**ROLE DESCRIPTION**

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| Post title: | **Programme Lead** | | |
| Generic post title and code: | **N/A** | | |
| Standard Occupation Code: (UKVI SOC CODE) | **N/A** | | |
| School/Department: | Winchester School of Art / Fashion & Textiles | | |
| Faculty/Directorate: | Faculty of Arts & Humanities | | |
| Job Family: | ERE | Level: | 5 |
| Career Pathway (\*ERE): | Education pathway | | |
| Post title of Line Manager: | Head of Department | | |
| Post title(s) responsible for: | TBC | | |
| Post base: | Office-based/Hybrid working | | |

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| Job purpose |
| **To offer strategic leadership in the design and delivery of a specific programme, with a particular focus on operational aspects of programme delivery. The key focus is to ensure that (i) the programme delivers an excellent student experience, and (ii) the programme is delivered in full compliance with the regulations and all reporting and legislative requirements** |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Maintain a strategic overview of the Programme aligned to the Programme Learning Outcomes (PLOs) and intended graduate outcomes through: programme design, approval, evaluation, modification, and withdrawal: lead the development of new programmes (liaising with DoP/ DHOSE as appropriate), manage programme modifications and/ or withdrawals | 10 % |
|  | Programme delivery and quality assurance: provide strategic oversight of delivery of the curriculum to ensure an excellent student learning experience whilst maintaining academic quality | 40 % |
|  | Programme assessment: provide a strategic overview of assessment and feedback on the programme to ensure that assessment motivates the student learning experience and provides authentic opportunities to evidence learning | 10 % |
|  | Student liaison, support and guidance: act as a figurehead and key point of contact for students. Signpost and delegate support as necessary | 5 % |
|  | Student Feedback: evaluate and respond to student feedback (including NSS, PTES, PRES (as appropriate), SSLCs, SUSU course reps, and informal feedback) to continually improve the student experience | 5 % |
|  | Staff liaison: work with the DHOSE, DoP (as appropriate), Module Leaders, and professional services contacts to foster effective collaboration in the delivery of the programme | 10 % |
|  | Committees: ensure that the programme is represented at relevant committees and meetings (this may involve membership or cascading information as appropriate) which may include: School Programmes Committee (SPC), Boards of Examiners, Staff-Student Liaison Committees (SSLCs) | 5 % |
|  | External stakeholder engagement: liaise with external examiners, relevant professional, statutory and regulatory bodies (PSRBs), employers and placement partners, collaborative provision partners, and engage with the sector to determine good practice, benchmarking and marketing of the programme | 5 % |
|  | Curriculum and programme reviews: complete Annual Programme Monitoring and periodical programme reviews to evaluate and continually improve the programme | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Educational leadership up to Head of School (HoS)/ Associate Dean Education (ADE)  Students  Module Leaders  Student Support Services (including Assessment and Administration Teams (AAT), Curriculum and Quality Assurance (CQA), Careers and Employability  External Examiners  Professional, Statutory and Regulatory Bodies (PSRBs)  Employers and Placement Providers  Collaborative Provision Partners |

| Special Requirements of the Role |
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| N/A |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable |
| **Qualifications, knowledge and experience** | PhD or equivalent professional qualifications or experience in a relevant area  Detailed understanding and knowledge of Fashion Marketing/Management  Experience of Module and/or Programme Leadership  Teaching qualification (PCAP or equivalent)  Track record of development and delivery of teaching at undergraduate and postgraduate level  Demonstrated success in delivering learning outcomes | Growing and consistent national reputation in the field of Fashion Marketing/Management  Knowledge of Digital Marketing  Membership of Higher Education Academy  Involvement in national events |
| **Expected Behaviours** | Able to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role.  As a Line Manager role model the Southampton Behaviours and work with the management team to embed them as a way of working within the department. |  |
| **Management and teamwork** | Proven ability to manage and deliver programmes of study  Proven ability to coach and support colleagues and students  Able to undertake coordinating role in School/Department/University  Able to monitor and manage resources and budgets  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  |
| **Planning and organising** | Proven ability to plan and develop a range of high-quality teaching activities at programme level, ensuring plans complement broader education strategy  Proven ability in the design of programmes of study, curriculum development and new teaching approaches in the School/Department |  |
| **Problem solving and initiative** | Able to identify broad trends to assess deep-rooted and complex issues  Able to apply originality in modifying existing approaches to solve problems |  |

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| **Communicating and influencing** | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Track record of delivering lectures and seminars in courses relating to different aspects of (subject area)  Able to engage counselling skills and pastoral care, where appropriate  Able to persuade and influence at all levels in order to foster and maintain relationships  Able to resolve tensions/difficulties as they arise  Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems |  |
| **Special requirements (of the postholder)** | N/A |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post, with routine hazards?**

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| Yes | This is an office-based post with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete/remove the section below. |
| Partly | This is an office-based post with some non-routine hazards (eg: contact with the public and/or shift work). Please complete the analysis below. |
| No | This is a non office-based post and has some hazards. Please complete the analysis below. |

**HIRING MANAGER**

Please complete this section as accurately as possible to ensure the safety of the post-holder.

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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 |  |  |  |

## - 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.