

Job Description

Position:	Project Coordinator - Personal Tutoring and Diagnostics
School/Service:	Learning Life, Student Services & Experience
Reference:	LSS-174/P
Grade:	Grade 6
Status:	Permanent
Hours:	Full-time – 36.25 hours per week 08:45am-5:00pm, Monday - Friday (Some work outside these hours may be required e.g. Open Days, Welcome and Induction events, attending staff development sessions)
Reporting to:	Learning Life Manager
Responsible for:	N/A

Main Function of the position:

- Responsible for the operationalisation of key functions and academic interventions relating to the Early Intervention & Transitional Support model, as agreed with the Learning Life Manager, within the context of the University's Teaching-Intensive, Research Informed Strategy, access and participation plan and other strategic priorities supporting plans.
- To play a key role in the operationalisation of the Early Intervention & Transitional Support Model, specifically student questionnaire and Personal Academic Tutoring, governed by the Access and Participation Plan, Student Success strategy, Learning, Teaching & Assessment Strategy, under the direction of, and working with, the Academic Life Manager.
- To contribute, as appropriate, to the Learning Life teams related and operational developments and initiatives.
- In the absence of the Learning Life Manager the postholder will supervise the staff in the Learning Life team.

Principal Duties and Responsibilities:

1. Responsible for the operationalisation and development of the LEAP Ahead student questionnaire, under the direction of the Learning Life Manager, including setting up questionnaires, liaising with academic colleagues, monitoring engagement, analysing risk and trends, coordinating and leading meetings, reporting on and evaluating the questionnaire exercise.
2. Working closely with the Learning Life manager, Deans of faculty and Academic coordinators (Recruitment and Retention) you will be responsible for the planning, organisation and operationalisation of the Personal Academic Tutoring processes including the development and implementation of supporting documentation and processes.

3. Working closely with the Learning Life Manager and the Analysis and Evaluation Officer, take the lead in the development and implementation of monitoring, evaluation and impact analysis in line with the Evaluation and Impact Framework as identified by the Access and participation plan
4. Working in conjunction with the Learning Life Manager and the Data and Analysis officer ensure that data and information is available for presentation at a number of committee meetings and working groups including Education Committee, Senate and the APP Operations Group
5. Working closely with the Learning Life Manager to monitor the effectiveness of key strategic objectives that support meeting the Universities KPIs including interventions outlined within the scope of access and participation plans (APP)
6. To contribute and where appropriate lead the effective operation of relevant Early Intervention & Transitional Support working groups relating to the activities that are within the remit of the role. Working closely with Academic Coordinators (Recruitment and Retention) to improve the delivery of the model in each Faculty and School.
7. To foster and promote staff and student engagement with the Early Intervention & Transitional Support model and facilitating staff and student involvement and consultation in Early Intervention systems, processes and initiatives including running and developing training workshops and designing resources, as appropriate.
8. Work closely with the Student Engagement Coordinator in the Student Life team to establish online forums, informal focus groups and gather feedback from students in relation to the effectiveness and impact of Personal academic tutoring. To present information to the Learning Life Manager and Director of Student Services & Experience solution focussed views on how the framework can be developed and enhanced in light of student feedback.
9. The development of engagement activities for staff and students in support of the Early Intervention approach, to include designing resources and delivering staff training and awareness workshops focussing on the LEAP Ahead student questionnaire, Personal Academic Tutoring and other interventions with the Early interventions and transitional support model.
10. Working in close consultation with IT support colleagues and project leads, ensuring that the LEAP Ahead questionnaire is updated at key points throughout the year and all new students are enrolled based upon university recruitment lifecycles.
11. Working in collaboration with Academic Coordinators (Recruitment and Retention) and the Learning Life manager to arrange and lead upon post questionnaire analysis and reporting for subject leads/tutors.
12. Work in collaboration with the Academic Skills Coordinator to ensure that appropriate learning resources are available within the LEAP Online Framework in line with the requirements of the Action Plans and Leap Ahead Questionnaire.
13. Work in collaboration with Learning Life manager and academic colleagues in order to develop, implement and monitor processes and engagement for the provision provide one-to-one support and guidance to those students identified as requiring bespoke support as a result of the LEAP Ahead Questionnaire, referral from personal academic tutors or Student Service team.

14. Working in collaboration with the Associate Director (Corporate Intelligence and Data Integrity) and the Learning Life Manager to contribute on the development of appropriate and associated reporting tools and dashboards to support effectively the Early Intervention approach.
15. To take a lead in the development of annual operating plans relating to Early Intervention systems, specifically, but not limited to, the LEAP Ahead questionnaire and the Personal Academic Tutoring processes, including the preparation of committee and other reports indicating how continuous improvements have been achieved.
16. To contribute to the development of innovative Early Intervention & Transitional Support initiatives, underpinned by the Access and Participation Plan and appropriate university level strategies.
17. To contribute to a culture of continuous improvement, review the impact and effectiveness of initiatives. To ensure the operationalisation of Early Intervention & Transitional Support systems, activities and processes across the University, aligned with the Access and Participation Plan and appropriate university level strategies.
18. Undertake investigation and study in order to contribute to the development of best practice surrounding Personal Academic Tutoring, Advising and support in line with OFS findings and data provided as part of the access and participation plan.
19. To contribute to the development of a collaborative, collegiate and inclusive culture within the area of Early Intervention and Student Experience and encourage this across the University as a whole.
20. To support colleagues with the organisation and delivery of Peer Mentoring, LEAP online and transition activities which include the Summer schools, open days and other events.
21. Ensure that value for money is achieved relating to the operationalisation of Early Intervention systems and activities that are within the remit of the role.
22. Ensure fair and consistent application of University policies and procedures.
23. To successfully contribute to the broader operational decision making of the University through active involvement in University committees and groups as appropriate within the remit of the role
24. To work flexibly including evenings and at weekends for events such as enrolment, open days and events. Remaining flexible in the event of a crisis or emergency situation, with the potential to work evenings and weekends.
25. Preserve the confidential nature of the services provided to individuals. Working to ensure services meet the needs of customers and full the University's duty of care to others.
26. Ensure a safe working environment and abide by the University health and safety policies and practise and to observe the University's Equal Opportunities policy and Dignity and Work policy at all times.

Note:

This is a description of the role requirements as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the role requirements to be performed and if necessary update to incorporate changes were appropriate. The review process will be conducted jointly by the relevant manager in consultation with the role-holder.

Person Specification

September 21

Position:	Project Coordinator – Personal Tutoring and Diagnostics	Reference:	LSS-174/P
School/Service:	Learning Life, Student Services & Experience	Priority	
Criteria		(1/2)	Method of Assessment
1 Qualifications			
1 a)	Honours Degree in relevant subject areas or equivalent level of experience	1	Application Form/Interview
1 b)	A higher degree or membership of a relevant professional body	2	Application Form/Interview
1c)	A relevant teaching qualification and/or fellowship status of UKAT (UK Advising and Tutoring), or a willingness to obtain fellowship membership within a specified time frame	1	Application Form/Interview
1 d)	Relevant fellowship status of HEA, or a willingness to obtain Associate/ fellowship membership within a specified time frame	1	Application Form/Interview
2 Skills / Knowledge			
2 a)	Proven ability to analyse complex issues and interpret data, regulations and procedures within a FE/HE environment	1	Application Form/Interview
2 b)	Able to motivate professional staff and colleagues and drive through appropriate change management initiatives	1	Application Form/Interview
2 c)	Awareness and willingness to be involved in national/professional organisations e.g. HEA, UKAT, NACADA, QAA, LF, ALT, SEDA, JISC	1	Application Form/Interview
2 d)	Knowledge and understanding of academic organisation and processes as well as regulatory requirements and processes from a range of bodies including OFS, QAA and JISC	2	Application Form/Interview
2 e)	Able to devise creative solutions that impact positively on the students experience as they transition into university and throughout their learning journey	1	Application Form/Interview
2 f)	Excellent written and oral communication skills and the ability to influence and persuade people at all levels and to exchange complex concepts in a manner appropriate to the audience	1	Application Form/Interview
2 g)	Ability to plan, organise and successfully deliver training to a variety of audiences.	1	Application Form/Interview
2 h)	Proficient in the application of IT systems and capable of utilising IT with respect to data analysis, reporting and management systems and processes	1	Application Form/Interview
3 Experience			
3 a)	Proven experience of complex workflows, allocation and capacity to ensure that interactions are responded to efficiently and effectively and in as seamless a way as possible	1	Application Form/Interview
3 b)	Experience of working effectively across multiple services and channels, including workload planning, and process management within a customer focused, higher education environment.	1	Application form/Interview
3 c)	Experience of project evaluation and impact assessment and contributing and implementing quality assurance improvements	1	Application form/Interview
3 d)	Experience in developing and delivering successful learning and teaching improvements	1	Application form/Interview

3 e)	Experience/ability to analyse data, write reports on impact, participation, inclusivity and efficiency by liaising with colleagues	1	Application form/Interview
3 f)	Experience of building successful collegiate relationships to achieve results.	1	Application form/Interview
4	Personal Qualities		
4 a)	Awareness of the requirements associated with operating within a customer service environment	1	Interview
4 b)	Able to work individually and under own initiative and to lead and manage projects and motivate others to reach agreed objectives/deadlines.	1	Interview
4 c)	Able to demonstrate sensitivity in dealing with colleagues/partners and stakeholders from different cultural backgrounds	1	Interview
4 d)	Ability to continuously review and respond to feedback and have experience of delivery projects from initial stage to completion.	1	Interview
4 e)	Able to work effectively with a variety of internal and external colleagues in a professional manner	1	Interview
5	Other		
5 a)	Willing to undertake staff development, which may take place outside the University	1	Interview
5 b)	Awareness of the principles of Data Protection Act, Health & Safety, Freedom of Information Act, UKVI, Prevent and the Bribery Act.	1	Interview
5 c)	Commitment to the University's Policy on equal opportunities and diversity	1	Interview
5 d)	Available to work flexibly and remotely travel as appropriate in order to meet the needs of the services.	1	Interview

Note:

1. **Priority 1** indicates **essential** criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. **Priority 2** indicates **desirable** criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. *The role-holder is required to hold a PhD/Professional Doctorate qualification. However, those without a PhD/Professional Doctorate but with equivalent level qualifications or outstanding achievements in the professional field will be expected to complete a PhD/Professional Doctorate within four years from the date of commencement.
4. It is the responsibility of the employee to ensure any professional registration/accreditation/membership remains current
5. Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required