Job Related Information

This document includes information about the role for which you are applying and the information you will need to provide with your application.

1. Role Details

<table>
<thead>
<tr>
<th>Vacancy reference:</th>
<th>15076</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job title:</td>
<td>Post-Doctoral Research Associate, Psychology</td>
</tr>
<tr>
<td>Reports to:</td>
<td>Professor of Forensic Cognition</td>
</tr>
<tr>
<td>Salary:</td>
<td>£33,199 to £37,345 per annum, (pro-rata if part time), and according to qualifications and experience</td>
</tr>
<tr>
<td>Terms and conditions:</td>
<td>Academic</td>
</tr>
<tr>
<td>Grade:</td>
<td>AC2</td>
</tr>
<tr>
<td>Start Date</td>
<td>Available from 01 November 2018</td>
</tr>
<tr>
<td>Duration of post:</td>
<td>Temporary contract for 24 months working full time (37 hours per week), or as a part time temporary contract, working 29.6 hours per week, until 30 April 2021</td>
</tr>
<tr>
<td>Working hours:</td>
<td>As above</td>
</tr>
<tr>
<td>Location:</td>
<td>Milton Keynes</td>
</tr>
<tr>
<td>Closing date:</td>
<td>12:00 noon, 5 October 2018</td>
</tr>
<tr>
<td>Type of application form accepted:</td>
<td>Short Application Form</td>
</tr>
<tr>
<td>Number of referees required:</td>
<td>3</td>
</tr>
<tr>
<td>Unit recruitment contact:</td>
<td>The Assistant (Staffing), email <a href="mailto:FASS-Recruitment@open.ac.uk">FASS-Recruitment@open.ac.uk</a></td>
</tr>
</tbody>
</table>
2. Summary of duties

The Post

We are looking to appoint a Research Associate to work as part of an interdisciplinary research team on our EPSRC funded Citizen Forensics project. The post-holder will be based in the School of Psychology (Faculty of Arts and Social Sciences) working with academic staff from our Forensic Cognition Research Group. The project also offers the opportunity to work collaboratively with researchers and policing practitioners as part of the Centre for Policing Research and Learning, and to be part of the broader interdisciplinary team involved in the EPSRC grant from the Science, Technology, Engineering and Mathematics Faculty and Business School at The Open University, as well as with psychologists from the University of Exeter.

The Research Associate will be expected to contribute to the Citizen Forensics project, which is a 3-year programme of interdisciplinary research that will develop a socio-technical system for Citizen Forensics that will enrich and deepen collaboration between citizens and the police, through the exchange of data gathered using a variety of digital technologies, to support investigation of crimes and enhance public safety. This will include playing a lead role in the design, conduct, analysis and dissemination of research aimed at exploring how people use data collected from digital technologies to construct evidence, and how systems can be designed to guard against the implicit, and explicit, bias and expectations of the citizens involved in the process. The research is part of one of four ‘work packages’ contributing to the programme, that will focus on the design and development of the interfaces for collecting, analysing, and sharing information to support citizen/police collaborations. The work package will study the psychological factors involved in how technologically mediated evidence is constructed and used. It will also explore how these psychological factors can inform the design of interface technology for Citizen Forensics.

You will have existing research expertise in forensic, cognitive and/or social psychology that is relevant to the work described above, but do not need to have worked directly in forensic or policing arenas. Instead you will need a good working knowledge of relevant psychological theory and research and proficiency in quantitative research methods and analyses (experience of using qualitative methods is also desirable). You will need to show initiative and have the confidence to take a lead role in the design and conduct of the empirical work, as well as liaising with policing practitioners.

Job Specification

The successful candidate will be required to:

- Contribute to the design, conduct, analysis and dissemination of the research, including taking a lead role in organising the conduct of empirical work.
- Liaise proactively with policing practitioners through the Centre for Policing Research and Learning (which has a formal partnership with 19 police forces/agencies).
- Play an active role as part of the interdisciplinary team conducting the EPSRC funded Citizen Forensics research programme.
- Ensure that appropriate ethical approval and data management protocols are put in place and followed.
- Contribute to knowledge exchange activities, including with researchers and practitioners.

3. Person specification

Education, qualifications and training

<table>
<thead>
<tr>
<th>Education, qualifications and training</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Essential:</td>
<td>• A PhD in psychology or a cognate discipline.</td>
</tr>
<tr>
<td>Desirable:</td>
<td>• An appropriate Masters degree or postgraduate training.</td>
</tr>
</tbody>
</table>
### Knowledge, work and other relevant experience

**Essential:**
- A working knowledge of relevant forensic, cognitive and/or social psychological theories and research.
- Experience and expertise with quantitative research methods and analyses.
- Ability to work collaboratively as part of an interdisciplinary team.
- Experience of disseminating research.
- Ability and willingness to work in non-standard ways and developing innovative ways of working, including with policing practitioners.
- Ability to work within, and develop, research networks that include practitioners.

**Desirable:**
- Knowledge and experience of conducting forensic research, particularly research involving obtaining evidence from witnesses.
- Experience and expertise with qualitative research methods and analyses, and of working with a mixed-methods approach.
- An existing track record of publication, particularly in academic journals.
- Experience of conducting collaborative research with policing professionals, or with other non-academic stakeholders.
- Experience of designing, organising or delivering knowledge exchange activities.
- Existing experience of working with interdisciplinary research teams, particularly with computing technology researchers.

### Personal abilities and qualities

**Essential:**
- Be able to show initiative and have the confidence to take a lead role in the design, conduct, analysis and dissemination of research.
- Flexibility, resilience and a team player, but also capable of taking responsibility for team leadership and for working independently.
- Excellent communication skills, oral, written and electronic.
- Professionalism as a colleague and proven track record of working with others as a member of a team.
- The ability to work to tight deadlines.

**Desirable:**
- Experience of using ICT in research.
- Evidence of taking a leadership role in a research project.

### Additional requirements/Special circumstances

**Essential:**
- A commitment to, and understanding of, equal opportunities.
4. Role specific requirements e.g. Shift working

Ability to travel throughout the UK and internationally. Willingness to work occasional evenings and weekends.

5. About the unit/department

The Citizen Forensics interdisciplinary research team

The successful candidate will be working closely with members of the Forensic Cognition Research Group, including:

**Graham Pike** is Professor of Forensic Cognition and Director of Research for the Centre for Policing Research and Learning at the OU. His research focuses on applying knowledge about human cognition and behaviour to the criminal justice system and has had a focus on the development of investigative technology and procedures. This has included developing national legislation and operational policing guidelines in visual identification. As well as more standard research outputs, he leads the creation of the OU’s "Forensic Psychology: Witness Investigation" MOOC (over 120k learners), and has developed a significant amount of open online and broadcast learning material for OpenLearn, the BBC, Apple and Android platforms and others.

**Dr Lara Frumkin** is a Senior Lecturer in the School of Psychology at the OU. Her research is centred around applying psychological principles to law enforcement and security services. She primarily focuses on community responses to criminal activities and how lie detection may be used to help detect engagement in nefarious behaviour. She has previously worked in policy and law enforcement.

**Dr Catriona Havard** is a Senior Lecturer in Psychology and a member of Centre for Policing Research and Learning at the OU. Her research focuses on investigating visual identification evidence, such as police line-ups. The aim of her research is to make eyewitness evidence more reliable, especially for children and older adult (over 60 yrs.) witnesses, and to reduce misidentifications that could lead to wrongful convictions.

**Dr Zoe Walkington** is the deputy director for learning in the Centre for Policing Research and Learning at the OU. Her research is predominantly in the area of police suspect interviewing, police identity on social media and the development of empathy. She regularly contributes training to detectives on the psychology of police suspect interviewing and has assisted with development of learning material with the BBC & OpenLearn.

The Citizen Forensics research programme includes:

**Arosha Bandara**, Professor of Software Engineering, who is the overall lead for the programme and whose research focuses on software engineering or adaptive systems, with a focus on techniques for building adaptive security & privacy mechanisms for cyber-physical-social systems.

**Blaine Price** is Professor of Computing at the OU. His research focuses on wearable and other IoT technologies applied to health, wellbeing and sustainability. He launched the OU’s Digital Forensics teaching programme and is a Professional Member and Accreditation Assessor for the Chartered Society of Forensic Sciences.

**Bashar Nuseibeh** is Professor of Computing at the OU, a Visiting Professor at UCL and the National Institute of Informatics (NII), Japan, and Professor of Software Engineering at Lero –The Irish Software Research Centre. His
research is multi-disciplinary, underpinned by an interest in software and requirements engineering, security and privacy, and adaptive systems.

Peter Bloom is a Senior Lecturer and Head of the Department of People and Organisations at the Open University and Co-Founder of the research group REEF (Research into Employment, Empowerment, and Futures). His research focuses on critically reimagining contemporary power, politics and economic - specifically relating to democracy, capitalism, and technology.

Mark Levine is a Professor of Social Psychology at Exeter University. His research explores the role of identities and group processes in pro-social and anti-social behaviour.

The Faculty of Arts and Social Sciences (FASS)

The Faculty is the largest and most diverse at The Open University, with some 50,000 students studying our modules with excellent completion rates and consistently outstanding student satisfaction ratings. Noted for the strength of our interdisciplinary approaches, our scholars of international standing teach and research a very wide range of topics and themes in specific subject areas, recognized as world class or internationally excellent in the latest Research Excellence Framework (REF) in 2014, and having a direct and profound influence on our undergraduate and postgraduate teaching.

The Faculty is organised into four Schools:

- School of Psychology
- School of Politics, Philosophy, Economics, Development, Geography
- School of History, Religious Studies, Sociology, Social Policy & Criminology
- School of Art History, Classical Studies, English & Creative Writing, Music

Students are supported by three Student Support Teams. These teams offer specialist study support to students undertaking our qualifications across the University. Members of academic staff, including regional academics, form part of these teams in sustaining and improving student progression and retention.

The Faculty works closely with important organisations and institutions in the UK and other parts of the world in a range of validated partnerships and collaborations. Engaged in world-class, agenda setting research tackling the most difficult challenges facing us in the 21st Century, with work in numerous subject-based and interdisciplinary research groups and projects.

With c.1800 members of staff comprising academics, associate lecturers, support staff and full-time research students working across the locations of the University, combining originality and innovation in research and curriculum, the Faculty of Arts and Social Sciences is a vibrant and exciting place to study and work.

To find out more about the Faculty’s teaching, learning and research, please visit: http://fass.open.ac.uk/

The School of Psychology

The School of Psychology is Europe’s largest provider of university-level education in Psychology, offering undergraduate and research qualifications, and with taught postgraduate qualifications currently in development. The school has a vigorous research culture with strengths in psycho-social perspectives, counselling and forensic psychology. Our general orientation is specifically multi-perspectival and interdisciplinary and this is reflected in both our teaching and research - our students are not only versed in methodological skills, but also understand fundamental conceptual and philosophical issues in psychology, and the different ways in which psychological knowledge can be constructed and applied.
Members of the School work in close collaboration with psychologists in other Faculties including the Faculty of Wellbeing, Education and Language Studies (WELS), the Faculty of Business and Law (FBL) and the Faculty of Science, Technology, Engineering and Mathematics (STEM) in research, teaching and curriculum provision.

**Psychology Staff and their Research interests**

**Central staff (i.e. based at Walton Hall)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Eleni Andreouli</td>
<td>Lecturer</td>
<td>Dynamics of identity construction (particularly ethnic, national and cultural identities); intercultural relations and integration in multicultural societies; participation and citizenship (national and transnational, e.g. European).</td>
</tr>
<tr>
<td>Dr Meg John Barker</td>
<td>Senior Lecturer</td>
<td>Sexualities and relationships, particularly bisexual, SM and non-monogamous sexual communities. Existential and mindfulness psychotherapy. Visual research methods.</td>
</tr>
<tr>
<td>Dr Nicola Brace</td>
<td>Senior Lecturer</td>
<td>Developmental and theoretical aspects of face processing, witness identification evidence including facial composite construction.</td>
</tr>
<tr>
<td>Dr Gemma Briggs</td>
<td>Lecturer</td>
<td>Attention, perception and dual-tasking abilities. The role of expectations in perception.</td>
</tr>
<tr>
<td>Dr Jovan Byford</td>
<td>Senior Lecturer</td>
<td>Relationship between social psychology and history; social psychological exploration of historical issues and historical material; social remembering and forgetting; antisemitism; cross-cultural analysis of conspiracy theories.</td>
</tr>
<tr>
<td>Dr Rose Capdevila</td>
<td>Director of Research and Senior Lecturer</td>
<td>The construction and transgression of discursive boundaries around identities (particularly gender and political identities), political psychology, qualitative approaches and the politics of methodology.</td>
</tr>
<tr>
<td>Dr Sarah Crafter</td>
<td>Senior Lecturer</td>
<td>Sociocultural and critical psychological perspectives on the everyday practices of children, young people and families; migration, identities, transitions and diversity; child language brokering, unaccompanied/separated minors, children’s work and care practices, qualitative approaches.</td>
</tr>
<tr>
<td>Prof John Dixon</td>
<td>Professor of Social Psychology</td>
<td>Prejudice, conflict and racism; intergroup contract and desegregation; everyday understandings of socio-political change (notably in Northern Ireland and South Africa); the relationship between place and identity; spatial boundaries and intergroup relations.</td>
</tr>
<tr>
<td>Dr Lara Frumkin</td>
<td>Senior Lecturer</td>
<td>Applying psychological principles to law enforcement and security services, particularly community responses to criminal activities and how lie detection may be used to help detect engagement in nefarious behaviour.</td>
</tr>
<tr>
<td>Dr Virginia Harrison</td>
<td>Senior Lecturer</td>
<td>Applied and theoretical aspects of face perception and recognition, including the development of expertise, the role of motivation and attention, and in-group/out-group effects.</td>
</tr>
<tr>
<td>Dr Catriona Havard</td>
<td>Senior Lecturer</td>
<td>Applied and theoretical aspects of face perception and recognition, including eyewitness identification and biases in recognition.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Research Focus</td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Claire Hewson</td>
<td>Senior Lecturer</td>
<td>Folk psychology, lay theories and beliefs, internet research methods, e-learning.</td>
</tr>
<tr>
<td>Dr David Jones</td>
<td>Senior Lecturer</td>
<td>Psychosocial perspectives in understanding criminal behaviour, in particular the borderline between mental health and offending. The significance of historical and psychosocial thinking to understanding contemporary issues.</td>
</tr>
<tr>
<td>Dr Helen Kaye</td>
<td>Senior Lecturer</td>
<td>Cognitive learning theory, contextual effects in Pavlovian conditioning, spatial learning.</td>
</tr>
<tr>
<td>Dr David Kaposi</td>
<td>Lecturer</td>
<td>Violence and identity, critical discursive, psychodynamic and psychosocial psychology, qualitative research practice.</td>
</tr>
<tr>
<td>Professor Darren Langridge</td>
<td>Professor of Psychology and Sexuality</td>
<td>Construction of sexualities and masculinities, phenomenological/narrative psychology and existential-phenomenological psychotherapy.</td>
</tr>
<tr>
<td>Dr Lisa Lazard</td>
<td>Lecturer</td>
<td>Gendered/sexualised identities and how they become enmeshed relations of power; constructions of sexual violence, particularly sexual harassment and parenting.</td>
</tr>
<tr>
<td>Dr Jean McAvoy</td>
<td>Director of Teaching and Senior Lecturer</td>
<td>Discourse analysis, subjectivities, moral orders, and the management of trouble and dilemma.</td>
</tr>
<tr>
<td>Dr Kesi Mahendran</td>
<td>Lecturer</td>
<td>Young people and the labour market. Unemployment, citizenship and governance. Dialogue and self. Dialogue between practice, evidence and policy.</td>
</tr>
<tr>
<td>Dr Hayley Ness</td>
<td>Senior Lecturer</td>
<td>Applied cognitive psychology: perception of and memory for faces, particularly in eyewitness settings; facial composite construction; issues concerning visual evidence and juror decision-making.</td>
</tr>
<tr>
<td>Dr Naomi Moller</td>
<td>Senior Lecturer</td>
<td>Process and outcome in psychotherapy and counselling; research methods in counselling and psychotherapy; issues around working with diverse populations in therapy.</td>
</tr>
<tr>
<td>Dr Johanna Motzkau</td>
<td>Senior Lecturer</td>
<td>Discursive psychology, methodology, theoretical psychology (process philosophy, Deleuze, Stengers), suggestibility, memory, childhood, sexual abuse, child witnessing, psychology and law (international perspectives on evidence/expertise).</td>
</tr>
<tr>
<td>Dr Volker Patent</td>
<td>Lecturer</td>
<td>Innovation in e-learning, emotions and learning, support of learning, formative and developmental assessment, graduate employability and skills, organisational trust and HR, assessment centre evaluation.</td>
</tr>
<tr>
<td>Prof Graham Pike</td>
<td>Professor of Forensic Cognition</td>
<td>Applied cognition and forensic psychology, particularly face perception and eye-witness identification.</td>
</tr>
<tr>
<td>Dr Ailsa Strathie</td>
<td>Lecturer</td>
<td>Theoretical and applied issues in facial recognition/verification, particularly CCTV identification, facial image comparison, eyewitness analysis.</td>
</tr>
</tbody>
</table>
identification, within-person variability, and effects of familiarity; lay perception and understanding of expert evidence, crime and policing in the internet age; synaesthesia

**Dr Stephanie Taylor**  
*Senior Lecturer:* Narrative-discursive practices of identification and subjectification, including around creative identities and place-related identities.

**Dr Jim Turner**  
*Lecturer:* Face perception and memory; eyewitness identification and evidence; facial composite construction in police settings.

**Dr Andreas Vossler**  
*Senior Lecturer:* Counselling psychology, particularly systemic therapy.

**Dr Zoe Walkington**  
*Senior Lecturer:* Investigative interviewing of police suspects, witness interpretations of criminal incidents and the use of narrative in increasing empathic responding towards offenders.

### Staff tutors

**Dr Troy Cooper**  
*Head of School and Senior Lecturer:* Social psychology of illness, especially eating disorders and addiction.

**Dr Anastasia Economou**  
*Lecturer:* Anxiety, depression, eating disorders, counselling adults with disabilities, Psychodynamic counselling, cross-cultural counselling, online counselling, mindfulness based therapy, conservation psychology.

**Gillian Ferrier**  
*Lecturer:* Cognitive psychology, particularly mental representation and the functional geometry of spatial prepositions.

**Karen Hagan**  
*Senior Lecturer:* Autism. Construction of personal identity using techniques such as PECs (picture exchange communication system).

**Dr Caroline Kelly**  
*Director of Student Support and Senior Lecturer:* Social identity, intergroup relations and participation in collective action; pedagogy of online learning.

**Dr Madeleine Knightley**  
*Lecturer:* Adult learners’ personal identity; Adult students’ experiences of learning using new technologies.

**Dr Marianna Latif**  
*Lecturer:* Parenting styles in Eastern European immigrant communities, effects of the host culture and links to the risk factors for juvenile offending in these communities.

**Dr Rachel Penny**  
*Lecturer:* density development including nationality and the effect of transition on identity; learning experience of part-time and distance learners.

**Dr Bianca Raabe**  
*Lecturer:* Young people, identity and the study of citizenship, role of counselling in the workplace.

**Dr Katy Smith**  
*Lecturer:* Student engagement in e-learning, Action research and action learning, cultural and behavioural issues in complex supply chains.

**Dr Mark Smith**  
*Lecturer:* Syntax; the unity of the proposition; language and thought.

### The Centre for Policing Research and Learning

The Centre for Policing Research and Learning (CPRL) is central to this application. The Centre works in close collaboration with 19 UK police forces and agencies, and has international links. The police partners provide some funding to the Centre as well as providing leverage to apply for external research and teaching grants. In addition, the Centre has core funding from FBL and FASS for the 5 years 2017-2022. The Centre is working to a
5-year programme of work, agreed between the Faculty of Business and Law and the Faculty of Arts and Social Sciences, and the Centre Governance Board. The Centre works in close collaboration with the partner forces and other policing organizations across England, Wales and Northern Ireland and the membership reflects a variety of policing circumstances (size of force, type of communities, urban or rural, geographical spread). The Chair of the Consortium is Dr Steven Chase, Director of People at Thames Valley Police. The Executive Director of the Centre is Professor Jean Hartley of FBL. The police forces and organizations involved in the Centre partnership are: Bedfordshire Police, British Transport Police, Cambridge Constabulary, Dorset Police, Gloucestershire Constabulary, Greater Manchester Police, Gwent Police, Hertfordshire Police, Hampshire Constabulary, Humberside Police, Lancashire Constabulary, Merseyside Police, Metropolitan Police Service, National Crime Agency, North Yorkshire Police, Police Service of Northern Ireland, Thames Valley Police.

There are also currently more than 50 OU academics involved in the Centre, from across a wide range of disciplines and across all faculties and institutes of the Open University. Some work directly for the Centre while others contribute on a part-time basis through education, research or knowledge exchange activities.

The collaborative partnership has been involved in the development of the Centre since its origins in 2014, since when the Centre has grown rapidly. The Centre is involved in an ambitious programme of work across three streams:

1. On-line and face-to-face learning in a series of informal as well as accredited packages
2. Undertaking and using research relevant to policing
3. Embedding understanding of evidence and mobilising change for improvement through evidence cafés, peer learning visits, conferences, lectures and workshops.

More information about the Centre can be found on the Centre website. [http://centre-for-policing.open.ac.uk/](http://centre-for-policing.open.ac.uk/). The last Annual Report (2015-16) can also be found on the website, which gives detailed information about the education, research and knowledge exchange over the last year.

6. How to obtain more information about the role or application process

If you would like to discuss the particulars of this role before making an application please contact Graham Pike, Director of Research for CPRL and a professor in the School of Psychology, by email: graham.pike@open.ac.uk

If you have any questions regarding the application process please contact The Assistant (Staffing) by emailing FASS-Recruitment@open.ac.uk

7. The application process and where to send completed applications

<table>
<thead>
<tr>
<th>Please ensure that your application reaches the University by:</th>
<th>12:00 noon, 5 October 2018</th>
</tr>
</thead>
</table>
| Your Application should include | • A completed Short Application Form (The application form has been designed to give the information needed at this initial stage.  
• A covering letter indicating why you are interested in this post and how you believe your knowledge experience and skills meet the Person Specification. (Please use the essential and desirable items listed in the person specification as subtitles within your letter. In writing your letter, examine carefully the description of the role and analyse how your skills, knowledge |
and experience match with the requirements set out in the person specification. Please pick out specific examples from your experience which clearly demonstrate that you have the particular knowledge and capabilities required in the person specification.

- An up to date Curriculum Vitae that includes your academic qualifications, your publications (or papers under review, specifying where they are under review and other research outputs), your research and other relevant experience, and any relevant grants, awards or prizes.

### 8. Selection process and date of interview

<table>
<thead>
<tr>
<th>The Interview panel will be Chaired by:</th>
<th>• Professor Graham Pike, Professor of Forensic Cognition, Faculty of Arts and Social Sciences, School of Psychology.</th>
</tr>
</thead>
</table>
| The other members of the interview panel will be: | • Professor Arosha Bandara, Head of School, Science, Technology, Engineering and Mathematics (STEM)  
• Further panel members will be advised to candidates successful for interview. |
| The interviews will take place on: | Interviews are planned to place early November 2018 at Walton Hall, Milton Keynes but this date may change if operationally required. Please also note that occasionally there may be a need for second interview. |
| The selection process for this post will include | A presentation that will be attended by members of the Centre for Policing Research and Learning and the School of Psychology. |

We will let you know as soon as possible after the closing date whether you have been shortlisted for interview. Further details on the selection process will also be sent to shortlisted candidates.