	I
A commitment to teaching and scholarship	E	A/I
Ability to work closely with a team and independently	E	A/I
Good interpersonal skills	E	I
Flexibility and adaptability	E	I

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.

Author	IJS	HRBP	HDR
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