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| Last updated: | October 2024 |

**JOB DESCRIPTION**

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| Post title: | Senior Administrative Officer – Curriculum and Quality Assurance |
| Academic Unit/Service: | Student Administration and Academic Affairs (SAAA) |
| Faculty | Student Experience Directorate (SED) | *Team* | Office of the Academic Registrar |
| Career pathway: | Management, Specialist and Administrative (MSA) | Level: | 3 |
| Posts responsible to: | Curriculum and Quality Assurance Team Leader (MSA4) |
| Posts responsible for: | Administrative Officers (MSA 2B) |
| Post base: | Office-based  |

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| Job purpose |
| To deliver an effective and efficient service to beneficiaries and stakeholders, applying a detailed knowledge of systems and processes within Curriculum and Quality Assurance.To establish and maintain effective working relationships with colleagues in; the Office of the Academic Registrar (OAR), Student and Education Services (SES), staff in the Faculties and other Professional Services to ensure that agreed standard processes are implemented.To be proactive in identifying improvements to service, processes and systems highlighted through the collection of feedback, evaluation and benchmarking. |

| Key accountabilities/primary responsibilities | % Time |
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|  | To apply a detailed understanding of Curriculum and Quality Assurance policies, processes and systems to ensure that activities are delivered accurately, efficiently and by agreed deadlines, and to identify potential improvements for further investigation.  | 20% |
|  | To lead on delegated responsibilities for the organisation and delivery of agreed areas of work and to build and maintain knowledge of the business processes and deadlines ensuring team integration, spread of knowledge and workload equivalency. | 20% |
|  | To work collaboratively with colleagues in OAR, SAAA and other Professional Services to ensure that shared responsibilities for Curriculum and Quality Assurance processes are discussed and equitable arrangements agreed. This will involve gaining and maintaining an understanding of institutional developments, student-centred and customer service approaches. | 15% |
|  | To oversee and coordinate own work and the work of the administrative team in the provision of an agreed level of service to beneficiaries. To ensure the consistent planning and prioritisation of short and medium term work activities in response to agreed deadlines, reporting progress to the Team Leader.  | 15% |
|  | To ensure that the work is completed accurately and that quality standards are maintained. To resolve qualitative issues, escalating to the Team Leader as appropriate. | 10% |
|  | To apply agreed customer-focused service standards to all students and stakeholders. To monitor progress on agreed service standards, reporting significant issues to the Team Leader. | 10% |
|  | To identify training and mentoring needs including appraisals, facilitating support and guidance as necessary, to ensure that the design and delivery of agreed processes for Curriculum and Quality Assurance meets the needs of beneficiaries, reporting any significant issues to the Team Leader. | 5% |
|  | To be flexible and adaptable in the approach to work routines, undertaking other tasks, roles and duties within OAR as may be assigned. | 5% |

| Internal and external relationships |
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| * Active collaboration with Academic and MSA Staff in Faculties across all functions with responsibility for Curriculum and Quality Assurance.
* Active collaboration with colleagues within OAR, SAAA and other Professional Services [e.g. International Office, Legal Services etc]
* Communication with other job families, e.g. TAE
* Communication with external stakeholders and collaborative partner institutions
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| 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
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| **Qualifications, knowledge and experience:** | Skill level equivalent to achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training.Able to apply a comprehensive understanding of relevant University systems and procedures and procedures, and an awareness of activities in the broader work area.Able to make effective use of standard office computer systems including word-processing and spreadsheets. |  | Application |
| **Planning and organising:** | Capacity to organise and schedule events, activities and resources and ensure they run smoothly. Plan and prioritise own short and medium term work activities within guidance offered by the Team Leader.Monitor timescales and resources and report to the Team leader issues which cannot be resolved within standard daily operation.Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities.Able to successfully plan and deliver administrative projects over a period of several months.(e.g. to co-ordinate an event) |  | Application, Interview and References |
| **Problem solving and initiative:** | Ability to acquire and apply comprehensive knowledge of processes, procedures and systems; use initiative and judgement to resolve daily problems offered by the Manager/Team Leader.Ability to acquire clear understanding of the quality and standards required for the delivery of Curriculum and Quality Assurance activities .Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods.Maintain receptiveness to new ideas and approaches. |  | Application, Interview and ReferencesApplication and Interview |
| **Management and teamwork:** | Contribute to team behaviours and interact effectively and sensitively with peers. Build effective networks and; sustain productive workplace relationships for the long term.Be flexible and adaptable in approach to work routines, be able to adapt quickly to change; be open to working with different teams/individuals as the business demands.Able to solicit ideas and opinions to help form specific work plans.Able to positively influence the way a team works together.Able to ensure staff are clear about changing work priorities and service expectations.Attention to detail and ability to effectively allocate to, and check work of staff, coaching/ training and motivating staff as required.  | Successful supervisory experience. | Interview and References |
| **Communicating and influencing:** | Effective partnership working and interpersonal skills are essential including :Capacity to speak to groups and individuals and explain processes clearly and concisely; and to write in a clear and factually/grammatically accurate way.Demonstrate adequate preparation for meetings so that time is used effectively.Demonstrate confidence and positive commitment to the University’s ways of working and explain these to all staff.Able to elicit information to identify specific customer needs.Able to offer proactive advice and guidance.Able to deal with sensitive information in a confidential manner. |  | Interview and References |
| **Service Delivery:** | Evidence of a commitment to delivering services that add value from the perspective of the students and key staff.Capacity for patience and tolerance with large numbers of staff particularly when working under pressure. |  | Application, Interview and References |
| **Other skills and behaviours** | Engage in appropriate training and staff development to ensure knowledge and skills are always up to date.Proactive approach to following the standards set for all staff and engagement in sharing best practice across the TeamBe aware of and champion the University’s Southampton Behaviours[Our Southampton Behaviours.pdf (soton.ac.uk)](https://jobs.soton.ac.uk/Upload/vacancies/files/22705/Our%20Southampton%20Behaviours.pdf) |  |  |
| **Special requirements:** | Maintain the confidentiality of all data and materials at all times. |  | Application and Interview |

**JOB HAZARD ANALYSIS**

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

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| [x]  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 (e.g. 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: |  |  |  |
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| 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  |  |  |  |

# Appendix A

## Functional Team: Curriculum and Quality Assurance

The Curriculum and QA team will be responsible for a range of business processes that cover the stages in the student life cycle. Each Team member will be expected to have a working knowledge of the spread of business covered by the Team and will ‘major’ in assigned responsibilities of that life cycle.

The functional team areas of business will include:-

**Curriculum, Quality Assurance and Enhancement**

* Programme and module creation, approval and maintenance in liaison with Registry
* Programme Approval and Review and Professional body accreditation (where appropriate)
* Module and programme student evaluations
* Policy development and administration
* Supporting academic colleagues with the Annual Monitoring process
* Support for committees – servicing, taking forward actions, where appropriate; and providing reports and other communications as required by the Faculty and University and other bodies
* Management of Academic Appeals; Complaints; Academic Integrity
* To undertake the process of the Fitness to Practise Policy where applicable, to include the organisation of investigatory procedures, Panels and production of reports and annual policy review
* External Examiner procedures including; appointment, collation of reports and distribution of feedback
* Liaison with collaborative partner institutions to support educational delivery and ensure alignment with responsibilities detailed in the Operations Manual.
* Provision and development of curriculum information including online resources, handbooks and website maintenance
* Adherence to requirements of the Faculty and external partners to meet internal and external reviews
* Work with academic staff to support developments of curriculum

**Specific to Medicine and Health Sciences**

* To advise on and provide management information and reports for the University and NHS on predicted and actual numbers of healthcare students and their allocation to clinical placements in the NHS.
* Where applicable, liaison with the NHS to ensure the appropriate allocation of funding as well as assisting with returns for planning and regulatory purposes.
* Work with the CTU and academic staff in the provision of the Faculty timetable.

\* These lists are not exhaustive; other activities may be included due to process or system change, and by arrangement with the Manager