

## School of Health & Society

| **Head of Policing**

**MPF3182**

**Grade 9 1 FTE**

**Role Title: Head of Policing**

**Reports To: Director of Social Sciences**

## **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.

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.

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, Social Policy and Policing 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. 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.

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 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.

As Head of Policing you will lead the development of our new Centre for Policing including the development and delivery of the University of Salford's PEQF initiative; liaison with partners; developing new business opportunities and research capacity and lead and manage the staff team.

## Role Detail

### Role Purpose

To lead and manage the dynamic team of academics delivering the range of Policing programmes and activities

To plan, design, develop and deliver a range of high-quality programmes of study relating to Policing at all levels and ensure that programme design and delivery comply with the academic quality standards, regulations of the University and professional bodies

To lead on the development of new areas of business reflecting the changing external world and the needs of employers in the social care, cultural and criminal justice sector

### Responsibilities

- To lead and manage the dynamic team of Policing academic staff promoting excellence in teaching within the PEQF initiative, research, practice and the overall student experience.
- Initiate and lead in the development and delivery of taught programmes including those related to Policing and/or research programmes, with outstanding delivery and excellent support of teaching and learning
- Assist the Dean of School/ Associate Deans of School and Director in ensuring that the teaching and professional activities of the Directorate are maintained in accordance with accepted professional / University standards
- Membership of professional groups at national level e.g. professional standards bodies and other networks
- To lead on creative pedagogies and be committed to the philosophy of digital teaching and learning, e.g. the flipped classroom and simulation. Develop and apply innovative and appropriate teaching techniques and assessment procedures across the breadth or depth of subject area, with appropriate professional recognition and dissemination of good practice
- Carry out administrative and managerial duties in relation to teaching activity and projects as required, supporting the programme leaders and/or module leaders
- Engage in scholarship to inform curriculum and course design through e.g. research, industrial engagement, working with communities, third sector organisations etc., consistent with the Industry Collaboration strategy

### Research

- Actively support and carry out research and scholarship which supports and informs programme currency and delivery
- Undertake independent research with demonstrable impact e.g. on industry, research, policy, regulations, criminal justice and social care practice, public and cultural organisations, acting as principal investigator and project leader where appropriate
- Contribute to the reputation of research in the School through national/ international collaboration and publication in peer-reviewed international academic journals. Contribute to other forms of dissemination in quantities appropriate to the discipline, achieving citations, reviews and other forms of peer recognition

- Generate significant external funding, including research, knowledge transfer, engagement grants and new commercial business
- Mentor colleagues and supervise postgraduate research students as appropriate
- Deliver presentations at national or international conferences and other similar events
- Seek membership of major committees and significant research bodies, and make a contribution / input to national/international journals

### **Leadership, Management and Partnership Engagement with reference to the PEQF**

- Lead and ensure effectiveness of a major project/programme/ subject area team, developing and/or improving procedures, organising and promoting interdisciplinary studies, and developing collaborative arrangements to support teaching
- Provide line management to staff
- Act as a formal mentor/coach for junior colleagues
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- Lead and/or develop internal networks, working groups and committees which have input or contribution to cross university functions and/or impact upon institutional decision making and governance
- Lead/develop external networks, such as a sub-committee of a professional body, employers' association, group of universities etc., provide consultancy/ professional advice to such bodies or act in the capacity of external examiner to other Institutions
- Contribute to the process of sharing and disseminating new ideas, products and processes to external partners, through engagement, delivering quality within budget and on time
- Generate income, external recognition for self and School and participate in community engagement activity such as community liaison, contribution to creation and/or development of social enterprise or contribution to the transfer of intellectual property. Ensure they inform learning and research
- Contribute to the planning and organising of the Directorate, development of cross-School partnerships, undergraduate or postgraduate programmes, marketing, admissions etc; input to strategic planning at Directorate, School and/or wider planning process at institutional level, membership of planning committees; responsible for quality, audit and other external assessments for the Directorate/School
- Responsible for the development of large and complex programmes; responsibility for a major area of operation within the Directorate/School; identify opportunities for strategic development of new programmes or appropriate areas of activity and contribute to and take responsibility for implementing these ideas
- Identify current capabilities and future needs for those working within specified areas and plan action/ training where required, conduct staff appraisals and manage and contribute to staff development activities

## Other tasks

- Perform any other duties appropriate to the grade as may be required by the Dean of School/Associate Deans of School and Director, etc.
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy
- Engage with the University's commitment to deliver value for money services that optimise the use of resources by maintaining a cost conscious approach 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 for Higher Education Academy:Senior Fellow

## Salford Behaviours

Before applying to work with us, it is important that you have read the Salford Behaviours.

The Salford Behaviours are a collection of TEN behaviours which have been identified from a cross section of colleagues across the University as those which are the most effective in helping us all to achieve the University's ICZ strategy. They are the vehicle which underpins all of the changes we want to make and a framework of language to enable effective conversations and interactions to take place, particularly around performance, development and talent management. It also enables a common understanding of what effective looks like.

At Salford, it is how we do things that is as important as what we do. We want people to work for us who feel an affinity with the behaviours that are important to us.

## 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	Education to Postgraduate level	Essential	A
2	A PhD in a subject related to Policing or equivalent industry experience	Desirable	A
3	Hold a Postgraduate Certificate of Academic Practice or equivalent higher education teaching qualification	Desirable	A
4	HEA recognition at Senior Fellow level	Desirable	A

## Background & Experience

	The successful candidate should have:	Essential/ Desirable	Tested by* A, I, P, T
5	Significant professional experience in Policing Studies /PEQF	Essential	A, I
6	Experience of liaising with external partners and stakeholders	Essential	A, I
7	A track record of teaching and learning delivery	Essential	A, I
8	Experience of leadership	Desirable	A, I
9	Successful bidding for and delivery of projects	Desirable	A, I

## Knowledge

	The successful candidate should have demonstrable knowledge of:	Essential/ Desirable	Tested by* A, I, P, T
10	A broad range of contemporary issues in Policing specifically with reference to the PEQF	Essential	I
11	The challenges of managing staff and ideas for effective ways of undertaking this	Essential	I
12	The challenges facing the development of Policing in HE and potential solutions to these	Essential	A, I, P
13	Strategies for establishing and maintaining recognition in research and scholarship in Policing by publication and other activities	Desirable	A, I
14	Creative approaches to teaching, research and practice in student learning, teaching and assessment	Desirable	A, I

## Skills & Competencies

	<b>The successful candidate should demonstrate:</b>	<b>Essential/ Desirable</b>	<b>Tested by* A, I, P, T</b>
15	Excellent written and verbal communication skills and abilities	Essential	A, I, P
16	The ability to work both independently and as part of a team, and across disciplinary boundaries	Essential	A, I
17	Good organisational skills in relation to self and workload management	Essential	A, I
18	Excellent leadership and management skills	Essential	A, I
19	The ability to improve the quality of service provision	Essential	A, I
20	A commitment to Equality, Diversity and Inclusion	Essential	A, I

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

### **Candidates**

**\*\*In order to fully meet the essential criteria candidates must show clear evidence of how they meet the criteria. Simply stating that you have a skill or experience in an area is not sufficient, you must provide a clear example to show how you have met each of the criterion you address\*\***



