

Job Detail

(Overview, Role Detail and Person Specification)

Division/Department

Lecturer in Policing – Grade 8

(Ref: MPF3039)

Role Title: Lecturer in Policing

Reports To: Head of Policing

Overview

Welcome to the School of Health and Society—a forward-thinking, dynamic school with a commitment to lifelong learning and real world impact. Our School of Health & Society is known for our track record of collaborating with a wide range of industry partners across health and social care to produce highly skilled graduates with real work experience.

We are at an interesting time in the Higher Education sector. There is significant change in terms of oversight, student expectations and changing demographics and we are trying to do things differently so that we stay ahead of these changes. Our connection to industry is stronger than ever and we're proud to have more partnerships with SMEs than any other Greater Manchester University. In addition to this we have responded excellently to the challenges of the pandemic to maintain the quality of the student experience and we have learned new ways of working that we will take forward.

Salford has a rich history and an exciting future. We sit at the heart of the Northern Powerhouse and actively engage with stakeholders across the region to address the identified health and social care outcomes linked to the devolution of power to Greater Manchester's local authorities. We have always been committed to addressing the needs and aspirations of our local community.

Our School of Health & Society is one of the largest providers of nursing, midwifery, allied health professionals, counselling & psychotherapy and social work education programmes in the UK, known for our track record of collaborating with a wide range of industry partners across health and social care to produce highly skilled graduates with real work experience.

We are also experts in the social sciences sector and are known locally, regionally, nationally and internationally for our applied research into the interface between culture, digital, health, wellbeing, housing, criminal justice and social care. We effect social and cultural change by research-informed engagement and practice.

The Sociology, Criminology and Social Policy group is a vibrant and research active part of the School. It has a portfolio of research-led undergraduate and postgraduate taught programmes and CPD for related professionals. The group has a strong national and international research profile with significant funded projects and publications across Sociology, Criminology, and Social Policy plus an increasing number of PhD candidates including funded study opportunities. It has a strong presence in local, regional, national and international criminal justice, cultural and social policy networks. We are proud that we have a diverse population of students including a significant proportion of care experienced people and refugees. Our research has international significance and includes major public health initiatives in Uganda; the experience of women and young people in prison and comparative studies of Islamic criminal justice systems.

The Social Policy, Sociology, and Criminology subject group is a research-led team, producing and contributing to change and knowledge with national and international importance. The majority of staff within Social Policy, Sociology, and Criminology are returned to the REF subpanel 20 for Social Work and Social Policy, with a smaller number also returned to Unit 34. Staff within this subject group contribute and lead on research primarily in three of the School's Research Groups. These are: Knowledge, Health, and Place; the Sustainable Housing and Urban Studies Unit; and Connected Lives/Diverse Realities.

Beyond this, academics within this subject group also play a significant and leading role in a number of university wide centres including most notably the Salford Institute for Dementia and Aging. The research work within the subject groups is pushing forward the boundaries of academic knowledge and a great deal of the work done here is also in collaboration with external partners, helping to bring about real-world change in numerous policy, social and cultural structures and institutions.

The University of Salford has made a strategic decision to develop Policing as part of its portfolio of professional subject areas. Responding to the Police Educational Qualifications Framework (PEQF) we have designed a new Professional Policing Degree to start in September 2021 and have been successful in consolidating a partnership with a major North West Police Force to deliver a Police Constable Degree Apprenticeship; a Degree Holder Entry Programme and a Professional Development Transformation package in academic year 21/22.

The university has strong existing relationships with local Police forces including contributions to teaching on our under- and post-graduate Criminology programmes. We are building on this to expand our offer and we have the drive and ambition to become a regional, national and international leader in Policing through professional education and development, research and enterprise.

We are developing a team of Policing staff to meet this exciting new initiative and are looking for people who have experience of and a passion for Policing. This is an opportunity to influence the education and training of a major Police force and to bring your expertise to assist them in meeting their ambitions and developing our new university Centre for Policing.

Role Detail

Role Purpose

To develop and deliver high-quality teaching material across a range of Policing modules or short programmes. To contribute to the planning, design and development of Policing programmes. To engage in scholarly activity and undertake high quality research.

Responsibilities

Teaching and Learning

- Design teaching material and deliver either across a range of modules or within a subject area that is inclusive and recognises the needs of our diverse student group.
- Supervise student projects, including, where appropriate, PGT, field trips and placements
- Identify areas where current provision is in need of revision or enhancement
- Contribute to the planning, design and development of course and curriculum objectives and material, in collaboration with university quality assurance processes to ensure accuracy of central databases
- Set, mark and assess work and examinations and provide feedback to students
- Act as personal tutor to a group of students

Research

- Undertake individual or collaborative research projects of relevance to the School/University
- Extend, transform and apply knowledge acquired from scholarship to learning, research and appropriate external activities
- Identify external sources of funding and develop or contribute to funding bids – research, knowledge transfer and engagement grant applications
- Promote graduate studies by contributing to the supervision of postgraduate research students
- Write or contribute to publications in peer reviewed academic journals or disseminate research findings using other appropriate media
- Make presentations at conferences or exhibit work in other appropriate events, participating in dissemination and engagement activities to contribute to knowledge base of area of expertise, maximise policy, media industrial or community impact of research

Leadership, Management and Engagement

- Take a lead in own area of expertise, act as mentor for junior colleagues

- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- Lead and co-ordinate the work of other staff to ensure module, programme, enterprise or research project is delivered to the standards required
- Co-ordinate colleagues to ensure student needs and expectations are met; act as leader of module or programme, or of significant sections of a programme
- Plan, co-ordinate and implement research programmes or engagement projects; organisation of external activities such as student projects, field trips and industrial placements; manage or monitor research or engagement budgets and ensure effective use of resource; organise administrative duties
- Support colleagues with less experience and advise on personal development; train/advise on own area of expertise where appropriate; coach and support colleagues in developing research
- Collaborate with external organisations such as industry, public sector, charity and local community groups

Other tasks

- Perform any other duties appropriate to the grade as may be required by the Dean of School/Head of Division etc.
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy;
- To engage with the University's commitment to put our students first and deliver services which are customer orientated, represent value for money and contribute to the financial and environmental sustainability of the University when undertaking all duties and aspects of the role.
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with University policy. Contribute to our thinking and be challenging on how Salford can transform the way it addresses equality disparities, embraces diversity and becomes more inclusive.
- Foster the development of an inclusive community, using teaching approaches which encourage inclusivity, working in partnership with students to improve their sense of belonging, diversifying the curriculum and using inclusive approaches to assessment to close the award gap.
-
- This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.
- Indicative level of membership to AdvanceHE: Fellow

Person Specification

Consideration should be given to the following four themes which will be tested at each stage of the recruitment process

- Teaching and learning
- Research and innovation
- Leadership, management enterprise and engagement
- Internationalisation

Qualifications

	The successful candidate should have:	Essential/ Desirable	Tested by* A, I, P, T
1	An undergraduate degree and/or with significant UK professional experience	E	A
2	Recognised professional accreditation where appropriate	D	A
3	A postgraduate qualification such as Masters or PhD level	D	A

Background & Experience

	The successful candidate should have:	Essential/ Desirable	Tested by* A, I, P, T
4	Experience of delivering education and/or training to students/learners	E	A, I
5	Relevant substantial professional policing experience	E	A, I
6	Experience of teaching in a higher education environment	D	A, I
7	Experience of operational policing in a senior role	D	A, I
8	A track record of achievement in teaching & learning in the field	D	A, I

Knowledge

	The successful candidate should have demonstrable knowledge of:	Essential/ Desirable	Tested by* A, I, P, T
9	The content necessary to contribute to a wide-ranging Policing curriculum at undergraduate and postgraduate levels	E	A, I, P
10	Flexible and innovative approaches to teaching and learning, including digital, distance and blended approaches	E	A, I, P
11	Current trends in Police education and practice in the UK	E	A, I
12	Delivering knowledge transfer	D	A, I
13	Commercial activities and income generation	D	A, I

Skills & Competencies

	The successful candidate should demonstrate:	Essential/ Desirable	Tested by* A, I, P, T
14	Demonstrate an understanding of and commitment to Equality, Diversity and Inclusion	E	A, I, P

15	Ability to work on one's own initiative as well as being part of team	E	A, I, P
16	An understanding of and commitment to the University's values as a framework for decisions, actions and behaviours.	E	A, I
17	A professional approach to administrative duties	E	A, I
18	Ability to undertake and publish research	D	A, I
19	Active member of relevant professional body as appropriate	D	A
20	A commitment to their continuous professional development	E	A, I

A = Application form, I = Interview, P = Presentation, T = Test

Details of any assessments required will be provided in the invitation to interview letter.

- Appointments to grade 7 and above will normally include a competency based interview and presentation and in some instances a work based simulation exercise.

Candidate guidance

Within your supporting statement you should describe how your skills and experience match the criteria listed in the person specification. Please provide narrative to each of the key sections (Background & Experience, Knowledge and Skills & Competencies).

Strong applications will demonstrate experience relevant to the essential and desirable criteria. You should aim to be as concise and succinct as possible when providing your narrative, as this will greatly assist the shortlisting panel in reviewing your application.

Person Specification: Guidance for Completion

Each attribute should have its own row and a number assigned to it in the column on the left-hand side of the table. A row can be easily added: right click within the table and select insert, then choose the option you want. The text within each bullet point should end with a semi-colon, with the last bullet point in the table ending in a full stop. The four section headings in the Person Specification are not intended to be changed. Please retain the formatting within this document.

Only list the attributes that are appropriate for effective performance in the role. Remember that the person specification is the main focus for candidates, shortlisters and interview panel members during the recruitment process.

The person specification should describe the activity, in terms of competence, required to achieve the tasks or responsibilities described in the job description. The person specification should not be used as a basis of discrimination against physically or mentally disabled people who could perform the job with reasonable adjustments. All attributes should be realistic and standards should not be set higher than necessary

Qualifications: State which qualifications, if any, the role holder should possess, e.g. professional, academic, vocational training, and the level these should be at. Consider whether it is a specific qualification or an equivalent which is necessary.

Background & Experience: List the type of experience which is being sought. Whilst experience in certain aspects of the role may be essential, transferable skills gained in other environments may also be equally valuable, e.g. voluntary work, domestic administration. Avoid any reference to time, it is against age discrimination legislation to use length of experience (years/months) as a measure of whether someone has the ability to perform a specific task.

Knowledge: List any knowledge relevant to the job, e.g. 'knowledge of health and safety legislation', or 'knowledge of trends in library services provision within universities'.

Skills & Competencies: Identify the skills or competencies which are needed for effective performance in the role. Avoid listing attributes that cannot be measured e.g. flexible outlook, pleasant personality. Consider the key Hera elements (*as identified in the role detail*) for the role and formulate attributes that can be measured or tested, e.g. 'excellent communication skills with the ability to present information clearly', 'the ability to build an effective team', 'the ability to control and monitor spending on budgets', 'the ability to analyse information relating to complex situations'.

Essential/ Desirable Column: Each attribute should be defined as either 'essential' or 'desirable', so please delete the irrelevant one in each row. Essential attributes are those without which the job could not be performed. Desirable attributes are those which enhance the ability of the person to do the job.

'Tested by' Column: Decide how each attribute will be tested and indicate this in the column on the right-hand side of the table. The most common methods of testing an attribute are by application form, interview, presentation or test, e.g. in-tray test/word processing test/ numeracy test. If you wish to test an attribute with more than one method, simply indicate all relevant methods in the appropriate row on the table. The key for the 'tested by' column must remain on the PS page.

N.B. Please delete all guidance notes before submitting the Role Detail and Person Specification and also pay specific attention to the font (Arial) and colour used (Dark Red) in regard to the headings. It is important to note that the document may be returned if it does not follow the standard format.