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| Last updated: | 8 June 2022 |  |

**JOB DESCRIPTION**

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| Post title: | **Programme Administration Manager School of Business** | | |
| School/Department: | Student Education Services | | |
| Career pathway: | MSA | Level: | 4 |
| Posts responsible to: | Faculty Academic Registrar | | |
| Posts responsible for: | Programme Administrators based within the School | | |
| Post base: | Office-based | | |

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| Job purpose |
| Manage administrative services to support the delivery of the School’s undergraduate and postgraduate programmes, working closely with the Deputy HoS for Education and Programme Directors. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | **Programme Administration Management**   * Oversee the work of the Programme Administration team and ensure provision of accurate advice and guidance, and appropriate courses of action to support student success * Apply a detailed understanding of relevant processes, systems and policies to ensure that programme specific activities are delivered accurately and efficiently to agreed timeframes * Coordinate and support School operational education plans and priorities, including actions and appropriate implementation plans relating to EDI, NSS, Outreach and recruitment. * Work with SES colleagues to ensure effective (de-conflicted) schedule of key programme deadlines (eg assessment, validation etc) and provide support for mechanisms to monitor student satisfaction at module and programme level, analysing data, writing reports to support publishing of results as appropriate * Key point of contact with student representatives, ensuring student engagement and support for student engagement events (eg student visit trips or guest speakers from the industry) * Allocate dissertation/project supervisors liaising with School colleagues and/or industry partners as appropriate and coordination of arrangements for external supervisors/examiners ensuring access to UoS resources as appropriate | 50% |
|  | **Support for senior colleagues and governance**   * Build a collaborative network with key Education focussed roles within the School and more widely across SES * Support for DHOS(Education) and senior Education colleagues within the School * Member of Education Committee, Board of Examiners, and SSLC taking responsibility for monitoring and implementing actions | 20% |
|  | **Collaborative working and line management**   * Work collaboratively with a broad team of colleagues supporting the student experience (including Student and Education Services and other Professional Services staff) to ensure that shared responsibilities for processes are discussed and equitable arrangements agreed * Establish a close working relationship with local SES and FOS colleagues to ensure efficiency of processes * Take a leading role in the establishment and sharing of a body of knowledge and good practice with peers and other stakeholders to support the student experience, evaluate and review practices and make recommendations to change where appropriate * Line manage School based Programme Administration staff exercising good people management practices * Coordinate support for Student Induction, Outreach and Graduation including budget oversight * Support and contribute to the delivery of Student Experience frontline services, including attendance at events such as Open Day, Ceremonies and Corporate events. * Demonstrate Southampton University behaviours | 20% |
|  | **Other**   * Ensure information provided is current and accurate, working with colleagues across the University or with external contacts, and apply thorough understanding of the student lifecycle and academic regulations. * Ensure personal updated knowledge on current compliance issues, regulatory changes and sector best practice (eg duty of care and safeguarding, GDPR and Tier 4 requirements) * Any other responsibilities as allocated by the line manager following consultation with the post holder. | 10% |

| **Internal and external relationships** |
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| * Head of School, Deputy HOS Education * Faculty Leadership Team including the Dean, Associate Deans and ADOFO * Senior Tutors and Personal Academic Tutors * Student Advisers * School academic leads for teaching and curriculum * Academic and MSA Staff in the Faculty with responsibility for administration, assessment and curriculum * Teams within SES and other Professional Services especially the Faculty Operating Service * Students and student representatives (eg Student-Staff liaison committees) * Groups of temporary staff during peak periods |
| **Special Requirements** |
| * Commitment to the integrity and confidentiality of all relevant data and processes * Flexibility to take leave outside peak times in negotiation with the Manager/Team Leader |

**PERSON SPECIFICATION (SES L4)**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | * First degree or equivalent work experience * Significant experience of HE structures and * Administration in posts that demonstrate the progressive acquisition of appropriate professional or specialist knowledge and progressively more demanding roles. * Comprehensive knowledge and understanding of the processes and IT systems that support large scale data sets for student and module records. |  |  |
| Planning and organising | * Proven experience in planning schedules of work against annual cycles; setting objectives, milestones and implementing regular reviews to evaluate progress. * Proven ability to organise events and activities that deliver the required outputs. |  |  |
| Problem solving and initiative | * Proven ability to analyse issues and break them down into component parts. Make systematic and rational judgements based on relevant information. * Demonstrate an understanding of policy frameworks within the bigger institutional picture; how process development supports lateral management of activities across the work-stream as a whole; engage in collecting ideas that support the development of new ways of thinking and solving long standing problems. * Ability to collect complex data, analyse key findings and summarise recommendations for senior staff. |  |  |
| Management and teamwork | * Ability to understand and proactively develop the one team approach to a shared service * delivery across the SES division with staff in SES division. * Proven experience in setting clear objectives for staff to follow and provide them with a positive environment in which to learn and embed best practice. * Proven experience in motivating staff and providing them with formative feedback that enables them to develop their contribution to Team working. * Capacity to be flexible and adaptable in their approach to work routines; and be able to readily accept changes in the way the function or job changes. This may involve taking on different tasks, using a different system or process and working on peaks in another team. |  |  |
| Communicating and influencing | * Effective partnership working and interpersonal skills are essential including: * Proven ability to draft written reports in a clear way that address key issues in a succinct manner * Ability to conduct information giving and feedback meetings with stakeholder groups. * Capacity to speak fluently with individuals/ groups and adopt a persuasive and constructive style at all times, using empathy to understand the stakeholders’ differing needs. * Demonstrate adequate preparation so that presentations are focused, accurate and meet the needs of the meeting. |  |  |
| Resource Management | * Contribute to projects to set objectives, allocate staff time, monitor progress against mile- stones and re-prioritise according to the changing needs of the Team and work-stream. * Keen eye for detail with ability to understand how operational delivery links to the wider policy frameworks and identify the impact for resources and future planning. |  |  |
| Service Delivery | * Evidence of a commitment to the continuous enhancement of the quality standards of the Team’s outputs and development of a service ethic that adds value to the students’ experience of learning. * Pro-active approach to the setting of standards for staff to follow and the collection of feedback; engagement in finding appropriate tools and methods. * A capacity for patience and tolerance with large numbers of students/staff, always maintaining sensitivity to their needs, particularly at times of peak working under pressure. * Respect for cultural differences and awareness of how institutional ways of working need to adapt to suit the increasing diversity of student and staff groups |  |  |
| IT Skills | * Evidence of proficiency in the use of complex data bases and student record I.T systems. * Capacity to engage with staff in iSolutions in the design and testing of business processes and the IT software and web based systems that support * student administration. |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |