

University of Hertfordshire

JULY 2023

The logo consists of the letters 'UH' in a bold, black, sans-serif font, centered within a white square with rounded corners.

Candidate Pack

AQ2099

Welcome to the University of Hertfordshire

Set across two campuses and our Bayfordbury Observatory, less than 20 miles north of London, we are a thriving community of just under 32,000 students studying over 550 undergraduate, postgraduate and research degrees in the UK. We also have more than 6,500 students on courses outside the UK through international partnerships and franchise arrangements. We have approximately 3,000 staff members across the group and a turnover of £340 million. Over 50% of our students are female, 65% are Black, Asian, and Minority Ethnic and 36% are the first in their family to go to university.

Our students are taught by lecturers with a wealth of experience, both in academic settings and across a breadth of industries. Their expertise, connections and supportive approach equip students with the right skills and confidence to thrive in their future careers.

The University of Hertfordshire is committed to having a positive transformational impact on every member of our community. This is reflected in our vision to transform lives by finding, inspiring, and powering potential, giving everyone the opportunity to succeed regardless of their role, background or where they are from. Visit [Our Strategic Plan](#) to find out more about our 2020-2025 strategic plan.

Our Board of Governors have overall responsibility for the direction of the University. As Chief Executive, the Vice-Chancellor exercises considerable influence upon the development of the University strategy, the identification and planning of new development and the shaping of the University ethos. He is supported by the executive team – the Deputy Vice-Chancellor, Secretary and Registrar, Pro Vice-Chancellor International Marketing Communications, Pro Vice-Chancellor Education and Student Experience, Pro Vice-Chancellor Research and Enterprise, and the Group Finance Director. Visit [Our Governance and Leadership](#) to find out more.

Our teaching is delivered across six academic schools: Creative Arts; Health and Social Work; Hertfordshire Business School; Life and Medical Sciences; Physics, Engineering and Computer Science; and Law and Education. Visit [Schools of Study](#) to find out more. We also have nine professional Strategic Business Units: Academic Registry, Enterprise and Business Development, Estates, Finance, Human Resources, Library Computer Services, Marketing and Communications, Office of the Dean of Students, Office of the Vice-Chancellor.

Our strong track record of investing in our campus facilities is visible across our campuses. In 2022 construction of our new building for the School of Physics, Engineering and Computer Science began. The multi-purpose five-storey building will be a hub for teaching, innovation, research, and enterprise. Visit [Campus Investment](#) to find out more.

Education and student experience

Excellence in learning and teaching is fundamental to the University of Hertfordshire. We develop students with the knowledge, skills, and graduate attributes to succeed in business and the professions. Our high-quality teaching is informed by research, business, and the professions to ensure authentic learning experiences for our students.

We have a variety of provision beyond traditional full-time programmes of study, through flexible study patterns, online programmes, and workplace learning opportunities such as degree apprenticeships.

Our commitment to inclusivity and eliminating degree awarding gaps is central to our practice and our personalised approach to pastoral support aligns with our mission to transform lives. We are committed to providing a culturally enriched and research-informed educational experience, and to equip our students with graduate attributes for life in a complex and rapidly changing world.

We pride ourselves on the strength and quality of our relationship with our students, delivered through our Student Ambassador and Student Mentor Schemes, Student Representatives, Students' Union, and our Student Communications Strategy. Respecting and responding to the student voice is key to our student experience, as is putting the welfare of our students and their success at the heart of what we do.

Research

Research constitutes a core part of the institution's activities, and it helps to further our objectives of achieving far-reaching engagement with business, communities, and national and international partners. Our research and knowledge exchange activities are closely aligned to meet the key future demands of business and society. We foster research with global partners, encouraging and supporting staff to apply for international collaborative funding to take forward our world-wide research and enterprise mission.

We have developed a dynamic environment and embedded research culture where research is expected to contribute to learning and teaching at all levels. This is evidenced

by the latest results from the Postgraduate Research Student Experience (PRES) Survey in 2021, where we achieved an overall satisfaction level of 85%, putting our overall performance as 10th - 6% higher than the global average.

We actively support the next generation of researchers through extensive researcher development and leadership programmes. These equip both research students and early career researchers with the transferable skills most sought after by employers, together with the confidence and ability to be successful in a wide range of leadership roles.

Our research is organised into six global challenge research themes: Food; Global Economy; Health and Wellbeing; Heritage, Cultures and Communities; Information and Security; and Space. Research is conducted in twelve research centres together with a further twenty-four research groups and units, which have close links with professional organisations and other research institutions, facilitating collaboration and maximising the output and impact of their research.

In the latest Research Excellence Framework 2021, over three-quarters (78%) of the University's research has been ranked as 'world leading' or 'internationally excellent'. In addition, the proportion of our research that has been ranked as 'world-leading' has more than doubled since 2014, from 11% up to 26%. Our research has real-world benefits too: 90% of our research impact has been classified as 'outstanding' or 'very considerable'.

The University made submissions to 12 units of assessment, with strong performances across a broad range of subject areas, including ranking in the top 25% for research impact in allied health, business and management, and history. Computer Science saw 90% of its overall research ranked world-leading and internationally excellent, while psychology ranked joint first nationally for research impact, obtaining a 100% outstanding rating.

Global engagement

We have more than 13,000 students from overseas, and each of them adds significantly to the social, educational, and cultural life on campus. The consequent expansion in the number of overseas alumni provides an invaluable network to support our ongoing international development activities.

Herts has been active internationally for many years and has a strong profile in its key overseas markets, which include Malaysia, China, India, Pakistan, Nigeria, and Europe. Global engagement is a key strategic driver, in terms of both developing access to its

educational provision for individuals and organisations around the world and extending the global horizon of its staff and students.

We engage in international franchise and supported distance-learning partnerships around the world, and have an extensive network of overseas partners, delivering University of Hertfordshire programmes overseas and providing academic support for those undertaking remote study with us. We actively seek to encourage all our students to develop as culturally aware and engaged global citizens. This is enabled through strategies to internationalise and decolonise the curriculum, a diverse body of staff from across the world, and an extensive international exchange programme. This programme provides placement and exchange opportunities for staff and students within key discipline areas through our extensive international links and global college network.

Enterprise

We are recognised as an enterprising university in which our research, knowledge exchange and commercial activities are closely aligned to meet the key future demands of business and society. We provide a range of high-quality business expertise, consultancy, and client engagement with demonstrable outputs that meet the needs of our partner organisations.

We play a leading role in supporting the business needs of our region, providing a range of high-quality workforce training and Continuing Professional Development. Our unique all-campus business incubator supports student, graduate, and external start-up businesses in the county and beyond – a service supported by our new Enterprise Hub, which opened on our de Havilland Campus in 2021.

The University has grown its income through the delivery of a wide range of services to the business community and the public via its subsidiary companies. The group also holds investments in some small start-up companies.

Exemplas Holdings Limited, a wholly owned non-profit distribution organisation, has a wealth of expertise in a range of disciplines that enhance the performance of small and medium-sized enterprises. It has been successful in providing a range of consultancy, including corporate development, leadership, skills, and training, change management, enterprise, and diversity expertise necessary to help local businesses prosper and grow.

Awards and achievements

In 2021, the Institute for Fiscal Studies ranked Herts 16th in England for social mobility impact. Over 80% of courses are professional body accredited.

This year we climbed 12 places in the Complete University Guide 2023, now ranking 68th in the country. We also climbed 16 places in the Guardian University Guide 2023 and are now ranked 74th. A number of our courses were especially highly ranked: 1st for Paramedic Science, and Animation and Game Design, 6th for Social Work, and 8th for Economics.

The University is one of only 38 universities awarded the Bronze Race Equality Charter mark. We also hold an Athena Swan Bronze award for gender equality at an institutional level, with two Schools holding Silver and five Schools holding Bronze awards. We are one of only 20 universities awarded University Enterprise Zone status, and we have the most successful Formula Student Racing team in the United Kingdom.

Employability and entrepreneurship

In addition to the highest quality teaching and learning, we tailor our programmes to the demands of employers, meaning that all schools work with employers in the industries that employ our graduates to shape our teaching programmes.

We have developed a successful record of encouraging our students to take on a wide range of student placements to enhance their learning opportunities and adaptability to the future jobs market. We have long-standing links with business, industry, public sector, and professional organisations.

About the Role

Job Description

Post title:	Academic Manager / Programme Leader LLM Bar Practice Programme
Grade:	£64,946 - £71,305
School:	Hertfordshire Law School
Responsible to:	Head of Department of Law and Professional Legal Education
Responsible for:	Academic, Research & Professional staff as nominated by the School

Purpose of the Job

The postholder will provide high quality teaching, research, and Programme leadership on the LLM Bar Practice programme and pastoral and academic support for home and international students. The Academic Manager will work as an integral part of the Department of Law and Professional Legal Education and will be a professional lead for their subject in terms of strategic contribution to programme development and departmental strategy.

The post holder will actively participate in the assessment of students, may contribute to relevant research within the department and will support the ongoing development of qualifications in compliance with the Bar Standards Board requirements.

Responsibilities and Duties

- To lead and implement the vision and overview of the LLM Bar Practice programme including teaching, learning, assessment and overall quality of teaching in the School at all levels of study, drawing on own levels of expertise
- To ensure that the vision, curriculum, and student experience for the LLM Bar Practice Programme is informed by the latest developments, innovation, research and contemporary professional practice.
- To set and mark formative and summative assessments in accordance with the Bar Standards Board Curriculum and Assessment strategy.

- To lead the Bar Practice Programme to generate high quality student employment results
- To lead aspects of the writing and development of current and new programmes of study, including annual review, periodic review and enhancement and other developments across the School
- To lead the development of live projects and work experience activities for students within the LLM Bar Practice programme, building opportunities for enhancing students' employment prospects and entrepreneurial capabilities within the curriculum
- To develop the learning resources for the subject including liaising with the Learning Resources Centre
- To protect the quality and standards of the LLM Bar Practice programme including leading on annual review and action planning and ensure that all necessary procedures and university regulations are followed (including assessments, health and safety and ethical issues)
- To carry out team leadership including the organising and supervising of work of others, chairing team meetings and leading other associated activities in a collaborative and inclusive manner
- To carry out any necessary administration including, for example, working with the external examiners; preparing for Boards of Examination; Programme Committees, health, and safety aspects; timetabling and resource development; resource liaison with technical staff
- To promote good working partnerships with external organisations including educational bodies, employers, and professional bodies, especially the Bar Standards Board, to foster collaboration. To disseminate conceptual and complex ideas using appropriate media and methods to promote understanding.
- To develop the international reputation of the LLM Bar Practice programme including activities related to the overseas market for the course, undertaking recruitment visits

where appropriate and being active in overseas and home recruitment; and to set up projects with international partners

- To play an active role in the success of the LLM Bar Practice Programme in the School through supporting the work of the Head of Department of Law and Professional Legal Education, leading projects, and developments within the Department, including some annual appraisals
- To provide academic leadership to those working within the LLM Bar Practice programme area by, for example, co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. To make decisions and resolve issues regarding the operational aspects of the programme(s)
- To contribute to the accreditation of courses and quality assurance and enhancement processes
- To be a senior authority in relation to academic knowledge/university procedures and regulations/financial advice and academic standards
- If relevant, to contribute to the School's research profile with a portfolio of externally recognised high quality research activity
- To act as a Programme Lead, Module Lead, and a member of programme and subject committees and boards as appropriate
- To participate and advise in the marketing and communications of the School in liaison with internal staff and Marketing and Communications officers
- If relevant, to present at conferences or exhibit work at appropriate events, act as a referee and contribute to peer assessment.
- The post holder is expected to work closely and proactively with colleagues within the School as well as across other disciplines in the Department. They are also expected to work with colleagues across the wider scope of the University of Hertfordshire, and contribute to the development of external contacts and networks, e.g. Bar Chambers, private, independent voluntary and public sector, educational organisations, funding

bodies/research councils, and government agencies as appropriate

- To undertake such tasks, duties and responsibilities as the Dean or Head of Department may determine necessary.

Staff Management Duties

- Oversight of staff issues for those within the LLM Bar Practice Programme including excellent people management, appointment, probation, appraisal, development, promotion and progression, review of performance according to policies and procedures agreed by the University
- Maintenance of records of staff development activities
- Oversight and monitoring of staff workloads in order to ensure an equitable distribution of staff loadings across the staff group and the most effective use of staff resources
- Ensuring talented staff in the Department are recognised, rewarded and retained so ensuring that suitable succession plans are in place
- The visible commitment, management, and maintenance of high standards of safety throughout their domain commensurate with current Health and Safety legislation and with the University's Health and Safety policy
- Identify achievable equality goals

Supervision Received

The Academic Manager will report to Head of Department of Law and Professional Legal Education and will work closely with the Dean of School and Associate Deans. The post holder is expected to operate professionally and with a substantial degree of autonomy in carrying out the above responsibilities and duties.

Supervision Given

Formal line management of Academic staff as nominated by Hertfordshire Law School

Responsibility for budgets

The postholder may be required to be a formal budget holder.

Relationships/Contacts

Internal: The post holder will work with a variety of Academic and Professional staff across the University at all levels. The post holder will also be expected to develop teaching and research links with other staff in the School and the wider University.

External: Staff of appropriate professional, governmental and educational institutions. Private persons and businesses where appropriate, visitors, prospective students, and their parents

Overseas applicants and UK applicants who have lived abroad

Successful applicants who have lived outside the UK, for 12 months or more (whether continuously or in total), in the last 10 years, will be required to produce a 'Certificate of Good Character/Conduct' from each of those countries.

This document outlines the duties required, for the time being, of the post titled Academic Manager to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list and the line manager may vary duties, from time to time, which do not change the general character of the job, or the level of responsibility entailed.

Person Specification

Post title: Academic Manager / Programme Leader LLM Bar Professional Practice

Qualifications and Memberships

Minimum of an undergraduate degree or equivalent Level 6 qualification in a relevant discipline	Essential
Postgraduate qualification, i.e., Masters and/or PhD (completed or close to completion, e.g., has submitted final thesis) in a relevant field or equivalent professional qualification	Essential
Professional qualification as a Barrister (with pupillage completed) or Solicitor of England and Wales or CILEx lawyer	Essential
Fellowship of Advance HE (formerly the Higher Education Academy)	Desirable

Experience

Proven experience as a Barrister or Solicitor of England and Wales or teaching on a Bar Vocational Course or equivalent	Essential
Experience of teaching or of practising advocacy	Essential
Experience of teaching one of the skills areas of advocacy, drafting, conferencing, opinion writing and/or legal research	Essential
Knowledge and experience of using the Hampel method of feedback	Desirable
Track record of teaching and leadership of modules and/or professional legal education programmes	Essential
Professional experience either in professional legal practice or in industry	Desirable
Experience in wider student engagement initiatives	Desirable
Experience of line management	Desirable

Knowledge and Ability

Possess breadth or depth of specialist knowledge in the discipline to develop teaching on professional legal education programmes.	Essential
Ability to assist in curriculum design, implementation, assessment, and promotion of the course	Essential

Knowledge and understanding of the strategic developments in the Higher Education sector and the strategic goals of the University	Essential
Knowledge of student management systems and processes	Desirable
An understanding of the educational needs of students	Essential
An understanding of students' prior learning experiences and how these might influence their current educational expectations	Essential
An ability to contribute to curriculum development	Essential
A proven ability to disseminate conceptual and complex ideas to a variety of audiences	Essential
Good interpersonal skills and ability to create excellent working relationships	Essential
An ability to communicate and present effectively, clearly, and supportively with both students and academic colleagues	Essential
An ability to work on her/his own initiative and as part of a team	Essential
An ability to deal with conflicting demands and priorities to meet deadlines	Essential
Excellent written and verbal communication skills and cultural awareness	Essential
Excellent organisation and planning skills	Essential
Excellent IT skills	Essential
Proficiency in English Language	Essential

Behaviours and Attributes

Act as a responsible team member and team leader and develop productive working relationships with other members of staff	Essential
Flexibility and adaptability to workload and team requirements	Essential
A commitment to reflective practice and continual improvement	Essential
A commitment to issues related to equality, diversity, and inclusion	Essential

Faces, our core values, inform and sustain all of our activities. On an individual basis we are:

- Friendly
- Ambitious
- Collegiate
- Enterprising
- Student-focused

Shared Responsibilities

The University of Hertfordshire's vision is to transform lives, whether that's our students or staff. This means whoever you are, we will support you to reach your full potential to succeed during your career with us. Our staff community comprises innovative individuals who want to develop, excel and add value by doing their very best. We each embody the University values to be friendly, ambitious, collegiate, enterprising and student focused. We are passionate about promoting and working in a diverse and inclusive staff community. Everyone who works for the University is encouraged to share in that sense of belonging, entitled to feel they are managed fairly, are valued and accepted, and understand they are being supported to succeed.

APPENDIX – Professional Standards Framework

At the University of Hertfordshire our approach to teaching and learning is based around our vision to transform lives, enabling all our students, whatever their background, to achieve their full potential. Supporting our staff to become expert educators in their field is key to providing excellent educational experiences for our students.

We use the Professional Standards Framework (PSF) to identify the components of successful teaching and expect our staff to engage in continuing professional development of their teaching practice. The PSF is a globally recognised framework for teaching and learning in higher education and the dimensions of the framework, articulate the expectations of lectures in HE indicating; the areas of activity that will be undertaken; the core knowledge needed in order to carry out the activities; and the professional values which individuals should exemplify in order to undertake these activities.

Areas of Activity	Core Knowledge	Professional Values
A1 design and plan learning activities and/or programmes of study	K1 how learners learn, generally and within specific subjects	V1 respect individual learners and diverse groups of learners
A2 teach and/or support learning through appropriate approaches and environments	K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study	V2 promote engagement in learning and equity of opportunity for all to reach their potential
A3 assess and give feedback for learning	K3 critical evaluation as a basis for effective practice	V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
A4 support and guide learners	K4 appropriate use of digital and/or other technologies, and resources for learning	V4 respond to the wider context in which higher education operates, recognising implications for practice

A5 enhance practice through own continuing professional development

K5 requirements for quality assurance and enhancement, and their implications for practice

V5 collaborate with others to enhance practice

Advance HE UK Professional Standards Framework (2023) Accessed via <https://www.advance-he.ac.uk/teaching-and-learning/psf>

Considering the areas of activity, core knowledge and professional values within our University's context we promote a student-centred approach to teaching, utilising active learning techniques to ensure student learning. Our learning activities and assessments are purposefully designed to be inclusive and accessible. We encourage innovative approaches to teaching including the use of technologies to enhance learning and the embedding of authentic learning activities to develop subject specific skills and expertise.

We provide support for staff throughout their academic careers, encouraging reflective practice and engagement in scholarship in teaching and learning. We expect staff to be professionally recognised in their teaching and can support staff to apply for Associate Fellowship, Fellowship, Senior Fellowship

The Appointment Process

How to apply

Anderson Quigley is acting as an advisor to the University of Hertfordshire. An executive search process is being carried out by Anderson Quigley in addition to the public advertisement.

If you have the qualities and attributes we seek, we would be delighted to hear from you. To apply, please submit a full CV which should include:

- educational and professional qualifications
- full employment history
- current salary, including any relevant benefits
- the names and addresses of two referees. Referees will not be approached until the final stages of the selection process and not without prior permission from candidates.

You should also include a personal statement that demonstrates your ability to meet the person specification (maximum two pages).

Please submit your documents to <https://andersonquigley.com/candidates/> using the reference **AQ2099**. Should you wish to discuss the role in strict confidence, please contact our advising consultants at Anderson Quigley:

- Elliott Rae on +44 (0)7584 078 534 or elliott.rae@andersonquigley.com
- Imogen Wilde on +44 (0)7864 652 633 or imogen.wilde@andersonquigley.com

Please provide suitable daytime and evening telephone contact details.

Key dates

Applications should be made no later than **noon on Friday 8 September 2023**. Shortlisting will take place the week of Monday 10 September 2023, and successful applicants will be invited to an interview day which will include a formal interview panel. The interview process will take place in mid-September 2023 and the successful applicant will be expected to join us as soon as possible thereafter.

