

Academic Role Descriptions and Expectations of Academic Standards

University of Salford

**Version 1.8
(2016 Version)**

Executive Summary

This academic role descriptions and expectations of academic standards manual provides a comprehensive set of descriptions for substantive academic roles and non-substantive academic roles at the University of Salford.

It has been produced to provide clarity and consistency across schools and colleges regarding the responsibilities of academics, and to ensure that the roles and responsibilities of academic staff align correctly with the responsibilities of professional services and support staff as a result of school structures.

The manual contains a comprehensive introductory section which outlines its purpose and benefits, as well as how the manual might be used. It also contains a set of expectations of all academic staff, which align with the University's Student Charter.

The manual will be reviewed and revised annually to ensure that it is up to date and reflects changes in practice at the University.

Alternative versions

This manual is also available in web based version, on Blackboard and the HR Intranet pages.

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Introduction

This manual contains the standard set of academic role descriptions for the University of Salford. This represents the output of the Academic Roles Working group which was formed during 2011-2012 as part of a project to address the need for consistent role profiles for academic staff.

The manual contains descriptors for all substantive academic roles, as well as the major non-substantive roles carried out by academic staff.

Why has this manual been produced?

The manual contains descriptors for a number of roles which are pivotal in building and maintaining relationships with external organisations, such as commercial partners, employers, regulatory bodies and other Universities and Colleges. Providing clarity on the roles and responsibilities of colleagues who interface with partner organisations will enable us to adopt consistent and coordinated approaches

This work has been carried out to ensure clear and consistent understanding of the key tasks and activities of the role holder, and to give an indication of the key responsibilities of the role.

This in turn will help role holders understand reporting structures and the relationships between different academic roles, as well as the relationships between academic roles and key professional services roles.

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What does the manual contain?

The manual comprises three sections:

1. Expectations of Academic Standards

This section contains two sets of expectations of academic standards, which provide a framework of commitments the University has made to our students in order to support our learning and teaching strategy and our research and innovation strategy. The learning and teaching expectations have been produced to align with our Student Charter and the Bill of Student Rights as championed by the Students' Union. Documenting and implementing this framework will help us to ensure consistency of student experience across the University and will directly support improvements in National Student Survey results and league table position. It is expected that all academic colleagues will meet the minimum expectations, in line with the particular duties and responsibilities of their role.

In addition to the learning and teaching expectations, a framework of expectations of research-active staff within the University also appears within this manual. The specific expectations of

research-active staff differ according to their school and their level of experience, and so the set of expectations included here is a generic set, for reference and guidance.

For further detail, colleagues should refer to their school-specific R&E expectations – this will ensure that their work is aligned to key performance indicators relating to research at the University.

Descriptors of Substantive Academic Roles

The second section of this manual contains descriptors of substantive academic roles:

- Deans/PVCs
- Deans of School
- Associate Deans:
 - Enterprise & Engagement
 - International
 - Research and Innovation
 - Academic
- Director of Admissions (College of Health and Social Care)
- Directors of Directorate
- Professor
- Reader
- Senior Lecturer
- Lecturer
- New Lecturer
- Teaching and Learning Intern (Nursing)
- Senior Tutor (Languages)
- Director of the Salford MBA and Executive Postgraduate Programmes
- Research Assistant
- Research Fellow

A substantive role is a set of tasks and responsibilities which has implications for grading and salary. It is expected that academic colleagues will combine their substantive roles with activities outlined in the non-substantive roles (for example, a lecturer is likely to also act as personal tutor to a group of students) and as such roles may be combined.

University of Salford Generic Responsibilities

Each substantive role also includes a set of generic responsibilities which apply to all staff at the University. To avoid repetition these are not included in each role descriptor within the Manual, however they should be included on all job descriptions used for recruitment purposes. They are as follows:

- Perform any other duties appropriate to the grade as may be required by the appropriate senior manager
- Bring to the attention of managers any matters relating to the health and safety of staff, students and visitors
- 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 and UK legislation
- 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.

Additionally, academic staff may discharge important functions in support of the University's academic governance arrangements, such as: membership of Senate and its standing committees; functions within particular quality assurance processes e.g. academic auditor, independent chair for programme approval and review of another school, or panel chair, or panel member in the context of the University's student facing procedures. The Head of School/Director of Directorate will usually assume responsibility for appointing staff to these roles.

3. Descriptors of Non-Substantive Roles

The third and final section of the manual contains a set of descriptors for non-substantive roles within

A non-substantive role is a set of tasks and responsibilities which does not have a corresponding impact on salary or grade, but which may attract a workload balancing allocation and which plays a vital part in the successful operation of the University. As stated above these roles may be combined with others. These roles may additionally be used by the role holder to demonstrate professional development or to support a case for progression to a different substantive role.

How might the manual be used?

It is anticipated that the manual could be used as follows:

- To support consistent working practices across the University by providing clear statements of responsibility and accountability for particular tasks and topics
- To identify roles and responsibilities for constituent parts of University processes and systems, including identifying key interfaces between roles
- To embed effective use of the PDR process by providing a clear framework for both reviewer and reviewee to base their discussions on, and to facilitate objective setting
- To identify development needs for role holders, to support them in performing their role effectively
- To inform the job description and person specification, and support the recruitment process for a new member of staff
- To support induction of new members of staff by identifying key responsibilities, key contacts and development needs
- To support career progression within the University, by providing guidance on content and responsibilities of different roles.

What development is available to support implementation of the manual?

Human Resource Development and Quality Enhancement Office provide a range of training programmes to support staff in performing their role effectively. These programmes include workshops, coaching and e-learning materials, and cover a wide range of topics:

- Blackboard upgrade and e-Assessment
- Academic and student-facing procedures
- Personal skills development
- Leadership and management
- Digital skills and technology for teaching
- Training programmes for specific academic roles (e.g. personal tutoring)

The portfolio of training programmes is subject to continuous development. For further information regarding any learning and development opportunities please contact Human Resource Development.

What if we need to do things differently?

Whilst the aim of producing this manual of academic roles is to provide consistency across schools, the University does recognise that each school has different requirements – for example processes and record keeping regarding fitness to practise within some programmes in the health related schools. It is anticipated that the manual will be used to standardise responsibilities and working practices wherever possible, but is provided as a framework – to ensure schools still retain a degree of flexibility to accommodate their specific requirements.

The substantive role descriptors are common across all schools, and some of the key non-substantive roles are also common – these include:

- Personal tutor
- Programme leader
- Module leader
- Link Tutor

Each school will need to ensure that these core roles are performed consistently, and that their individual needs are accommodated through utilising a range of other non-substantive roles as required.

Should there be a requirement for a non-standard role to be implemented within a school (i.e. a role which is not covered by one of the role descriptors within this manual), an approval and sign-off process is in place to ensure that such situations have a supporting business case and are dealt with in a controlled manner. Please contact your Head of School in the first instance if you believe there is a requirement to adopt a non-standard academic role.

Salford Business School

The Business School restructured during 2012 and realigned certain roles to reflect the current marketplace for business education, and to deliver their school strategy. As such, some role descriptors within the Business School have been enhanced to mirror this and carry different role titles. These are indicated in the manual where applicable, against the equivalent standard role descriptor.

Higher Education Academy – Professional Standards Framework

As part of the University's Learning and Teaching Strategy, academic colleagues are encouraged to become fellows of the HEA, or to upgrade their membership to the appropriate level, in order to reflect their professionalism and breadth of work. The role descriptors in this manual have therefore been mapped against the HEA's professional standards framework, and each substantive role descriptor which is teaching-focused contains an indication of the typical level of membership of the HEA that the role holder would obtain.

The HEA professional standards framework also supports one of the aims of the manual of role descriptors via providing guidance on career pathways and career progression for academics. Further information regarding the HEA professional standards framework (and routes to membership) can be found via the Quality Enhancement Office, and additionally via:

<http://www.heacademy.ac.uk/ukpsf>

Academic Handbook

The role descriptors in this manual contain statements of responsibilities in relation to a range of University-wide policies and procedures, as determined through our scheme of governance. Further information on the requirements of specific policies, such as personal tutoring, can be found in the Academic Handbook which is available via the Governance Services intranet page:

http://www.governance.salford.ac.uk/page/academic_handbook

Academic Values

Working alongside the roles outlined in this manual are the University's values, which underpin the expectations of academic performance and the achievement of our strategic plan. These set out the manner in which the University wishes to conduct its relationships both internal and external, and should drive all employee behaviours.

- The highest academic, professional and ethical standards
- Service to our stakeholders, clients and partners, in particular putting our students first
- Supporting our people, and recognising and rewarding excellence and leadership
- Working together for the advancement of the University
- Innovation, creativity, enterprise, and courage
- Diversity, humanity, fairness and respect
- Pride in our heritage and the distinctive difference we make to the world
- Investing passion in all that we do

Section 1 - Expectations of Academic Standards

The Teaching on my course

Before teaching, staff will:

- 1. Ensure all module information, staff information, teaching materials and contents are up to date as follows:**
 - Liaising with the library to ensure all relevant learning resources pertinent to the module are adequately catered for
 - Ensuring that module content is appropriate to the level of study
 - Ensuring the module VLE (Blackboard) site meets or exceeds the institutional minimum standards (See the full module standards document for detailed information.)
 - Ensuring the necessary resources needed for teaching are booked
 - Prepare all necessary teaching and learning materials in advance of the session making learning materials available on Blackboard as appropriate
- 2. Ensure they have contacted all students on the module to introduce themselves and remind students of their primary communication channel(s) and office hours.**

In teaching a module, staff will:

- 3. Ensure personal effectiveness in the teaching and learning environment as follows:**
 - Arrive at sessions before it is due to start, leaving enough time to set up as needed
 - Start the session on time
 - Introduce themselves at the start of the first session
 - Ensure there is a timetabled session near/at the start of a module to explain the assessment criteria, assessment deadlines, marking schemes and grade descriptors, the format of the contact sessions and online learning resources available
 - Ensure they can be heard/seen in a session
 - Ensure the session runs for the timetabled duration
 - Finish allowing enough time for students to move to their next session

Assessment and Feedback

Teaching staff undertaking assessment will:

- 4. Ensure transparency of assessment delivery to the student as follows:**
 - Ensure the assessment scheme, including the assessment tasks, align with the learning outcomes
 - Ensure that the marking criteria are transparent, objective and appropriate to the ILO and the assessment scheme

- Publish dates/deadlines and submission formats for assessed items on the module Blackboard site
- Ensure the assessment task does not alter once published
- Ensure the marking criteria and grade descriptors do not alter once published

5. Ensure feedback is constructive, clear, useful and returned on time to the student, as follows:

- Ensure feedback and marks are returned to the students via My Grades in Blackboard by the deadline published on the module Blackboard site
- Ensure feedback is constructive and useful to the student, giving them clear, tangible routes forward for action to improve performance
- Ensure feedback explicitly references the intended learning outcomes, the marking criteria and the grade descriptors
- Ensure the language of feedback is consistent with the marking criteria and the grade descriptors/band of the numerical mark given

Academic Support

Teaching staff will:

6. Adhere to the personal tutoring policy of the University, ensuring they make contact with tutees and follow up personal tutor/tutee meetings

Organisation and Management

Teaching staff will:

7. Ensure a personal contribution to effective student-centric organisation and management as follows;;

- Clearly set out and communicate their expectations of students and what students can expect from them at first contact. This should include notice of communication channels and office hours
- Maintain and publish in advance a weekly schedule of office hours
- Ensure timetable information for modules is provided in a timely fashion to allow the timetable to be produced
- Barring the unforeseen, ensure students are kept informed of any changes to timetable in advance of the session occurring
- Barring the unforeseen, ensure the submission deadlines for assessed work do not change once published
- If leading a module, ensure that: all colleagues teaching on the module are aware of module staffing, submission deadlines, feedback deadlines, verification and moderation arrangements and internal marks deadlines; and that all such arrangements and deadlines are finalised and publicised before the module commences, and are adhered to during the course of the module

Learning Resources

Teaching staff will:

- 8. Identify and agree internally, and in good time, all learning resources needed for effective delivery of the module including specialist equipment/spaces, audio-visual equipment, etc.**

Personal Development

Teaching staff will:

- 9. Ensure those aspects of personal and professional development, including the acquisition of transferable skills attained by the student through the module/programme, are made explicit to the student throughout their studies.**

Overall Satisfaction

Teaching staff leading modules will:

Evaluate the performance of the module. Evaluation should include, at minimum, consideration and interrogation of student achievement at module boards and consideration of feedback taken from student Module Evaluation Questionnaires.

RESEARCH AND ENTERPRISE – EXPECTATIONS OF ACADEMIC STAFF (GENERIC VERSION, revised April 2013)

In addition to the expectations of academic staff relating to learning and teaching activity 1, a parallel set of expectations for research active staff has been developed. These statements are as follows:

- Research Outputs / Publications: We will produce excellent scholarly outputs of international quality with a commitment to making them available through open access repositories wherever possible
- Postgraduate Supervision: We will provide excellent supervision with a commitment to ensuring that all our postgraduate research students complete within the University's standard timescales of four years (full-time) or seven years (part-time)
- Research Income / Projects: We will proactively explore opportunities to attract external funding to support our research and innovation activities, both through traditional academic funding bodies and commercial partners
- Impact and Presence: We will ensure our research has impact and presence at international level wherever possible, and we will engage in networks and activities to enhance the impact and presence of our research

The University acknowledges that academic staff working in different subject areas and at different levels will demonstrate each of the above expectations to differing degrees. A framework of research expectations has therefore been developed to reflect this, and appears below. The framework has been produced by amalgamating the research expectations from each school to produce a generic set. For further information, and for the metrics associated with each measure for your college, please refer to your own college-specific frameworks.

1. Definitions and general descriptions of REF levels

	Early Career Researcher Level 1	Early Career Researcher Level 2	REF 1*	REF 2*	REF 3*	REF 4*
General Description	A developing researcher committed to progressing their research through active engagement with the internal and external research community.	An active researcher with a clear strategy for enhancing their research profile.	A nationally recognised researcher producing high quality work within existing research agendas and demonstrating a commitment to sharing experiences with less experienced researchers within the team.	An internationally recognised researcher producing work which is or likely to become an acknowledged point of reference in their field. A leading researcher within the University actively supporting and developing less experienced staff.	An internationally excellent researcher producing work which influences the development of research agendas, and which is or likely to become a major point of reference in their field.	A world-leading researcher producing agenda-setting work which is an essential point of reference in their field.

2. Generic Research Expectations

	Early Career Researcher Level 1	Early Career Researcher Level 2	REF 1*	REF 2*	REF 3*	REF 4*
Publications	Evidence of a developing publication profile through papers offered for/presented at conferences, and refereed publication or book chapter. Evidence of potential for development of research to REF 1*: Quality that is recognised nationally in terms of originality, significance and rigour.		Evidence of sustained publication in national/international journals of appropriate REF level. Quality of publications that is recognised nationally/internationally in terms of originality, significance and rigour to appropriate REF level. Evidence of contributing to the development of Early Career Researchers			
Postgraduate Supervision	Involvement as co-supervisor and/or supervisor to at least one PhD student.		Track record of successful PhD supervisions (within the University's specified timeframes) in last 5 years, including attending training on PGR supervision. Expectation of number of students supervised increases as REF level increases. Contribution as an Independent Chair and internal and/or external examiner.			
Research Income	Involvement in (or evidence of) bidding for internal and external research funds, possibly including contributing to the research of a more experienced researcher.		Involvement in submitting at least one application for external research funding per year. Expectations of value of funding increase as REF level increases. Evidence of success in bid/award conversion in past 3 years. Participation in peer review panel internally/externally, including influencing national research agenda for REF 4* Evidence of contributing to the development of Early Career Researchers			
Impact and Presence	Evidence of contributions to internal research activities and/or regional/national networks. Evidence of attempts to make international research links. Evidence of reviewing of for conferences, journals, publishers or of practice based research.		Research activity demonstrating impact and significance according to the appropriate REF level Expectations of involvement in research networks of increasing significance and reach as REF level increases (e.g. national vs international) Evidence of reviewing for journals, publishers, practice based research and Research Councils to the appropriate REF level. Editorial board membership for REF2* to REF4* Membership or chairing research committees of increasing reach and significance as REF level increases.			

Section 2 - Substantive Academic Roles

Role Title: PVC

Reports To: Vice Chancellor

Main Purpose of Role

To be responsible to the Vice Chancellor for assisting with the corporate leadership of the University, the development and oversight of the University's strategy, including the assigned specialism; and the strategic leadership, management and academic governance of the relevant area. To ensure a high-performing culture that delivers real-world excellence, increases our social and economic impact and enhances the staff and student experience, embracing the Industry Collaboration Zone ethos.

Key Accountabilities or Duties

- To be directly accountable for developing and championing the vision and strategic direction of the University, maintaining and enhancing our quality, capacity and capability to deliver excellent academic delivery.
- To stimulate and facilitate widespread engagement in (as specified) learning and teaching, research, enterprise, business support and knowledge transfer activities and provide strategic oversight and direction to the development, dissemination and implementation of the University's strategies.
- Develop and implement integrated plans and targets which support the wider objectives of the University, and position it to respond effectively to any future changes in Higher Education.
- To secure, maintain and optimise partnerships and funding as appropriate
- To seek out and develop innovative ideas and progressive practice to enhance the University's educational capability.
- To stimulate inter-disciplinary co-creation and promote collaboration across the University both with academic and professional services areas.
- Develop strong networks that promote the viability and reputation of the University nationally and internationally, proactively engaging with a range of relevant stakeholders to enhance the overall reputation and credibility of University activities
- Be accountable for the financial management of the relevant discipline and report to the Vice-Chancellor and Council on the financial performance and well-being of this.
- Ensure that the infrastructure and resources provided to support relevant activities are fit for purpose and support the maintenance and enhancement of said activities.

- Provide leadership for those in key roles within the University and chair appropriate University committees as required.
- Work with the other Pro Vice-Chancellors and Directors of Professional Services to ensure that the University's commitment to all areas of higher education, maximises the benefit of the student learning experience and enhances the University's profile.
- Work with the Deputy Vice-Chancellor and the Deans to ensure that all aspects of University activities underpin and continue to enhance the work of the Industry Collaboration Zones.
- To develop and implement policies and processes that ensure that the University attracts, develops and retains academics of the highest quality, invests in early career development and creates an environment where scholarly activity and enterprise are able to thrive.
- Provide visible leadership to the University as a whole and promote the benefits of developing the skills and potential of its people.
- Participate fully as a member of the University senior management team, contributing to the highest standards of corporate behaviour and professionalism, providing input into strategic planning, policy development, implementation, review and monitoring.
- Be an effective ambassador for the University, representing the Vice Chancellor positively and in the best interests of the institution at all times

Role Title: Dean of School

Reports To: Deputy Vice Chancellor

Main Purpose of Role

The Dean of School will perform a critical transformational role within the University of Salford. It will involve taking the leading role in driving the School forward, in support of the University's mission and strategic objectives, including Industrial Collaboration Zones.

The Dean of School will:

- Provide outstanding leadership and manage the human, physical and financial resources of a successful and established school
 - Work closely with colleagues on the School Executive in supporting a changing environment and culture
 - Take a lead in ensuring there is innovative curriculum development
 - Facilitate and contribute to the School's research culture
 - Promote the active engagement of staff with all the University's stakeholders including public bodies, industry, schools, colleges, alumni and the community
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Key Accountabilities or Duties

Leadership and Team Building

- To lead the School Executive and to foster effective team working within the School
- To provide strategic leadership to the School in the areas of teaching, research and wider engagement

Management of Staff

- To undertake effective performance management of the senior academic staff within the School
- To ensure all members of staff within the School engage with the performance management process in a timely, fair and consistent manner

- To oversee the effective deployment of staff resources within the School
- To oversee the effective management of change across the School
- To ensure compliance with HR policies and procedures across the School
- To ensure that workforce planning is undertaken across the School on a systematic basis in line with University policy
- To ensure that staff development needs are prioritised and actioned in line with the strategic needs of the School
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- To create a working environment within the School that is supportive of staff and encourages active engagement and a positive contribution from individual members of staff
- Ensure that there is a strong emphasis across the School on effective communication with staff and that there are appropriate mechanisms in place to underpin this
- To ensure the allocation of appropriate workloads within the School

Policy/Planning

- To have overall responsibility for the formulation and implementation of School academic and business plans, and to ensure that these are aligned with the strategic objectives of the University
- To develop teaching, research and engagement within the School, in accordance with the strategies agreed by the School Executive and other policies
- To be responsible for the development, promotion and implementation of the School's Equality and Diversity plan

Quality Assurance and Enhancement

- To ensure that high standards are maintained in the conduct of all the School's activities
- To ensure adherence to the University's approved quality assurance and enhancement policies and procedures across the School

- To ensure the optimum student experience through adoption of a consistent customer focus across the School
- To identify and take advantage of trends and opportunities that will benefit the School
- To ensure that the standards of the University's awards are maintained

Resource Management

- In liaison with the Heads of Professional Services to ensure the optimal management and development of the School's resources (staff, finance, accommodation)
- In liaison with the School Head of Finance to ensure appropriate accountability for effective budgetary and financial management in the School
- In liaison with the Director of Estates to ensure the effective use of space for teaching, research and engagement activities by the School

Liaison and Co-ordination

- To represent the interests of the School within the University
- To work collaboratively with appropriate Associate Deans/Heads of Research to ensure the effective integration of Research within academic staff workloads
- To work collaboratively with appropriate Heads of Professional Services to ensure the best academic experience for their school's students
- Liaise with the Students Union, communicating regularly to ensure partnership working on all aspects of the student experience
- To work closely with the School Operations Manager to ensure the effective day-to-day running of the School
- To ensure that successful School initiatives are disseminated both within the University and externally
- To liaise with external organisations to raise the profile of the School and the University
- To represent the School and the University externally as appropriate

Corporate Management Responsibilities

- To participate effectively and collegiately as a member of the School Executive and University Management Team
- To participate in School and University projects and initiatives as directed
- To participate as a senior University manager in the operation of the University's policies and procedures, e.g. hearing grievances and disciplinary cases

Role Title: Associate Dean/Head (Engagement)**Reports To: Dean of School**

Main Purpose of Role

To work with the Dean of School, the appropriate PVC (and relevant functions of Professional Services) in order to ensure alignment of the School Engagement Strategy with that of the University's Strategic Plan and initiatives.

Key Accountabilities or Duties**Team Work**

- To contribute to the strategic work of the School Executive to develop, monitor and review the School's Engagement Plan and to oversee its implementation in respect of its strategic objectives
- To work in a team with the Associate Deans/Heads Engagement to assure the development and delivery of a distinct yet complementary Engagement Strategy for the School which aligns with the University's Strategic Plan.
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Policy and Planning

- To work with School staff on the implementation of aspects of the Engagement Strategy and issues related to enterprise and engagement activity including knowledge transfer
- To set, monitor and review appropriate KPIs for enterprise and engagement activity within the School Strategic Plan and align them with, wider university KPIs and HEBCIS KPI's
- To be proactive in seeking potential partnership/engagement opportunities that complement the School's Engagement Strategy, working closely with the relevant professional bodies

- To formulate, implement and manage School enterprise and engagement plans in relation to activity consistent with the strategic objectives of the University
- To develop external networks with the business community and domestic alumni
- To co-ordinate community based activities across the school

Quality Assurance

- To ensure that the School's Engagement activities are implemented in a way which is consistent with the maintenance of high academic and professional quality, standards and enhancement and which meets external needs and expectations
- To ensure the operation of the University's agreed quality assurance mechanisms

Resources

- To advise the Dean of School on the appropriate level of resourcing required to support engagement activity

Liaison and Coordination

- To represent the School internally on committees relevant to engagement activity
- To promote and identify cross School collaboration with other Associate Deans/Heads Engagement
- To represent the School to ensure that successful engagement activities are disseminated both within the University and externally
- To liaise with external organisations to raise the profile of the University
- To work with the Associate Deans/Heads Engagement, Student Life, The Library and Student Administration on reviewing, enhancing and monitoring the student experience and the performance of the School against its strategic aims
- Liaise with the Students Union, communicating regularly to ensure partnership working on all aspects of the student experience

- Liaise with the School Operations Manager to ensure appropriate provision of administrative support

Equivalent role within Salford Business School – Associate Professor / Associate Dean, Engagement

Role Title: Associate Dean/Head (International)**Reports To: Dean of School**

Main Purpose of Role

To work with the Dean of School, the relevant PVC and relevant functions of Professional Services in order to ensure alignment of the School International Strategy with that of the University's Strategic Plan and initiatives.

Key Accountabilities or Duties**Team Work**

- To contribute to the strategic work of the School Executive to develop, monitor and review the Schools International Plan and to oversee its implementation in respect of its strategic objectives
- To liaise with the relevant professional departments to assure effective implementation of the plan in respect of student recruitment partnerships and student life
- To work in a team with the Associate Deans/Heads International and assure the development and delivery of a distinct yet complementary International Strategy for the School which aligns with the University's Strategic Plan,
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Policy and Planning

- To work with School staff on the implementation of academic aspects of the International Strategy and issues related to international activity including engagement with overseas alumni
- To set, monitor and review appropriate KPIs for international activity within the School Strategic Plan and align them with the wider university KPIs in learning and teaching, research & innovation and enterprise and engagement

- To assure that international student recruitment activity within the School is aligned with the Academic Plan, working closely with the relevant professional departments
- To work closely with the ELT programme to ensure the highest levels of conversion of students at undergraduate and postgraduate status
- To be proactive in seeking potential partnership and curriculum development opportunities that complement the School's International Strategy, working closely with the relevant professional departments

Quality Assurance

- To engage proactively with professional bodies in the international arena and seek accreditation and recognition of School programmes
- To ensure that all international activity is underpinned by processes which assure the highest level of academic quality, standards and enhancement
- To ensure the operation of the University's agreed quality assurance mechanisms

Resources

- To advise the Dean of School on the appropriate level of resourcing required to support international activity

Liaison and Coordination

- To represent the School internally on committees relevant to international activity
- To promote and identify cross School collaboration with other Associate Deans/Heads International
- To represent the School externally in relation to international activities and events, including leading delegations to overseas institutions and the hosting of international visitors in the School

- To work with the Associate Deans/Heads International, Student Life, The Library and Student Administration on reviewing, enhancing and monitoring the international student experience and the performance of the School against its strategic aims
- Liaise with the Students Union, communicating regularly to ensure partnership working on all aspects of the student experience
- Liaise with the School Operations Manager to ensure appropriate provision of administrative support

Equivalent role within Salford Business School – Associate Professor / Associate Dean, International

Role Title: Associate Dean/Head (Research and Enterprise)**Reports To: Dean of School**

Main Purpose of Role

To work with the Dean of School, the PVC Research and Enterprise and relevant functions of Professional Services in order to ensure alignment of the School Research and Innovation Strategy with that of the University's Strategic Plan and initiatives.

Key Accountabilities or Duties**Team Work**

- To contribute to the strategic work of the School Executive to develop, monitor and review the Schools Research and Innovation Plan and to oversee its implementation in respect of its strategic objectives
- To work in a team with the Associate Deans/Heads Research and Enterprise and assure the development and delivery of a distinct yet complementary Research and Enterprise Strategy for each School which aligns with the University's Strategic Plan,
 - To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Policy and Planning

- To work with School staff on the implementation of aspects of the Research and Enterprise Strategy and issues related to research activity and performance
- To develop research strategies within the School, in conjunction with the PVC Research and Enterprise and develop implementation plans with the Research and Enterprise department
- To set, monitor and review appropriate KPIs for research activity within the School Strategic Plan and align them with the wider University KPIs and the Research Excellence Framework

- To assure the execution of agreed university policies within the School with regard to research and the research training and development of postgraduate students and young or emerging researchers
- To formulate, implement and manage School plans in relation to research and graduate education consistent with the strategic objectives of the University
- Develop School research and enterprise strategies that promote public engagement, community based research and targeted policy initiatives

Quality Assurance

- To ensure that the School's activities in research and research training are implemented to assure the maintenance of high academic standards
- To ensure the operation of the University's agreed quality assurance mechanisms in relation to research and research performance
- To develop School quality assurance systems in respect of research and research training to complement University systems

Resources

- To advise the Dean of School on the appropriate level of resourcing required to support research activity

Liaison and Coordination

- To represent the School internally on committees relevant to research and innovation activity
- To promote and identify cross School collaboration with other Associate Deans/Heads Research and Enterprise, and with the Heads of Professional Services responsible for enterprise

- To represent the School to ensure that successful research activities are disseminated in the University and externally
- To liaise with relevant external organisations to raise the profile of the University and take advantage of trends and opportunities
- Liaise with the Students Union, communicating regularly to ensure partnership working on all aspects of the student experience
- Liaise with the School Operations Manager to ensure appropriate provision of administrative support

Equivalent role within Salford Business School – Associate Professor / Associate Dean,
Research & Innovation

Role Title: Associate Dean/Head (Academic)**Reports To: Dean of School**

Main Purpose of Role

To work with the Dean of the School, the PVC Academic and relevant functions of Professional Services in order to ensure alignment of the School Teaching and Learning Strategy with that of the University's Strategic Plan and initiatives.

Key Accountabilities or Duties**Team Work**

- To contribute to the strategic work of the School Executive to develop, monitor and review the Schools Teaching and Learning Plan and to oversee its implementation in respect of its academic objectives
- To liaise with the relevant professional departments to assure effective implementation of the plan in respect of student satisfaction, retention and completions, partnerships, and curriculum development
- To work in a team with other Associate Deans/Heads Academic to ensure the development and delivery of a distinct yet complementary Teaching and Learning Strategy for the School which aligns with the University's Strategic Plan,
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Policy and Planning

- To work with School staff on the implementation of aspects of the Teaching and Learning Strategy and issues related to teaching and learning activity and Student Experience
- To set, monitor and review appropriate KPIs for academic activity within the School Strategic Plan and align them with the wider University KPIs

- To formulate, implement and manage the School's academic plans in relation to teaching and learning consistent with the strategic objectives of the University
- To develop engagement activities aimed at improving access, widening participation, work based training opportunities, volunteering and community based projects

Quality Assurance

- To ensure that the School's teaching activities are implemented in a way which is consistent with the maintenance of the highest academic quality, standards and enhancement
- To ensure the operation of the University's agreed quality assurance mechanisms, in such areas as course approval, course review, student evaluation of teaching, assessment and responses to external examiners' report
- To ensure operation of the University's agreed QA mechanisms'
- To develop School quality assurance systems in respect of teaching and learning to complement University systems

Resources

- To advise the Dean of School on the appropriate level of resourcing required to support teaching and learning activity

Liaison and Coordination

- To represent the School internally on committees relevant to teaching and learning activity
- To promote and identify cross School collaboration with other Associate Deans/Heads (Academic)
- To work with other Associate Deans/Heads Academic, Student Life and Student Administration on reviewing, enhancing and monitoring the student experience and the performance of the school against its strategic aims

- Liaise with the Library to ensure all library strategies and policies are embedded
- Liaise with the Students Union, communicating regularly to ensure partnership working on all aspects of the student experience
- To represent the School to ensure that successful teaching and learning activities are disseminated within the University and externally
- To liaise with external organisations to raise the profile of the University and take advantage of trends and opportunities
- Liaise with the School Operations Manager Learning and Teaching Support Managers to ensure appropriate provision of administrative support

Equivalent role within Salford Business School – Associate Professor / Associate Dean,
Academic

Role Title: Director of Admissions (School of Health and Social Care / Salford Business School)

Main Purpose of Role

Reporting to the Dean of School, the Director of Admissions is responsible for the management of recruitment, selection and admissions for the School, working within the policies and strategic frameworks set by the University and School and taking account of NHS commission targets and education quality standards determined by the relevant professional regulatory bodies.

This role maps against the Director of Conversions role, which is used in other schools and is described within Section 3 – Non-substantive role descriptors. However due to the specific needs of the School of Health and Social Care, the role is enhanced. Additional or amended accountabilities (including applicable policies) for this role are described as an addendum to the Director of Conversion role descriptor.

Salford Business School have a substantive Director of Admissions role, which maps against the Director of Conversion role described within Section 3 – Non-substantive role descriptors. Further information regarding roles within Salford Business School appears in the introduction section of this manual.

Role Title: Director of Directorate**Reports To: Dean of School**

Main Purpose of Role

To be responsible to the Dean of School for the operational and strategic management of the Directorate in the context of School strategic aims and objectives.

Key Accountabilities or Duties**Individual and Team Leadership**

- To provide leadership of the Directorate that builds cohesion around a clear vision of the Directorate's contribution to the strategic direction of the School
- To facilitate effective team working that promotes a collegiate and inclusive organisational environment

Management of People

- To undertake effective performance management of academic staff within the Directorate, defining performance standards required in line with the Expectations of Academic Staff and providing feedback on overall performance
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- To operationalise strategies for the development of scholarship and research capability
- In collaboration with the Dean of School, to manage the effective deployment of academic staff within the Directorate and where appropriate agree the contributions made to programmes in other Directorates
- To ensure the allocation of appropriate workloads for all academic staff
- To ensure compliance with all HR policies and procedures within the Directorate
- To ensure the effective induction and probation of new academic staff within the Directorate

- To ensure that academic staff development needs across the Directorate are co-ordinated, prioritised and actioned through the annual PDR process
- To foster a working environment within the Directorate that is supportive of individuals and encourages active engagement and a positive contribution from all members of the Directorate
- To act as a channel of communication between the Dean of School and Directorate staff, ensuring effective communication within the Directorate
- To play a leading role in the selection and recruitment of new academic staff for the Directorate

Policy/Planning

- To draw up the Directorate's operational plan to assist the Dean of School in the preparation of the School's operational plan
- To ensure the development of the Directorate's teaching, research and enterprise activities are consistent with School strategic plans
- To contribute to the development of School strategies/policies

Quality Assurance and Enhancement

- To ensure Directorate programmes meet all academic and professional standards and conform to the requirements of the University's quality assurance processes, and where appropriate the requirements of professional regulatory bodies
- To ensure that Directorate programmes meet the needs and expectations of participating students, and contribute to the good reputation of the School and University within the academic and business communities
- To work with colleagues to develop the Directorate's profile and the academic identity of its staff, work and programmes
- To arrange chairing of the Directorate's Exam Boards
- To ensure that academic and personal support to students is provided in line with Academic Expectations

Resource Management

- To oversee the allocation of discretionary budgets within agreed guidelines
- To advise the Dean of School and School Operations Manager on Directorate resource needs
- To ensure the effective utilisation of resources at a Directorate and School level

Liaison and Co-ordination

- To work collaboratively with appropriate Directors of Research Centres and Associate Heads of School to ensure the effective integration of research and academic enterprise within academic staff workloads
- To ensure Programme Leaders manage the effective delivery of all aspects of the Directorate's programme area, and the contributions made to programmes in other Directorates
- To liaise with the School Operations Manager and other academic support roles as appropriate
- To represent the interests of the Directorate and School within the University, developing and leading internal networks as required
- To represent the School and University externally as appropriate and to participate in external networks which influence decision making at national or international level

Corporate Management Responsibilities

- To participate effectively as a member of the School Executive
- To participate in School and University projects and initiatives as required
- To represent the Dean of School and/or School Executive as required at meetings

Equivalent role within Salford Business School – Head of Academic Unit

Note – within ELS the Director role is referred to as 'Academic Lead'

Role Title: Professor**Reports to: Dean of School/other equivalent role**

Purpose of the role

To provide academic leadership across a broad spectrum of research and enterprise activities and to play a lead role in the development of research-informed undergraduate and postgraduate teaching.

Key Accountabilities or Duties**Teaching and learning**

- Provide academic leadership, development, mentoring and career management advice to colleagues and students in all areas of teaching and learning
- Contribute to the development of research-informed teaching and learning

Research and Innovation

- Develop and disseminate research outputs of international standing in its discipline
- Supervise PhD students, ensuring timely completion in line with University standard timescales
- Contribute to the development and implementation of University and School level research strategies
- Develop and lead research/commercial projects and collaborative partnerships with other educational institutions and organisations

- Act as a mentor to new and early career researchers and PGR students

- Make a significant contribution to the University's returns to national research assessment exercises

- Play a lead role in development of an innovative academic environment which brings tangible benefits and impacts for other groups and organisations outside the higher education sector

- Be recognised as a leader within their subject area or discipline, for example through:
 - Giving keynote speeches and plenary addresses
 - Being invited to speak at international conferences and workshops
 - Conducting practice based research of international standing
 - Membership of editorial boards or academic presses
 - Undertaking professional activities that recognise their professional standing within the discipline or subject area

- Contribute to and support the development of the University's wider commercial objectives, for example through:
 - Securing income from commercial and industrial sources for research and innovation activities
 - Undertaking activities such as continuing professional development which generate additional commercial income for the institution
 - Developing mutually beneficial partnerships with key businesses and organisations
 - Commercial exploitation of research and innovation projects

Leadership and Management

- As required, to take on line management roles within the School to support their effective operation
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- To contribute significantly to management, planning and organisation of the School and University, for example via membership and attendance of relevant committees and steering groups

Indicative level of membership for Higher Education Academy: Principal Fellow

Role Title: Reader**Reports to: Director of Directorate**

Purpose of the role

To undertake a sustained level of research of international quality, to manage significant research projects and to co-ordinate or supervise the work of research assistants and students. To contribute as appropriate to activities designed to enhance the Department's research culture. To teach on, contribute to and be involved in the management of undergraduate and postgraduate taught programmes.

Key Accountabilities or Duties**Teaching and Learning**

- Contribute to teaching delivery at all levels, be involved in the management of undergraduate and postgraduate taught programmes and ensure the integration of relevant research
- Supervise postgraduate students and contribute to external research training projects

Research

- Undertake research of international quality and of relevance to the School, showing evidence of sustained high quality output and future continuity
- Enhance the research reputation of the School by having an established national or international reputation in a research field e.g. via refereed publications, commissioned research, successful conference organisation, editorship of proceedings, regular invitations to participate in major conferences or external professional practice, patents, spin-out companies, knowledge exchange outside the research community to government, industry, public and third sector organisations and to the general public
- Produce a sustained record of attracting external research funding from research councils, government research funding programmes, commercial bodies and other agencies
- Contribute to research strategies

- Provide leadership of, and collaboration in, significant research projects and work with industry, government, public sector and other external organisations
- Develop graduate studies by a sustained record of successfully recruiting and supervising postgraduate research students

Leadership, Management and Engagement

- Lead and ensure the effectiveness of a research discipline group
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration, explore commercial exploitation of research and/or generate income
- Lead and develop external networks to foster collaboration and/or generate income; collaborate in significant research/consultancy projects with external organisations and public and community engagement; involvement in regional, national and international enterprise bodies
- Responsible for the development of large and complex research programmes; responsibility for a major area of operation within the School/unit; identify opportunities for strategic development of new projects or appropriate areas of activity and take responsibility for implementing these ideas
- Required to contribute to the development of teams and individuals

Indicative level of membership for Higher Education Academy: Associate Fellow

Role Title: Senior Lecturer

Reports to: Director of Directorate

Purpose of the role

To plan, design, develop and deliver a range of high-quality programmes of study at all levels, ensuring that programme design and delivery comply with the academic quality standards and regulations of the University. To undertake research of international quality and, where required, to co-ordinate or supervise the work of research assistants and students.

Key Accountabilities or Duties

Teaching and Learning

- Initiate and lead in the development and delivery of taught programmes and/or research programmes, with outstanding delivery and support of learning
- Assist the 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/international level e.g. professional standards bodies, significant conference committees
- 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 via publication
- Carry out administrative and managerial duties in relation to teaching activity and projects as required, including acting as programme leader and/or module leader
- Engage in scholarship to inform curriculum and course design through e.g. research, industrial engagement, working with communities, third sector organisations etc.

Research

- Actively support and carry out research and scholarship which supports and informs programme currency and delivery
- Undertake independent research, and with demonstrable impact on e.g. industry, research, policy, regulations, industrial practice, public 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 and other forms of dissemination in quantities appropriate to discipline, achieving citations, reviews and other forms of peer recognition
- Generate significant external funding, including research, knowledge transfer and engagement grants
- Act as a referee or editor for journals, seek membership of major committees and significant research bodies and contribute to other types of peer assessment
- Mentor colleagues and supervise postgraduate research students as appropriate
- Make presentations or exhibitions at national or international conferences and other similar events
- Seek membership of major committees and significant research bodies, and major input to national/international journals

Leadership, Management and Engagement

- 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
- Act as a formal mentor/coach for more inexperienced 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 unit, development of cross-college partnerships, undergraduate or postgraduate programmes, marketing, admissions etc; input to strategic planning at School and/or wider planning process at institutional level, member of school planning committees; responsible for quality, audit and other external assessments for the School/Directorate
- Responsible for the development of large and complex programmes; responsibility for a major area of operation within the 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; supervise PhD student(s), conduct staff appraisals and manage and contribute to staff development activities

Indicative level of membership for Higher Education Academy: Principal Fellow or Senior Fellow

Role Title: Lecturer**Reports to: Director of Directorate**

Purpose of the role

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

Key Accountabilities or Duties**Teaching and Learning**

- Design teaching material and deliver either across a range of modules or within a subject area
- 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 Student Information Directorate 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 less experienced 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

Indicative level of membership for Higher Education Academy: Fellow

Role Title: New Lecturer**Reports to: Director of Directorate**

Purpose of the role

To undertake a range of teaching, assessment and administrative duties and to support students in all aspects of their studies as appropriate. To develop personal subject/research activity in conjunction with professional development as a teacher.

Note - New lecturer is defined as a lecturer who is new to the role /or is still in probationary period

Key Accountabilities or Duties**Teaching and Learning**

- Teach as a member of a teaching team in a developing capacity within an established programme of study, in a variety of settings from small group tutorials to large lectures, with the assistance of a mentor if required
- Transfer knowledge in the form of practical skills, methods and techniques, identify learning needs of students and define appropriate learning objectives
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives
- Develop own teaching materials, methods and approaches with guidance and participate in the development of taught programmes
- Develop the skills of applying appropriate approaches to teaching, challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Supervise the work of students, provide advice on study skills, information and digital skills and help them with learning problems, signposting them to Library and Student Life services
- Collaborate with the Library to ensure that learning resources are appropriate and adequate to support teaching and learning

- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback
- Evaluate teaching practice through reflection, peer observation and scholarly activity
- Collaborate with Student Life in relation to employability
- Register for, and complete, the Postgraduate Certificate in Academic Practice (PGCAP)

Research

- Develop relevant research and scholarship activity and appropriate means of dissemination
- Continually update knowledge and understanding in field or specialism
- Translate knowledge of advances in the subject area into the course of study
- Register and study for a PhD if not a PhD holder

Leadership, Management and Engagement

- Contribute to the effectiveness of teams by developing productive working relationships with other members
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- Build internal contacts and seek external contacts to assist in the delivery of teaching activity and growth of research and engagement activity
- Participate in external networks to share information and ideas and/or help identify potential sources of funding
- Contribute to the planning and development of teaching and/or research and engagement programmes by participation in programme/research team meetings etc

Indicative level of membership for Higher Education Academy: Associate Fellow

Role Title: Teaching and Learning Intern – a 3 year training post

Reports to: Director of Directorate – specific to Pre Qualifying Nursing

Purpose of the role

To contribute to, develop and engage with a variety of learning techniques, to be able to develop yourself to teach the next generation of healthcare professionals and contribute to the development of the school To contribute to the planning, design and development of modules and programmes, To engage in scholarly activity and develop your skills in teaching and learning to prepare for a more senior role in healthcare education.

Key Accountabilities or Duties

Teaching and Learning

- Design teaching material and deliver either across a range of modules or within a subject area
- Co-supervise student projects, including, where appropriate, PGT, field trips and placements
- After a period of development take on a module leadership and/or an educational project role
- Contribute to the planning, design and development of course and curriculum objectives and material.
- Mark and assess coursework and examinations and provide feedback to students as part of modular teams
- Act as a co- personal tutor to a group of students

Research

- Develop your own research understanding through engaging in a master's degree or a post graduate teaching course.
- Extend, transform and apply knowledge acquired from scholarship to learning, research and appropriate external activities

- Write or contribute to publications in peer reviewed academic journals or disseminate research findings using other appropriate media
- With your mentor or team 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

- Develop your voice within your field of interest/ study
- To engage with and participate in the University's PDR process
- Contribute to the work of other staff to ensure module, programme, enterprise or research project is delivered to the standards required
- In time, 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
- Collaborate with external organisations such as NHS Trusts, industry, public sector, charity and local community groups

Role Title: Senior Tutor (Languages)

Reports to: Director of Directorate

Purpose of the role

To undertake the duties of Senior Tutor within Salford Languages, making a full contribution to the delivery of language teaching and translation & interpreting studies within programmes at all levels, engaging in teaching and administration, and developing a research profile in translation & interpreting studies.

Responsibilities

Teaching

- To provide academic and pedagogic input into the design and delivery of translating and interpreting on taught programmes
- To develop and deliver language modules for specialist and non-specialist students
- To participate in the preparation, supervision and assessment of students' examinations and coursework
- To contribute to the development of self-access learning materials for students following language modules, including the use of CALL and the facilities of the University's Language Resource Centre and to undertake training for this purpose as required
- To contribute to the development of new modules
- To initiate and participate in commercial short courses where appropriate.

To supervise and examine UG and PGT dissertation

Administration

- To take responsibility for areas of day-to-day programme management and student support.
- To make a contribution to student recruitment and the promotion of the Directorate's programmes

- To contribute to the smooth running of the Directorate, for example, through attendance at meetings and committees as deemed appropriate.
- To undertake administrative duties at Directorate level commensurate with experience.
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Research

- To develop a research profile in translation & interpreting studies for the role holders specialist language
- To engage in consultancy activities

Indicative level of membership for Higher Education Academy: Associate Fellow

Role Title: Director of the Salford MBA and Executive Postgraduate Programmes

Reports to: Dean of Salford Business School

Purpose of the role

The Director of the Salford MBA and Executive Postgraduate Programmes is responsible for the strategic leadership and operational management of this suite of programs. The portfolio should be positioned consistently within the Salford Business School brand, with effective curriculum development and robust marketing to achieve financial and enrolment targets, and reputational and social capital.

The Director of the Salford MBA and Executive Postgraduate Programmes has a leadership role in assuring the quality of the University's programs and should demonstrate that leadership by:

- Developing the Salford MBA and Executive programs
 - Administering and monitoring the program, including assurance of learning
 - Maintaining or improving award and accreditation status
 - Leading curriculum and assessment change
 - Facilitating and guiding the teaching team
 - Engaging with industry and the profession
 - Managing and providing recommendations on student admission and progression
 - Relationship building of alumni and management of league tables
-

Responsibilities

- Provide general management of the MBA program; supervises staff and directs program activities
- Oversee recruitment and admissions of students into the MBA
- Manage advising services and employer relations for MBA students

- Manage alumni communications and lifelong learning development programme
- Oversee extra-curricular activities with an emphasis on career developments
- Liaise with regulatory agencies for certifications & accreditations
- Working with the School leadership team to market and grow the programs
- Coordinate and deliver the MBA curriculum
- Working with Academic Unit Chairs to schedule and staff courses
- Benchmarking MBA programs against those at other schools
- Overseeing planning and administration of MBA functions including logistical planning for trips
- Developing and maintain relationships with business leaders and program alumni in an effort to expand the visibility of our MBA and to promote the hiring of our graduates
- Overseeing the MBA internship program
- Working with career services to promote high quality placement of MBA graduates
- Overseeing the preparation of statistical data required for various surveys, publications, and national rankings of MBA programs
- Supervising and managing MBA staff
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate
- Perform other duties as assigned

Indicative level of membership for Higher Education Academy: Associate Fellow

Role Title: Research Fellow**Reports to: Director of Directorate**

Purpose of the role

To develop and conduct high quality individual and/or collaborative research projects, leading to publication in peer-reviewed journals and/or other forms of dissemination.

Key Accountabilities or Duties

- To undertake research projects related to the specified specialism
- To help conceive and then to plan and deliver experimental research projects related to the aims of the research area
- To work within the project timescales and agreed work plans
- To collect, process and interpret data relevant to the aims of the research project To ensure that research is conducted to appropriate ethical and governance standards as defined by the University
- To liaise with other Research Fellows and academic staff employed in the project in a manner such that there is collective support for all aspects of the partnership
- To report on research issues to the principal investigator/senior academic on the project
- Where necessary, to present the research work of the University to other University staff/students and potentially the external partner

Responsibilities

- Ensuring project progress is in line with agreed timescales
- Collection, processing and interpretation of data to a very high standard

- Ensuring the senior academic is regularly informed of study progress and issues pertinent to future progress
- Contribution to the writing of report/s for the external partner/grant provider and research dissemination
- Work with other research staff to plan and execute detailed research plans to provide the agreed deliverables
- Disseminate research findings at local, regional, national and international conferences, in publications and to participants (in association with line manager) Develop and maintain skills in relevant research methodologies
- Maintain high standards of academic and commercial confidentiality
- To use due diligence in the management, protection and exploitation of intellectual property owned by the University and/or the external commercial partner
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Indicative level of membership for Higher Education Academy: Associate Fellow

Role Title: Research Assistant**Reports To: Research Fellow or appropriate senior academic**

Purpose of the role

To undertake research projects, conducting and recording the outcome of experiments and fieldwork and conducting literature and database surveys. To write up and present results of research projects to internal/external audiences and to contribute to research bids and reports.

Key Accountabilities or Duties

- Carry out high quality scientific research in the specified area
- Design, implement, test and document appropriate research methods associated with the particular area of research
- Liaise with other researchers, both internal and external, and collaborate to create project deliverables
- Contribute to the general scholarly activities such as promoting good practice to PhD students and other researchers
- Liaise regularly with the principal investigator about study progress and write progress reports as required
- In collaboration with the principal investigator to disseminate outcomes from the project through internal and external conferences/seminars and academic journal papers at suitable times throughout the project's progress
- Develop and maintain skills in relevant research methodologies
- Maintain high standards of academic and commercial confidentiality
- To engage with and participate in the University's PDR process as reviewer and/or reviewee, as appropriate

Indicative level of membership for Higher Education Academy: Associate Fellow

Section 3 - Non - Substantive Academic Roles

Role Title: Personal Tutor

Main Purpose of Role

To enhance the student experience by providing personal, pastoral support to students: either directly, or through signposting and referring students to other sources of support as necessary.

Key Accountabilities or Duties

Internal Collaboration and External Liaison responsibilities

- Work collaboratively with student life to signpost students to appropriate support services and refer students whenever necessary
- Recognise when the pastoral support required is beyond the personal tutor's competence and/or responsibility, and refer to relevant colleagues, e.g. student support staff, library staff or counselling services
- Liaise with academic colleagues in respect of students who need additional programme support
- Undertake appropriate professional development to enable the role holder to confidently carry out the different elements of the role (e.g. information provision, educational guidance, listening skills)

Student Support responsibilities

- Be the primary point of student contact with the University, providing useful and timely guidance on academic and non-academic issues (through face-to-face or other methods or by signposting them to askUS)
- Make clear arrangements to meet with students regularly. This will normally be via face-to-face meetings, although virtual tutorials via web conferencing software may be offered as an alternative. Proactively maintain this contact, ensure that students are provided with the personal tutor's name and contact details, and that students know how and when to contact their personal tutor for guidance - academic or otherwise

- Work with colleagues to maximise the impact of initial student experience through actively participating in student induction and helping students to develop appropriate study skills, information and digital literacy skills; providing advice and guidance on progress, performance, options or further study; advising on good academic practice, including appropriate referencing and the avoidance of plagiarism; and, as necessary, explaining the meaning and purpose of the University's academic regulations. Encourage students to think about their own development, complete their PDP and consider the best ways of achieving what they want to do
- Monitor student progress and provide individual support for students who are not progressing satisfactorily, constructing a timeframe and actions to re-establish themselves on their programme
- Respect each student's right to:
 - Confidentiality; make this clear to the student and get permission from the student should it be necessary to discuss his/her difficulties with others
 - Not seek or accept support or guidance, even though this may be to their disadvantage
- Act as a student's advocate where appropriate and contribute to requests for student references
- Make students aware that at any point they can ask for a different Personal Tutor without having to divulge their reasons
- Be familiar with the range of student services across the University to ensure where the student needs help, ensure they are signposted or referred to appropriate services or sources

Reporting, Evaluation or Regulatory responsibilities

- Keep confidential and secure records of personal contact with students in accordance with University guidelines and the Data Protection Act; providing evidence of contact with students as required.
- Provide information as required by the school to enable proactive monitoring and evaluation of the effectiveness of its Personal Tutor activity
- Be aware of, and work in accordance with, any regulatory frameworks linked to specific programmes

Relevant Policy and Procedure

- Be familiar with processes and procedures relevant to student progression within the University
- Comply with the University's Equality and Diversity Policy when undertaking all activities

Note: This role descriptor fulfils 'Personal Tutor' responsibilities as outlined in Part B2 of the Academic Handbook

Role Title: Programme Leader

(Equivalent role within Salford Business School – Director of Programmes)

Main Purpose of Role

The key responsibilities of a programme leader are to:

- Manage the day-to-day delivery of the programme
 - Ensure a positive student learning experience
 - Monitor, review and enhance programme content and delivery
-

Key Accountabilities or Duties

Preparation

- Ensure that all aspects of the programme comply with the Academic Regulations for Taught Programmes
- Ensure that relevant module and programme specifications are maintained
- Ensure that the programme learning outcomes are fit for purpose and that module learning outcomes are aligned to them
- Identify staffing needs and work with relevant colleagues to allocate staff to modules on the programme
- Ensure that programme and module amendment, including the introduction of new modules and any consequent resource/staffing needs, is appropriately considered at School level and is carried out in line with the University's Programme Design, Approval, Amendment and Withdrawal Procedure
- Produce the Programme Handbook in electronic format, in line with the requirements of the University
- Maintain the programme BlackBoard site

- Liaise with administrative staff over the provision of information needed to feed into central timetabling, and check that workable timetables are produced and distributed to staff and students as needed
- Liaise with administrative staff to ensure the programmes are appropriately administered
- Liaise with administrative staff over the scheduling of meetings of the board of study/programme team, the staff-student committee and the module/programme board of examiners
- Engage in recruitment/marketing activities in relation to the programme in conjunction with appropriate colleagues

Delivery

- Ensure the policies and procedures of the University are implemented in the delivery of the programme
- Facilitate student registration on the programme in conjunction with appropriate administrative staff (at regular start points and for late-registering students)
- Co-ordinate and participate in the student induction process, liaising where appropriate with relevant colleagues, support services and agencies (e.g. Student Life, The Library, police, health service, Students Union, international society)
- Lead board of study/programme team meetings and report on key programme issues to relevant colleagues
- Contribute to the staff-student committee and report on key issues to relevant colleagues
- Liaise with the secretary in the production of appropriate papers (agendas, minutes, etc) for meetings of the programme team/board of study, staff-student committee
- Respond to student queries relevant to the programme where these have not been satisfactorily resolved elsewhere, and ensure the general orientation of students through the programmes
- Monitor student participation, working with relevant colleagues as appropriate
- Ensure that the requirements of students with Student Support Plans are met
- Liaise with other schools as appropriate in relation to jointly run programmes

- Where a member of staff is unavailable for teaching, whether this is planned or unplanned, liaise with Director of Directorate regarding suitable cover
- Liaise with Students Union regarding the recruitment process for student representatives
- Ensure student representatives have been selected for their role and trained by the Students Union within the designated time frame
- Maintain positive, regular communication with student representatives, responding to issues promptly

Assessment

- Liaise with appropriate administrative staff to ensure all examination/assessment issues for the programme are managed and executed appropriately
- Recommend individuals for appointment as external examiners to the Dean of School
- Liaise with administrative staff regarding contact with external examiners
- Ensure that all relevant information is available for the consideration of module and programme boards of examiners
- Attend module and programme boards of examiners where the modules/programme are considered

Evaluation and Quality Assurance

- Produce the Programme Action log in line with the Programme Monitoring and Enhancement report in conjunction with the programme team
- Lead Periodic Programme Review and Re-approval in line with University procedure
- Receive comments from external examiners and ensure that recommendations are implemented where appropriate
- Monitor student progress, achievement and retention
- Monitor suitability and availability of learning resources including library resources
- Monitor the currency and relevance of the programme curriculum

- Monitor the financial health of the programme in collaboration with appropriate colleagues
- Determine a schedule of student evaluation in line with University requirements
- Receive reports arising from student evaluation and ensure that appropriate follow-up actions are implemented (including in liaison with other schools)
- Ensure engagement with Library and colleagues on programme developments and reviews
- Ensure that the University Equality and Diversity statement is reflected in the programme specification and is fully integrated into the delivery of the programme
- Raise any significant issues or concerns regarding the programme, staff or students with the Dean of School or their nominee
- Contribute to the development of school operational plans in relation to the programme and as required

Professional, statutory and regulatory bodies (PSRBs)

Where programmes have or are seeking professional body accreditation, the programme leader is responsible, in conjunction with the Associate Dean (Academic) and appropriate academic and administrative staff, to act as a representative of the University with the professional body to ensure the programme meets the needs of the approval panel.

Note: For some larger courses there may be additional roles which break down the programme leader roles and responsibilities on a year by year basis (e.g. programme leader, year 1 BSc (Hons) Nursing)

Role Title: Module Leader

Main Purpose of Role

The key responsibilities of Module leaders are to co-ordinate the delivery of the module in line with the approved Module Specification.

Key Accountabilities or Duties

Preparation

- Produce annual module information for students accessible in electronic format to include information on the intended learning outcomes, teaching programme and assessment arrangements
- Ensure teaching sessions are allocated to relevant tutors
- Ensure teaching sessions are aligned to the module learning outcomes
- Ensure that relevant approvals are obtained for input from external lecturers
- Create and maintain a module Blackboard site
- Ensure all module materials are accessible to students with individual needs identified in their student support plan, including utilisation of the virtual learning environment as a mode of communication and collaboration for learning and teaching
- Maintain currency of subject content and pedagogical approach to learning and teaching
- Ensure all reading lists and resources are available in LaSU; information literacy, ICT and digital literacy are embedded in appropriate modules

Delivery

- Ensure alternative arrangements are in place in the event of any tutor not being available to deliver their allocated teaching
- Ensure any changes in delivery arrangements are communicated in advance to students enrolled on the module

- Notify student engagement problems and / or disciplinary problems to the Programme Leader for action
- Respond to student queries in a timely manner, provide advice to students, or direct them to an appropriate member of staff on any aspect of the module delivery or administration

Assessment

- Ensure assignment briefs, examination questions and assessment criteria are prepared to meet annual deadlines
- Provide information for appropriate academic and administrative staff in connection with the agreed arrangements for assessment (including student re-assessment)
- Ensure that internal verification of assessments is completed and that appropriate records are maintained
- Attend the first 30 minutes of any examination
- Ensure that assignments and examination questions are marked and that moderation of marked work is carried out in line with University requirements
- Ensure that appropriate feedback is made available to students in line with University policy
- Collate examination / assessment marks and ensure they are entered into Gradebook to agreed time schedules
- Ensure that samples of assessment work are available for external examination
- Attend examination boards in which their module is to be discussed

Evaluation and Quality Assurance

- Be responsible for the evaluation of the module in line with University requirements
- Complete and submit a Module Leaders Annual Report to the Programme Leader(s)
- Ensure that the module specification is reviewed in the light of evaluation by students, staff and external examiners

- Ensure that the University Equality and Diversity statement is reflected in the module specification and is fully integrated into the delivery of the module
- Ensure that ethical approvals and health and safety risk assessments are conducted (with specific consideration of laboratory activities, site visits and field courses) as relevant
- Ensure that any proposed amendments to, or withdrawal of, the module are agreed by the programme team prior to seeking approval
- Ensure that module specifications submitted for formal approval are completed accurately utilising the current online proforma
- Create and maintain a module 'box' to include the following documentation: Module Specification Form, Module Handbook, Weekly teaching plan, Details of assessments, including marking criteria, Evidence of internal verification of assessment, External Examiners comments and feedback, Module Evaluation Summaries, and Module Leader's Annual Report.
- Raise any significant problems or concerns regarding the module with the Programme Leader(s)

Role Title: UK Academic Partners Link Tutor (Affiliation Model)

Main Purpose of Role

To support the development and operation of the School's learning and teaching, research and engagement activities with partner educational institutions, managing the portfolio of school links with partners within the framework of the School's strategic plan and the wider context of the University's strategic goals.

Key Accountabilities or Duties

Internal collaboration responsibilities

- Identify and co-ordinate the development of new academic partnerships and collaborations locally, regionally, and nationally, in line with the School's strategic plan
- Source and interpret market data in support of the development, liaising with key subject specialists within the School and service units across the wider University where appropriate
- Liaise with SID and marketing unit within University and partner institution to ensure accurate and timely marketing of provision including the production of communication materials, organisation of events, open days etc.
- Act as the focal point within the School for communication with actual and potential partners

External collaboration responsibilities

- Co-ordinate meetings and visits in connection with approval and ongoing review of collaborative provision
- Identify and disseminate good practice between and across partner institutions
- Identify opportunities for enhancement and further development with partner institution and others

Student support responsibilities

- Ensure and monitor robust student induction arrangements

- Monitor teaching and learning strategies, arrangements for assessment and feedback and student contact hours provided
- Monitor student access to learning resources, including facilities such as specialist equipment, language support, VLE and copyrighted/licensed products as appropriate
- Liaise with Student Life in order to provide and monitor access to University central support services where feasible and appropriate eg careers advice, student wellbeing
- Monitor student support across both/all institutions, with specific attention to support for international learners
- Monitor student achievement including quality of student awards, progression and completion
- Monitor student evaluation and representation, including completion of MEQs, input into review documents, External Examiner access and feedback on issues of concern

Reporting, Evaluation or Regulatory responsibilities

- Schedule and manage Joint Boards of Study, identifying issues requiring action and reporting and/or acting on them on behalf of the School
- Ensure compliance with University review procedure, co-ordinating APME, PPRR and internal and external audit reports as required

Relevant Policy and Procedure

- Co-ordinate and submit documentation for programme/curriculum approval in line with the University's Policies and Procedures for Collaborative Provision, Regulations for Taught Programmes and appropriate QAA benchmarks and precepts
- Co-ordinate recruitment and admissions policies, including information on fees, bursaries, registration and induction
- Co-ordinate appointment and monitoring of arrangements for External Examining, including visits, access to staff and students, timely completion of reports and School feedback
- Advise partners of changes to University practices, academic regulations and policies and procedures, as necessary

Role Title: UK Academic Partners Link Tutor (Accreditation Model)

Main Purpose of Role

To support the development and operation of the School's learning and teaching and engagement activities with the accredited partner institution, managing the portfolio of school links with the accredited partner institution within the framework of the School's strategic plan and the wider context of the University's strategic goals.

Key Accountabilities or Duties

Internal collaboration responsibilities

- Liaise with SID and marketing unit within University and partner institution to ensure accuracy of public information produced by the partner institution
- Act as the focal point within the School for communication with the partner institution

External collaboration responsibilities

- Attend meetings and visits in connection with approval and ongoing review of collaborative provision
- Identify and disseminate good practice
- Identify opportunities for enhancement and further development with the partner institution

Student support responsibilities

- Oversight of student induction arrangements
- Oversight of teaching and learning strategies, arrangements for assessment and feedback and student contact hours provided
- Oversight of student access to learning resources, including facilities such as specialist equipment, language support, VLE and copyrighted/licensed products as appropriate

- Oversight of student support mechanisms, with specific attention to support for international learners
- Oversight of student achievement including quality of student awards, progression and completion
- Oversight of student evaluation and representation, including completion of MEQs, input into review documents, External Examiner access and feedback on issues of concern

Reporting, Evaluation or Regulatory responsibilities

- Attend Joint Boards of Study, identifying issues requiring action and reporting and/or acting on them on behalf of the School
- Oversight of compliance with University review procedures, co-ordinating APME, PPRR and internal and external audit reports as required, in line with the scheme of delegation

Relevant Policy and Procedure

- Review documentation produced by the partner institution for programme/curriculum approval in line with the University's Policies and Procedures for Collaborative Provision, Regulations for Taught Programmes and appropriate QAA benchmarks and precepts
- Oversight of arrangements for External Examining, including visits, access to staff and students, timely completion of reports and School feedback
- Advise partners of changes to University practices, academic regulations and policies and procedures, as necessary

Note: This role descriptor currently applies to the University's relationship with The Manchester College only. Future collaborative provision is likely to follow a similar business model although the details of the link tutors responsibilities may vary, according to the scheme of delegation which applies to each partner institution. Please refer to Governance Services Unit for further details.

Role Title: Commercial Partner Link Tutor

Main Purpose of Role

To support the exploitation of the commercial potential of the University's research, development and learning activities by expanding the number of commercial partnerships. The role could be undertaken, dependent on workload, by either the Associate Head Engagement (AHE) or a nominated academic in the school who would work alongside the AHE, by expanding the number of commercial partnerships with private companies, public sector bodies and third sector agencies.

Key Accountabilities or Duties

External Liaison Responsibilities

- Visiting potential commercial partner organisations to develop new opportunities, maintaining relationships and updating contacts
- Collaborating with commercial partners to set agreements / contracts with commercial partners
- Hosting guest lecture events from Industry experts and visits from commercial partner organisations
- Manage the relationships with commercial partners, ensuring there is a senior point of contact and a means of escalation for any incoming strategic queries or issues
- Strengthen and develop key commercial relationships and help broaden the University's strategic direction, brand image, and products and services

Internal Collaboration responsibilities

- Reporting to the dean of School / Associate Head (if applicable) on the development of commercial partnerships

- Develop a commercial partnership plan that includes account objectives and a business strategy (aligned with institutional objectives) and plan to achieve those objectives according to the academic directions of the school and staffing capability
- Assist in the management process of development from initial commercial partnership idea through to fully developed proposal, working with the school's Teaching & Learning, Research and Innovation and Enterprise and Engagement teams
- Co-ordination of staff involved in support, supervision and administration of commercial partnerships including visits to the workplace
- Collaborating with the link tutors for commercial partnership activities in other schools to share practices for improvements, information and advice
- Distributing information to the school's staff about potential commercial partner opportunities and visitors from existing commercial partners
- Support academic colleagues in the development of their business and commercial acumen by assisting in the training of staff which enables them to develop successful commercial partnerships
- Collaborating with other staff working with external partners activities to ensure that the University presents a single coherent image to commercial partners

Student Support Responsibilities

The Commercial Partners link Tutor will have immediate responsibility for all students who are engaged with commercial partners in a range of activities, including liaising with the placement link tutor and the appropriate parts of Student Life Directorate

Reporting, Evaluation or Regulatory responsibilities

- Evaluating commercial partnership links periodically so that the Associate Head (if applicable) has a clear idea of partnerships within the college
- Evaluate University policy and procedure when entering into a commercial partnership agreement e.g. when exploring intellectual property rights to ensure the University are within our rights

- Monitor and evaluate the finances of each commercial partnership working closely with the Finance staff responsible for the relevant school activity
- Market scan for developments which may create strategic commercial partnership opportunities
- Update the Agresso CRM system on commercial partnership developments

Role Title: International Academic Exchanges Link Tutor

Main Purpose of Role

This role is undertaken by an academic to manage students' international academic exchanges and international exchange links in the school.

Key Accountabilities or Duties

Internal Collaboration responsibilities

- Collaborating with the relevant international officers to set international agreements
- Consulting with the Associate Dean (Academic) and the Associate Dean (International) to ensure that academic practices for international exchanges are in alignment with University policy
- Informing programme leaders, tutors and administrators about students on exchange
- Collaborating with other link tutors for international academic exchanges at the University to support visiting students and to share information and practices for mutual benefits
- Collaborating with Student Life to address matters related to the exchange students' experience
- Distributing information to the school's staff for staff exchange and other collaborative opportunities abroad with partner institutions
- Advising on the possibility of potential joint programmes with links

External Liaison responsibilities

- Managing the portfolio of links of the school and evaluating links performance
- Making decisions on links' scope of agreements

- Visiting partner and potential partners, maintaining and develop relationships
- Evaluating opportunities for development of new links according to the school strategy
- Evaluating compatibility of programmes with partner universities' programmes
- Hosting visitors from partner universities

Student Support responsibilities

Incoming exchange students:

- Preparing and updating an international programme handbook with possible available modules and their syllabuses to facilitate study choices
- Responding to enquiries from potential international students
- Evaluating student's applications and making decisions on applications' acceptance
- Considering and approving students' learning agreements
- Welcoming students in the school and providing information to students
- Acting as a personal tutor for the incoming exchange students
- Attending the incoming exchange students' exam boards as their 'programme leader'
- Liaise with Student Life and The Library where appropriate and signpost students to these services as necessary

Outgoing exchange students:

- Promoting the opportunity to study abroad to the school's students
- Providing students with information on partner universities and the exchange scheme
- Selecting students to study abroad according to their academic records and references from their personal tutors

- Informing students about the application process
- Guiding the students on the choices of their modules abroad
- Ensuring that students fulfil the University's requirements in order to obtain the necessary credits to progress in their studies
- Converting transcripts of records' marks into University's marks according to agreed conversions

Role Title: Link Tutor International

Main Purpose of Role

To develop and manage international partnership activities for the School established under formal collaborative partnership agreements. This role provides direct support to the School's Associate Head International on the development, delivery and reporting on international partnerships to facilitate planning/review of international partnerships in the context of School international plans.

Key Accountabilities or Duties

Internal collaboration responsibilities:

- Support the School Associate Head International and Head International Partnerships in the identification, scoping and development of new international partnership proposals
- Ensure the development and delivery of international partnerships meet the requirements of the University's collaborative partnerships policy and procedures
- Liaise with School and Central Services staff to ensure all international partnerships and collaborative arrangements meet the requirements of University's Scheme of Academic Governance, quality assurance and approval processes
- Work with relevant colleagues to co-ordinate completion and submission of documentation on partnership to School and University level committees as necessary
- Contribute to internal marketing and promotion of the School's international partnerships portfolio to encourage student and staff participation in the activities under the partnership
- Collaborate with School International Academic Exchanges Tutors, Commercial Partnerships Tutors and Placement Tutors to establish and develop consistent, effective practice in the management of international partnership activity

External liaison responsibilities:

- Participate in international partnership scoping, development and partnership review exercises, including visits to current/prospective partners and the hosting of reciprocal visits to Salford

- Facilitate review and monitoring activities relating to specific international partnerships and the ongoing development/renewal/closure of partnerships
- Acting as 'first point of contact' for international partner contacts with responsibility for relationship management for specified international partnerships

Student Support responsibilities:

None – but regular liaison with International Academic Exchanges Tutors and/or Placement Tutors will be required for partnerships involving student exchange and/or international work placements

Reporting, Evaluation or Regulatory responsibilities:

- Ensure appropriate monitoring and reporting processes on international partnerships are in place to support review and reporting through the Associate Dean/Head International
- To ensure all partnerships are compliant with the University's Scheme of Academic Governance and relevant external regulatory requirements. (See internal collaboration responsibilities above)

Relevant Policy and Procedure:

- Salford University Scheme of Academic Governance and those committees responsible for (international) collaborative provision arrangements for teaching and learning, research and innovation and academic engagement – specifically CPPARC.
- International Partnerships Handbook

Role Title: University Link Lecturer (Nursing and Midwifery)

Main Purpose of Role

The University Link Lecturer (ULL) role is undertaken by lecturers at the Universities of Salford, Manchester and Manchester Metropolitan. The role ensures that placement areas across the Greater Manchester placement circuit have access to support and guidance in relation to the learning and assessment of students in clinical practice.

Key Accountabilities or Duties

External liaison responsibilities

- Liaise with identified practice placement areas to establish and sustain academic and practice links
- Foster and strengthen the partnership between the university and practice placement area
- Work collaboratively with all stakeholders to ensure that effective channels of communication are in place between the university and practice placement
- Visit the defined placement area to undertake and verify educational audits in line with the Nursing and Midwifery Council placement audit cycle
- Work as a ULL team member and attend quarterly meetings in order to review placement audits, and consider and act on defined action plans
- Lead and facilitate mentor update workshops
- Lead and facilitate student forum
- Provide students, mentors and placement leads with relevant guidance and support related to:
 - Facilitating a suitable learning environment
 - Grading of clinical practice (midwifery) Managing the failing student
 - Fitness to study and fitness to practice

- Progression
- Exchange ideas about good practices
- Discussing student evaluations of practice placements
- Discussing and contribute positively to resolve practice placement capacity issues
- Discussing and contribute positively to resolve any related educational issues
- Attend moderation and final assessment of practice with the mentor and student in order to ascertain equity of the assessment process (Midwifery)
- Supply information about PQ / PG programmes and modules provided by the School of Health and Social Care

Internal collaboration responsibilities

- Review student placement evaluations with placement teams and ULL teams and act as appropriate on student feedback
- Be a point of contact as a representative of the University for NHS Trust based enquiries
- Convene meetings with the Practice Education Facilitators to identify and act on strategic and operational issues

Student support responsibilities

- Support students in placement when required and when clinical learning issues arise, for example:
 - When students are failing to attain the required practice standard.
 - During moderation of clinical grading (midwifery).
 - When students express concern about the clinical learning environment.
 - During induction to the clinical placement.

Regulatory responsibilities

The Nursing and Midwifery Council (NMC) stipulate the role of the link lecturer to be carried out as mandatory and this will be monitored each year by the NMC.

Policy

- NMC 2009 Standards for pre-registration midwifery education, NMC London.
- NMC 2010 Standards of proficiency for pre-registration nursing education, NMC London.
- NMC 2010 Quality Assurance Handbook, Mott McDonald London.
- NMC 2008 Standards to support learning and assessment in practice, NMC London.

Role Title: University Link Lecturer (Health Sciences)

Main Purpose of Role

The University Link Lecturer (ULL) role is undertaken by lecturers at the University of Salford. The role ensures that placement areas have access to support and guidance in relation to the learning and assessment of students in clinical practice.

Key Accountabilities or Duties

External liaison responsibilities

- Liaise with identified practice placement areas to establish and sustain academic and practice links
- Foster and strengthen the partnership between the University and practice placement area
- Work collaboratively with all stakeholders to ensure that effective channels of communication are in place between the university and practice placement
- Visit the defined placement areas to undertake and verify educational audits in line with the Health Professions Council Standards for Education and Training
- Work as a ULL team member and attend meetings as required in order to review placement audits, and consider and act on defined action plans
- Provide students, placement educators and placement leads with relevant guidance and support related to:
 - Facilitating a suitable learning environment
 - Grading of clinical practice Managing the failing student
 - Fitness to study and fitness to practice
 - Progression
 - Exchanging ideas about good practice
 - Discussing student evaluations of practice placements

- Discussing and contributing positively to resolve practice placement capacity issues
- Discussing and contributing positively to resolve any related educational issues within the placement setting
- Supply information about PQ / PG programmes and modules provided by the School of Health and Social Care

Internal collaboration responsibilities

- Review student placement evaluations with Directorate teams and act as appropriate on student feedback
- Be a point of contact as a representative of the University for NHS Trust based enquiries
- Convene meetings with the Practice Education Facilitators to identify and act on strategic and operational issues

Student support responsibilities

Support students in placement when required and when clinical learning issues arise, for example:

- When students are failing to attain the required practice standard
- When students express concern about the clinical learning environment
- During induction to the clinical placement

Policy

HPC Standards of Education and Training (2009)

Role Title: University Link Tutor (Social Work)

Main Purpose of Role

The University Link Tutor role is undertaken by lecturers at the University of Salford to ensure that placement areas have access to support and guidance in relation to the learning and assessment of students on placement.

Key Accountabilities or Duties

External liaison responsibilities

- Liaise with identified practice placement areas to establish and sustain academic and practice links
- Foster and strengthen the partnership between the University and practice placement area
- Work collaboratively with all stakeholders to ensure that effective channels of communication are in place between the university and practice placement
- Visit the defined placement areas to undertake and verify educational audits in line with General Social Care Council standards
- Work as a ULL team member and attend meetings as required in order to review placement audits, and consider and act on defined action plans
- Provide students, placement educators and placement leads with relevant guidance and support related to:
 - Facilitating a suitable learning environment
 - Grading of practice placement
 - Managing the failing student
 - Fitness to study and fitness to practice
 - Progression
 - Exchanging ideas about good practice
 - Discussing student evaluations of practice placements

- Discussing and contributing positively to resolve practice placement capacity issues
- Discussing and contributing positively to resolve any related educational issues within the placement setting
- Supply information about PQ / PG programmes and modules provided by the College of Health and Social Care

Internal collaboration responsibilities

- Review student placement evaluations with Directorate teams and act as appropriate on student feedback
- Be a point of contact as a representative of the University for GSCC based enquiries
- Convene meetings with the Practice Education Facilitators to identify and act on strategic and operational issues

Student support responsibilities

Support students in placement when required and when clinical learning issues arise, for example:

- When students are failing to attain the required practice standard
- When students express concern about the placement learning environment
- During induction to the placement

Note - Social Work is currently responding to major external change both in the expectations of education and training (following the Social Work Reform Board recommendations) and in employer/placement provider structures and resources. This University Link Lecturer role is included within the manual as a useful 'holding' position until it is clearer what the external world that this is engaging with looks like. Aspects that will need to be included are the changeover from the GSCC to the Health Care Professions Council (HCPC as will be) as the regulatory body, plus the relationship with School of Social Work. These changes will occur during 2012-2013 and this role descriptor will be reviewed in due course to ensure that it is fit for purpose.

Role Title: Placement Tutor

Main Purpose of Role

(note this role descriptor may not be applicable to specialist placement co-ordination e.g. involving NHS placements)

To manage students' placements and internships conducted as part of their programme of study and take responsibility for issues arising.

Key Accountabilities or Duties

Internal Collaboration responsibilities

- Ensure that learning outcomes are identified, contribute to the programme aims, and are assessed appropriately
- Ensure that all stakeholders are provided with relevant information and aware of their responsibilities in relation to quality of provision
- Collaboration with programme leaders to ensure effective promotion of placement opportunities and integration with programme aims
- Co-ordination of staff involved in support, supervision and administration of placements including visits to the workplace
- Collaboration with other colleagues involved in working with external employers
- Working with other placement co-ordinators across the University
- Working with the Library and Student Life, in particular the Careers and Employability Service, to ensure the quality of the student experience
- Working with marketing and other external facing teams as appropriate

External Liaison responsibilities

- Secure placement opportunities through the building of networks and collaborative working
- Ensure that placements offered provide learning opportunities that are appropriate to the student's programme of study, and that employers are aware of their responsibilities in relation to placements
- Ensure that health and safety requirements are met; in particular that employer's liability insurance is provided
- Co-ordinate visits to employers and hosting of employer visits, for example for presentations, interviews, placement fairs etc.
- Provision of guidance material to hosts during a placement, including information on assessment
- Where placements are accredited through a professional body, the placement co-ordinator will liaise with this body to ensure compliance with their standards

Student support responsibilities

- Ensure students are aware of their opportunities, responsibilities and entitlements in relation to placements
- Provision of information and support to prepare students for placement. This may include workshops, application advice, motivation and encouragement and access to library resources
- Provision of guidance material to students during a placement, including information on assessment and any relevant professional body requirements
- Provision of information and support concerning students return to University

Reporting, Evaluation or Regulatory responsibilities

- Ensure that assessment of placements is conducted and reviewed fairly, and reported in accordance with academic regulations for taught programmes
- Collaborating with the Associate Dean (Academic) and Associate Head (Engagement) and Dean of School to ensure the effective operation and appropriate resourcing of placements

- Responsibility for regularly reviewing and reporting (eg annually) the operation of placements to ensure conformance to policy and procedure of the Programme/ School/ University
- Liaise with Student Life Directorate to ensure that all placements adhere to employment legislation and national minimum wage regulations

Role Title: Student Opportunity Champion

Main Purpose of Role

The post holder will be responsible for developing and implementing a School student opportunity plan, as part of the school's annual Student Recruitment and Conversion Delivery Plan.

The post holder will be responsible for liaising with academic and administrative colleagues, within the School and across the University, so as to promote, co-ordinate, monitor and evaluate student opportunity activities. The post holder will maintain up to date knowledge of widening participation initiatives and related trends. The post holder will work closely with the Associate Dean (Academic), the Director of Conversions, admissions tutors, and others in the School as necessary, and with the University's UK/EU Conversion Team.

It is recognised that student opportunity activities fall within the remit of several areas of the University, and across existing roles within Schools. The role and responsibilities of the Student Opportunity (SO) Champion may vary according to each School's needs.

Note – This role was formerly known as Widening Participation Champion

Key Accountabilities or Duties

Responsibilities

- To produce a School implementation plan, to form part of the School's Student Recruitment and Conversion Delivery Plan, in conjunction with the AD/HA, and Director of Conversions
- To operationalise the School's implementation plan involving internal and external SO partners and by promoting SO actions, and by leading, coordinating and liaising with others to make appropriate targeted interventions
- To work with the AD/HA, programme and module leaders, and other student support workers to develop appropriate procedures to monitor the performance, retention and progression of SO students
- Working with the relevant colleagues to coordinate and meet with partner institutions for each School on a regular basis to identify common goals and facilitate successful progression

- To liaise with the UK/EU Conversion Team to identify and develop potential new partners in accordance with the University's Student Recruitment Marketing Strategy
- To maintain a record of all SO activities undertaken by the School and ensure these are recorded on the University-wide database
- To ensure that all SO activities are fully economically costed
- To consider equality and diversity matters in relation to SO activities and to identify potential issues that may affect equality groups, for example, that may be indicated by analysis of the School's SO data
- To prepare monitoring and evaluation reports on SO for School and University on an annual basis and as required
- To attend University and other external SO meetings, to identify and record good practice and disseminate within Schools and across the University

Role Title: Director of Research Centre

Main Purpose of Role

To work with the Dean of School and Associate Dean (Research and Enterprise) ensure alignment of the Research Centre's activities with the School and University's research and enterprise strategy.

Key Accountabilities or Duties

Responsibilities

- To provide academic leadership for a distinct research area or thematic research grouping as defined by a Research Centre
- To contribute to the strategic development of research, including advising the Dean of School, in consultation with the Associate Dean (Research and Enterprise), on such issues as research income (e.g. growth, diversification) and postgraduate research students (e.g. targets, completion rates).
- To provide advice, information and support for external reviews such as the Research Excellence Framework – for example, through assisting in reviews of outputs, the development of individual staff publication plans, and contributing to impact case studies and environment narratives
- To provide leadership for the creation of a vibrant, inclusive and interdisciplinary research environment – for example, through coordinating a schedule of scholarly events within the Centre and with other Research Centres.
- To provide leadership for public engagement activities and collaborations with other industries and sectors as appropriate to the discipline, in consultation with Associate Deans/Heads (Engagement)
- To provide advice on research matters in order to support the development of a research-informed undergraduate curriculum

- To be responsible for the internal and external promotion of the work of the Research Centre, working with the Associate Deans/Heads (Research and Enterprise) and others to ensure that opportunities for the promotion of research and innovation activities, both internally and externally, are maximised
- To advise on strategic investment in the Research Centre and to provide leadership and coordination for bids for internal and external funding
- To deal with specific operational issues relating to research and to escalate them as necessary

Role Title: Director of Conversion

Main Purpose of Role

Reporting to the Dean of School, the Director of Conversion is responsible for the management of recruitment, selection, admission and registration for the School, working within the policies and strategic frameworks set by the University and School and ensuring compliance with standards determined by regulatory and professional bodies.

Key Accountabilities or Duties

- Lead and support the School Admissions Tutors in all aspects of recruitment, selection and admissions
- Liaise with relevant departments to maximise opportunities for promotion and marketing of all programmes within the School and to co-ordinate support for recruitment and selection events for Home/EU and international markets including outreach, open days and partner organizations' events
- Liaise with Student Administration to produce agreed delivery plans in support of the school's academic plan recruitment targets
- Liaise with Student Administration to agree criteria and procedures for application and selection of students, in accordance with standards determined by regulatory and professional bodies
- Liaise with Student Administration to review School Service Level Agreements in relation to marketing, recruitment, selection and admissions
- Ensure that all admissions procedures are in line with University and external agency requirements with particular reference to equal opportunities and student opportunity
- Assist the Dean of School and School Executive in formulation and review of strategic and operational planning objectives in relation to recruitment/admissions requirements
- Advise School Executive regarding analysis of statistical information for admissions and provide direction for completion of same within Annual Programme reviews
- In consultation with relevant colleagues, make decisions on withdrawal of students should they fail to meet agreed criteria

- Co-ordinate the School recruitment and selection activities with those of Student Administration to ensure coherence with those of the University as a whole
- Contribute and monitor progress for external quality reviews by relevant regulatory bodies
- Liaise with the Dean of School to ensure effective use of staff, finances, space and marketing materials in order to support recruitment and selection activities defined in the delivery plan agreed with Student Administration
- Ensure that good practice in recruitment and selection is disseminated across the School and University as required
- Liaise with Student Administration and relevant Associate Deans/Heads to take advantage of new programme trends and opportunities
- Pro-actively engage with the International Conversion Team and Partnerships Team to ensure full exploitation of relevant international developments and opportunities
- To ensure all aspects of recruitment and selection are commensurate with those of the University/Faculty and School Equality and Diversity objectives

Policies

- Admissions and Retention Policy
- Policies set by relevant professional and regulatory bodies

Note 1 – Director of Admissions, School of Health and Social Care

In the School of Health and Social Care this is a substantive role and is enhanced as follows, to reflect the requirements of the School relating to student admissions. Indicative regulatory bodies are also stated:

Additional or Amended Accountabilities or Duties

- Liaise with Student Administration to ensure all entry requirements including Fitness for Practice and CRB disclosure as stipulated by relevant regulatory bodies are articulated to applicants

- Liaise with Student Administration to agree criteria and procedures for application and selection of students, in accordance with NHS commission targets and relevant regulatory body standards
- In consultation with relevant colleagues, make decisions on withdrawal of students should they fail to meet agreed criteria including Fitness for Practice and/or CRB conditions, where applicable

Policies

- Admissions and Retention Policy
- HPC Standards of Education and Training (2009)
- NMC Standards for Pre-registration Midwifery Education (2010)
- NMC Standards of Proficiency for Pre-Registration Nursing Education (2010)

These policies are stated for guidance purposes and may be amended or updated. There may also be additional policies which apply to specific courses.

Note 2 – Director of Admissions, Salford Business School

This role is also substantive within Salford Business School and has the role title “Director of Admissions”. The responsibilities and duties of the role holder are as described above.

Role Title: Employability Champion

Main Purpose of Role

To be the key academic point of contact working with Careers and Employability in Student Life, developing subject specific CEIAG for students and wherever possible embedding these within each programme of study – using the University's PACE framework for employability skills. This role works closely with the college Student Life team to identify and replicate good progress within their school, working also with a network of EC's across the university to the same end.

Key Accountabilities or Duties

Internal Liaison Responsibilities:

- Liaise with colleagues in the School and in Careers and Employability to identify the need for and develop curriculum and co-curricular interventions
- Liaise with the Career Development and Employment team in Student Life to ensure up to date knowledge of available market and accurate destinations data to disseminate performance against Graduate employment KPI's
- Identify the key employability needs of students and graduates of the School and communicate these across the University as appropriate
- Create, in partnership with Student Life, and support engagement with innovative ways of addressing the employability needs of students and graduates in the School
- Understand current employability practice in the school of study and in Student Life and identify ways in which they can complement each other and/or be consolidated
- Promote relevant services and events to students, graduates and staff within the School

External Liaison Responsibilities

- Organise and/or support activities within the School which allow the involvement of employers, entrepreneurs and other relevant individuals/organisations to inform delivery and practice
- Ensure employability is a consideration in the development of school partnerships – with external stakeholders including employers, UK and International HEIS etc

- Develop new, and monitor/capitalise on relationships with professional bodies to enhance the employability of students and graduates

Student Support Responsibilities

- Encourage students and graduates to develop their employability skills by maximising engagement with the curricular and co-curricular options available to them, including: SSLA, Study Skills, Information and Digital Literacy skills, Enterprise Academy, Leadership Academy, CEV etc
- Encourage students to access support from Student Life for all aspects of their employability, especially in undertaking placements to increase participation in WXP and Placements
- Encourage students and graduates to make use of all the services and events provided by Careers and Employability
- Identify and refer students who may have barriers to their employability to Student Life for support

Reporting, Evaluating or Regulatory Responsibilities

- Ensure that appropriate monitoring and reporting on student engagement with employability is in place within the school – in conjunction with the college Student Life team
- Ensure all Employability curriculum initiatives are assessed against the PACE framework, recorded and compliant with relevant policies and codes of practice
- Report on any adjunct or employer led delivery at the college employability team level – so the engagement can be appropriately recorded

Relevant Policy and Procedure

- Salford University Scheme of Academic Governance – in particular Code of Practice for Work Based and Placement Learning
- QAA Code of Practice mapping for CEIAG
- PACE Framework: APR Programme Developers Handbook

Role Title: Technology Enhanced Learning (TEL) Champion

Main Purpose of Role

To work with the PVC Academic, Academic Development (QEO), Associate Dean/Head Academic and relevant Professional Services and to ensure the University's Technology Enhanced Learning (TEL) initiatives (VLE and associated technologies such as Turnitin and Blackboard Collaborate) are rolled-out in line with institutional strategies and initiatives.

Key Accountabilities or Duties

Internal Collaboration and External Liaison responsibilities

- Undertake appropriate professional development to enable the role holder to confidently carry out different elements of the role (training support, information dissemination, guidance to peers)
- Keep up to date with Blackboard VLE, e-submission and e-marking developments within the University disseminate to colleagues within the School
- Liaise with academic colleagues to identify staff who require additional support with VLE use and e-submission
- Liaise with Library colleagues to ensure that staff training is aligned with student training provided by the Library

Staff Support responsibilities

- Act as a key contact within the School to advise colleagues on VLE, e-submission and e-marking matters but recognise when these issues are beyond the competence of the TEL Champion and escalate to other services as appropriate
- To assist with professional development initiatives within the School

Relevant Policy and Procedure

- Be familiar with processes and procedures relevant to e-submission/e-marking and VLE system minimum requirements

Role Title: Postgraduate Research Studies Co-ordinator (School)

Reports To: Associate Dean/Head – Research and Enterprise

Main Purpose of Role

To support the particular interest and academic wellbeing of the postgraduate research student community in the School by working with the Associate Dean/Head (Research & Enterprise.) To ensure alignment and compliance of School Research and Innovation Strategy with the University's Strategic Plan and initiatives in the specific area of post graduate research studies.

Key Accountabilities or Duties

Team Leading

- To support and guide school postgraduate research supervisors and ensure that there is a distinct yet complementary strategy with respect to Postgraduate Research study.
- To ensure that Postgraduate Research activity aligns with the School Research and Enterprise Strategy and University's Strategic Plans, including strategic themes and research and innovation focuses as appropriate.
- To support the allocation of and continued development of PGR Supervisors in the School.
- To support PGR supervisors and Research Centre Directors or equivalent research programme leaders in the monitoring, evaluation, and enhancement of postgraduate research admission, induction, training, progression and completion in the School. This may include reviewing processes and dealing with issues identified, for example by students through the annual Self-Evaluation Report.
- To support the School Postgraduate Research Student Consultation Committee in gathering student feedback and developing School response.

Policy and Planning

- To work with the Associate Dean/Head(R&E) on the implementation of the School Research and Innovation Strategy in the area of postgraduate research activity and performance.
- To contribute to the development PGR strategies within the School, and to develop delivery plans with the Associate Dean/Head(R&E) and Research Centre Directors. This includes the development of publicity material and online information to promote postgraduate research students opportunities in the School.
- To monitor and review appropriate KPIs for postgraduate research studies activity, in conjunction with the Associate Dean/Head (R&E) and Research Centre Directors, within the School Strategic Plan.
- To ensure KPIs for postgraduate research studies align with the School and wider university KPIs and the Research Excellence Framework.
- To ensure the execution of agreed university policies within the School with regard to postgraduate research studies.
- To implement and manage School plans in relation to postgraduate research students' education consistent with the strategic objectives of the University.
- To support postgraduate research enquiries and advise applicants of opportunities in the School.

Quality Assurance

- To ensure the operation of the University's agreed quality assurance mechanisms in relation to post graduate research admissions, training, assessment, progression and completion.
- To review postgraduate research student feedbacks, and develop action plans together with the Associate Dean/Head (R&E) to deal with issues identified.
- To support the Associate Dean/Head (R&E) in the development of School quality assurance systems in respect of postgraduate research that complements University systems.

Liaison and Coordination

- To represent the School internally on committees relevant to PGR activity, as required.
- To be an active member of the School Postgraduate Research Student Consultation Committee.
- To liaise with the Research & Enterprise support teams and School Operations Manager to ensure effective provision of support to postgraduate research studies in the School.
- To lead and coordinate the School's Doctoral School or equivalent activities, such as research seminars and annual postgraduate research conferences, that contribute to PGR student training and engagement with students.
- To support and liaise with the School's Postgraduate Research Student Representative to ensure the implementation of the University's Student Voice policy on postgraduate research studies.

Role Title: Admissions Tutor

Main Purpose of Role

To recruit an appropriate quantity and quality of students to a programme of study

Key Accountabilities or Duties

Internal Collaboration and External Liaison responsibilities

- Present a positive view of the University and the programme of study to prospective students, and parents of prospective students
- Deal with enquiries from potential students via phone and email
- Liaise with schools, colleges and other external contacts in order to deliver lectures and talks etc., or to attend open days or promotional events
- Work with academic and support colleagues from within the school, and with Student Administration, to run open days, 'taster' events and conversion days
- Deliver talks, lectures and demonstrations to prospective students
- Proactively contact potential applicants in order to ensure recruitment targets are met
- Work with Directors of Conversion/Admissions and Student Administration to ensure that marketing messages and promotional materials are accurate and current, and aligned to University branding requirements

Student Support responsibilities

- Work with programme leaders on planning and delivery of induction week – planning induction activities and ensuring students attend induction events

Reporting, Evaluation or Regulatory responsibilities

- Update UCAS profiles and standard University templates regarding course profiles and entry requirements
- Liaise with Student Administration Directorate in order to monitor number of offers and acceptances from prospective students
- Monitor statistics relating to offers and acceptances, to ensure that recruitment targets are met for the programme
- Interview prospective students where applicable, for example students with non-standard entry qualifications
- Make decisions on applications from prospective students
- Actively participate in the clearing process:
 - Confirm numbers of clearing places available for the programme
 - Be available during advertised contact hours while clearing is operating
 - Deal with queries via email and phone calls from prospective students
- Keep records of course enquiries in order to ensure resources are targeted effectively for recruitment campaigns

Relevant Policy and Procedure

- Knowledge and understanding of :
 - University branding and marketing guidelines
 - Admissions, enquiries and conversion processes
 - HEFCE admissions targets (and/or other externally determined admissions targets where applicable e.g. NHS)

Role Title: Assessment Officer (UG)

Main Purpose of the Role

To work with Programme Leaders and relevant administrative support teams, to take responsibility for implementing assessment and quality assurance procedures and provide a link role between Programme Leaders, Year Tutors, Module Leaders, administration support staff and External Examiners.

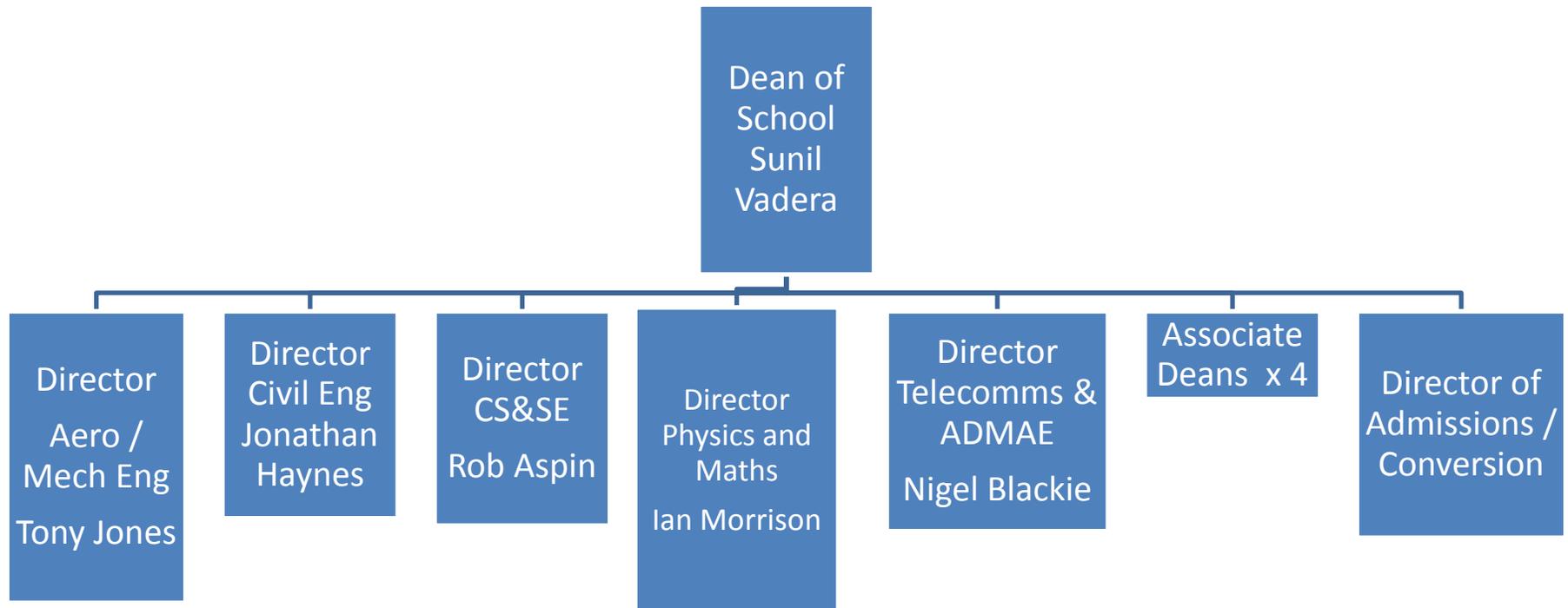
Key Accountabilities or Duties:

- To produce a schedule and calendar of assessments for each level of the programme, in conjunction with appropriate administrative support staff
- To disseminate the assessment schedule to students, staff and administrative support staff
- To liaise with module leaders and appropriate administrative staff to ensure all programme assessment activities are managed and executed appropriately.
- To liaise with administrative support staff to co-ordinate timely and effective communication with External Examiners.
- To ensure that all relevant information is available for consideration at module and progression boards
- To produce guidelines/criteria for administrative staff regarding collation of samples of assessment work for external examination
- To oversee arrangements for the timely return of student assessment feedback
- To ensure compliance with the University's academic regulations and policies and procedures as necessary
- To work with administrative support staff to collate provisional assessment results and take all steps necessary to ensure their accurate reporting to the relevant assessment boards
- To maintain effective communication links with all external and internal stakeholders as required.
- To communicate updates in policies and procedures to staff and students as required.

- To oversee the central functions and administration of student progress, assessment and examinations, completion and graduation.
- To provide advice to students and staff on processes, procedures and compliance with relevant parts of the University of Salford Academic Quality Assurance Handbook.
- To oversee the administration of the collection, input and maintenance of accurate student data and production of management information as necessary.
- To ensure that assessment cycle is always completed on time.
- To facilitating preparation for assessments / examinations.
- To oversee the internal and external verification of assessments, to include marking guidelines
- To oversee the servicing of module and progression boards.
- To liaise with relevant University colleagues as appropriate.

Appendix 1 – School Organisational Charts

Computing, Science and Engineering – Academic Line Management Structure



Associate Heads:

ADA – Bill Davies

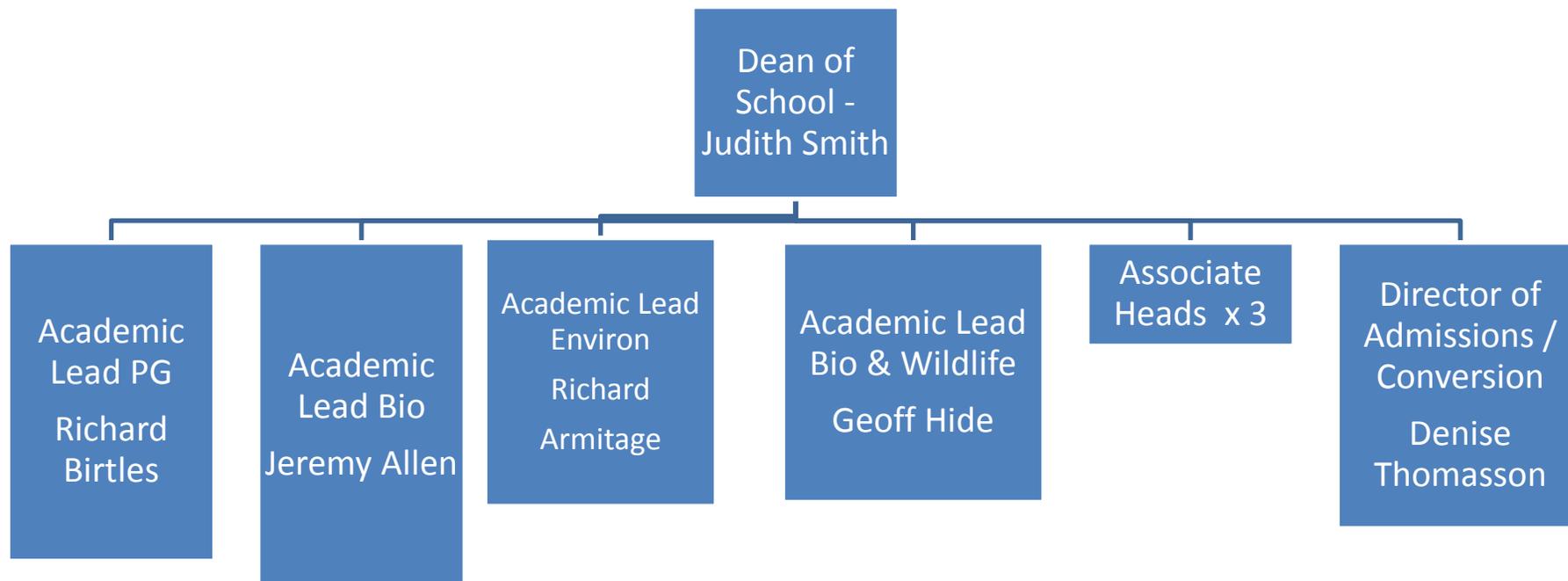
ADR – Ghasem Nasr

ADI – Farid Meziane

ADE – Haifa Takruri-Rizk

School Operations Manager: Simon Herbertson

Environment and Life Sciences – Academic Line Management Structure



Associate Heads:

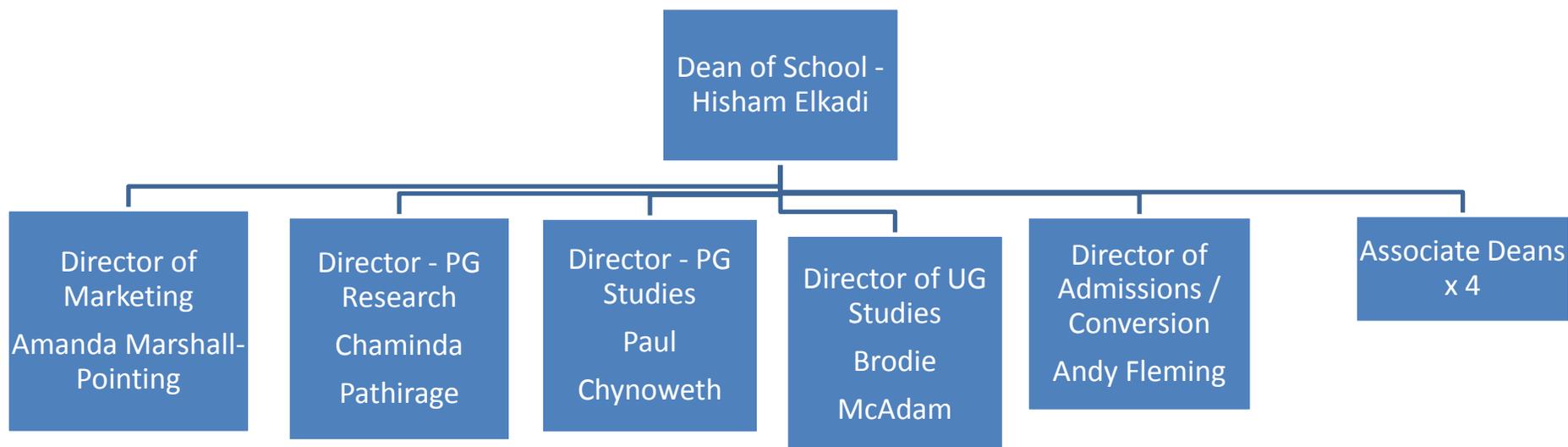
AHA – Denise Rennie

AHR/AHE – Stefano Mariane

AHI – Robert Young

School Operations Manager: Tony Libby

Built Environment – Academic Line Management Structure

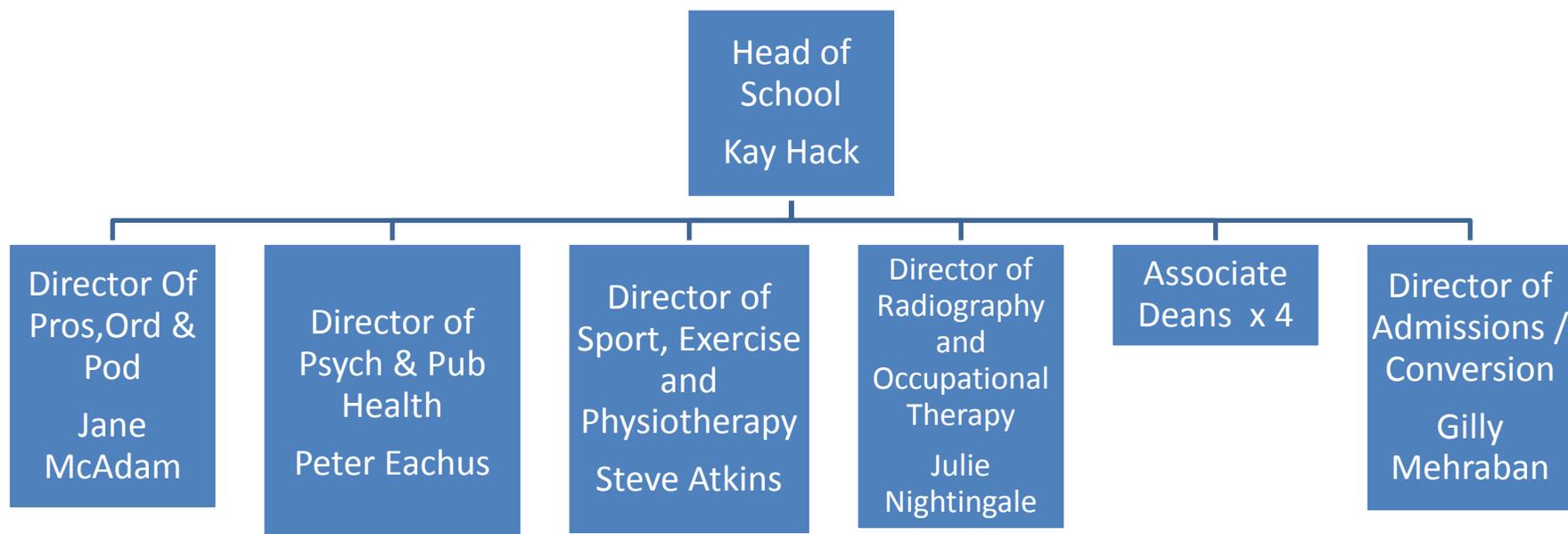


Associate Heads:

ADA – Gerard Wood ADR – Les Ruddock ADI – Erik Bichard AD Academic Enterprise - Will Swan

School Operations Manager: Diane Lloyd

Health Sciences – Academic Line Management Structure



Associate Heads:

ADA - Vicky Halliwell

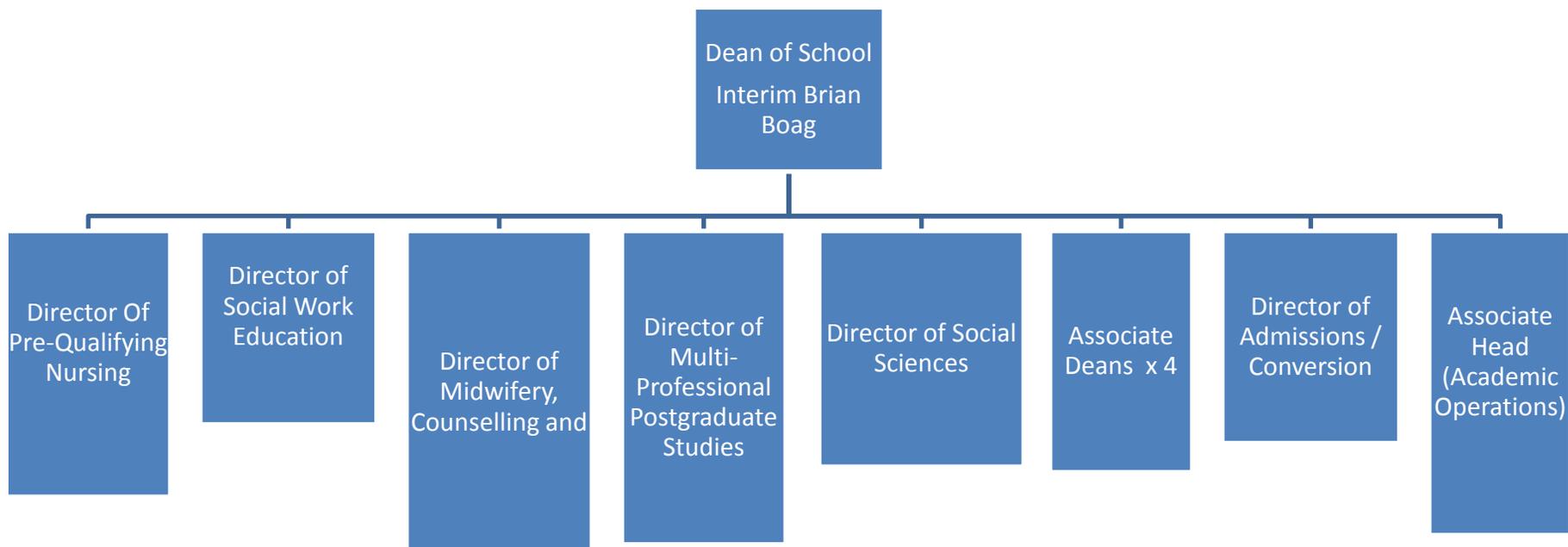
ADR – Peter Hogg

ADI– Susan Buttress

AD Ops – Paul Wilson

School Operations Manager: Joanne Caldwell

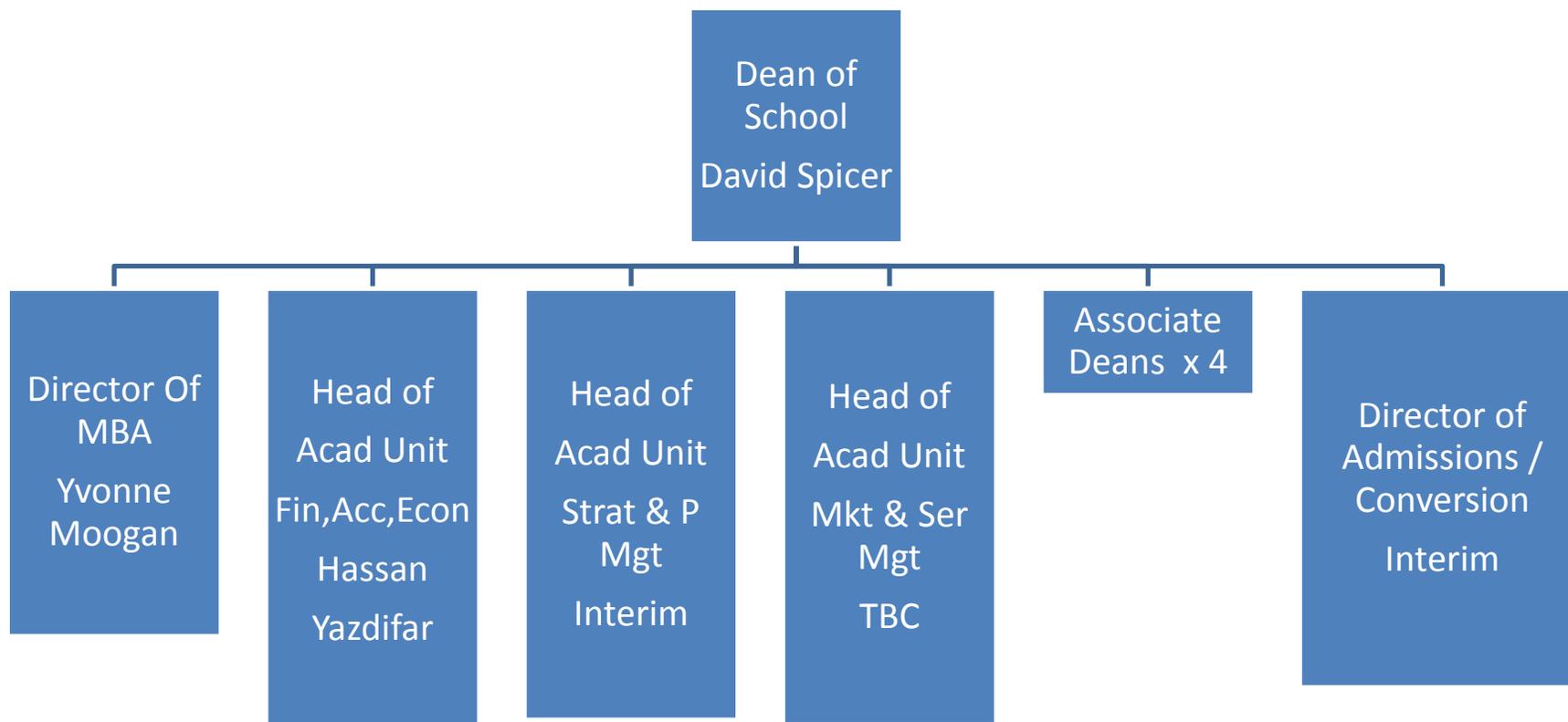
Nursing, Midwifery and Social Work – Academic Line Management Structure



Associate Heads:

School Operations Manager: Elaine Greenhalgh

Salford Business School – Academic Line Management Structure



Associate Deans:

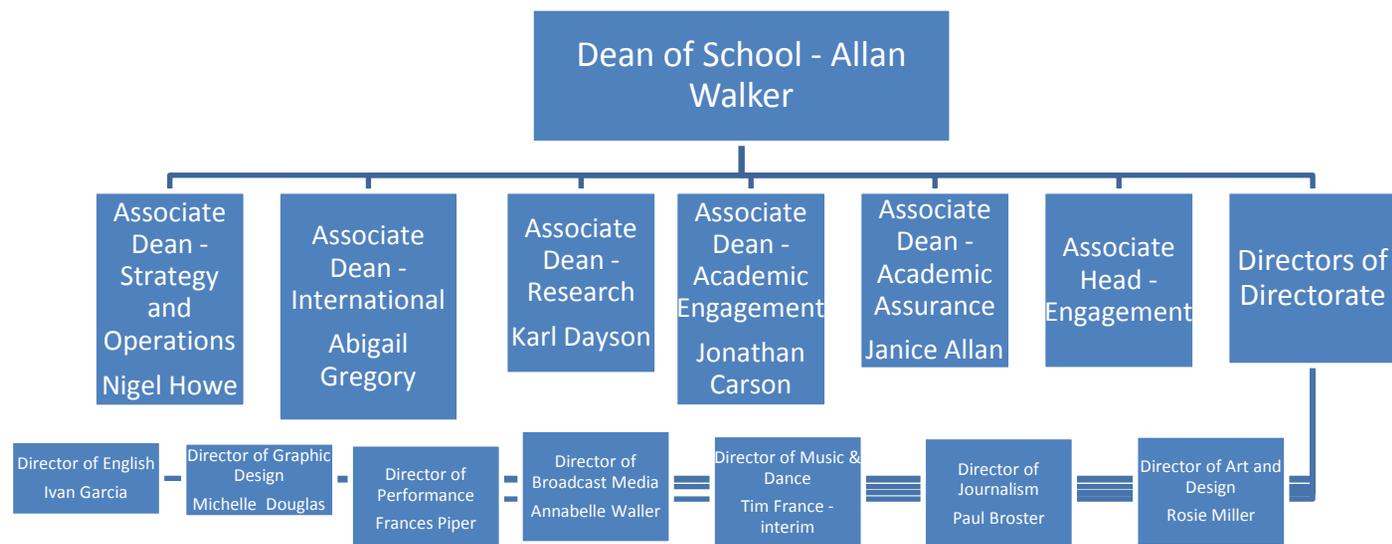
ADA – Interim

ADR – Philip Scarf

ADI – Eileen Roddy

School Operations Manager: interim – Jenny Hinsley

Arts and Media – Academic Line Management Structure



School Operations Managers: Hannah Greaves

Director of Admissions: Beth Hewitt