# University of Sunderland
## Role Profile
## Part 1

| Programme Administration Co-ordinator (School of Medicine - Assessments) | |
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| **Job Title:** | Programme Administration Co-ordinator (School of Medicine - Assessments) |
| **Reference No:** | BLR158 |
| **Reports to:** | Programme Administration Officer |
| **Responsible For:** | Programme Administration Assistant, Programme Administration Support |
| **Grade:** | D |
| **Working Hours:** | 37 per week or pro rata where appropriate |
| **Faculty/Service:** | Academic Registry |
| **Location:** | Sunderland and St Peter's Campus |
| **Main Purpose of Role:** | Lead the administration of the assessment processes for the School of Medicine

Work closely with the Academic & Clinical Assessment Leads in the school of medicine to deliver assessment to all years of the medicine programme

Be responsible for accurately collating, recording and submitting assessment information to the relevant stakeholders.

Manage a team day to day in the successful delivery of all academic assessment programme administration for the School of Medicine

Contribute to the medium-term planning of the area and develop short term plans for implementation.

Role model a professional administrative service to benefit students and other stakeholders and positively contribute to institutional reputation |
| **Key Responsibilities and Accountabilities:** | **Effective Academic Assessment Programme Administration**

- Proactively manage and lead the administration of the assessment processes for the School of Medicine (SoM) with responsibility for scheduling assessment activities, coordinating mandatory assessment training, managing the administrative processes related to development and maintenance of the Question Bank and release of student exam results.
- Responsible for management of assessment processes, procedures and guidance documents adhering to strict version control and ensuring School processes are aligned to University processes
- Responsible officer for the administrative function of the SoM's Module and Programme Assessments Boards, related committees and coordinate information flows with external examiners.
- Facilitate effective relationships between School and internal and external stakeholders ensuring that processes are aligned, strategic and sustainable. |

- Produce the SoM assessment calendar each year in line with the University calendar. Liaise with peers to ensure consistent approaches (e.g. standard results release date). Liaise with stakeholders and team to communicate and implement successfully
- Schedule and manage the deployment of the assessment and committee activities within aligned area; communicate the approach and timescales with relevant stakeholders. This includes ensuring consistency with other functions, communicating the approach, processes and documentation with the team
- Proactively and regularly monitor data (e.g. results, question bank, SITS, progression) from the team to ensure its integrity and accuracy. Responsible for suggesting plans for improvements and working with peers to communicate and coordinate more widely
- Proactively identify opportunities for consistent approaches and processes. Suggest improvements and lead the implementation in conjunction with the function lead across Programme Administration to drive and maintain a "one process" approach for all where appropriate.
- Identify training needs for team members in collaboration with other peers and feeds in ideas and areas of opportunity for technical and behavioural development. Lead and actively participate in the successful delivery of the plan each year across Programme Administration. Support the development of knowledge and confidence of less experienced team members on a day to day basis.
- Establish a network across peers, Faculties and Services to ensure changes and initiatives are factored into the scheduling and planning of SoM assessment administration and consider the 'bigger picture'
- Manage staff within own area/function on a day to day basis and role model good management practices to staff across all areas of Programme Administration. Hold regular one-to-one meetings, appraisals, drive effective performance, and proactively address less complex staff issues.

- Undertake cover duties to support the team in annual leave and busy periods; this may involve deputising for the E Grade and/or working across different teams in Registry for other team members (including lower grades). Any other duties within the scope and general nature of the grade which may be required.

**Lead**
- Take ownership of delivering difficult messages; deliver messages positively even when decisions are unpopular
- Recognise and praise the achievements of others to drive positivity in the team
- Show pride and passion in what they do. Engage others in the shared vision. Challenge negativity, value difference, diversity and inclusion and ensures fairness and opportunity for all

**Contribute to Culture**

- Role model and drive a culture in and beyond the Service and school of medicine which promotes high professional standards, efficiency, being agile

**Communicate and Influence**

- Adapt style to overcome challenging or difficult conversations and to influence a positive outcome
- Role model and drive a culture of open and inclusive communication. Adapt style to influence stakeholders and communicate effectively with stakeholders to build successful relationships and outcomes

**Make Effective Decisions**

- Use evidence and knowledge to support accurate, expert decisions, and advice. Carefully consider alternative options, implications and risks of decisions. Appropriately assess when to make the decision and when to defer or consult

**Work Together**

- Work collaboratively with other peers to develop a consistent and joined up professional offering
- Role model and drive a culture of working together to form effective working relationships and partnerships both internally and externally

**Develop self and others**

- Role model a culture of continuous self-development; proactively acquire new knowledge and skills as appropriate relevant to driving the service forward. Take accountability for own learning
- Create a positive culture of knowledge and confidence using a variety of approaches and styles appropriate to each situation.

**Change and Improve**

- Play a positive and active role in changes; is an advocate, champions activities and supports colleagues through a change initiative
- Role model and drive a culture of continuous improvement; reviews and implements administrative processes and procedures which improve the student experience

**See the Big Picture**

- Understand how their role fits with and supports organisational objectives. Recognise the wider priorities and ensures work is in the interest of both

**Deliver at Pace**

- Role and drive a culture that encourages the delivery of timely and quality results with focus and drive consistently across all functions

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| **Special Circumstances:** | |

# University of Sunderland
# **Role Profile**
## Part 2

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## Part 2A: Essential and Desirable Criteria

### *Essential*
**Qualifications and Professional Memberships:**

- Educated to A-Level/Foundation degree/HND or equivalent *or* relevant experience in a similar role

**Knowledge, Skills and Experience:**

- Worked in an administration environment
- Experience of developing self
- Ability to adapt their style to engage a team, drive high performance, anticipate and overcome obstacles to achieve outcomes
- Ability to communicate complex information to a range of stakeholders
- Ability to proactively collaborate within a team, wider service and beyond
- Ability to independently assess situations and identify potential solutions when presented with issues to make decisions/ appropriate recommendations
- Plan and implement short to medium term priorities for self and others
- Ability to adapt positively to a new working environment when working across different teams
- Extensive expertise in IT systems, with demonstrable expertise in excel
- Has a basic understanding of management styles/managing teams
Excellent attention to detail

### *Desirable*
**Qualifications and Professional Memberships:**

- Educated to first degree

**Knowledge, Skills and Experience:**

- Worked in one or more administrative environments
- Led/supervised teams in a similar environment
- Effectively planned work for others
- Experience of supporting the development of others
- Experience of working with SITs
- Organised with strong attention to detail
- Knowledge of HEI regulations and their application
- How to successfully plan and implement projects
- Awareness / understanding of Turnitin / plagiarism detection software
- Experience of working in administrative roles within NHS Education Departments, Health Education England or Medical Schools.

## Part 2B: Key Competencies

**Competencies are assessed at the interview/selection testing stage**

### Team Development

The role holder is required to advise or guide others working in the same team on standard information or procedures and the role holder is required to train or guide others on specific tasks, issues or activities; give advice, guidance and feedback on the basis of their own knowledge or experience; deliver training and the role holder is required to carry out training or development activity according to the needs of the individual or group; identify current capabilities and future needs; define the performance standards required; identify appropriate developmental activity; assess the application of learning; give feedback and guidance on overall performance

### Communication

**Oral Communication**

The role holder is required to, understand and convey straightforward information in a clear and accurate manner and the role holder is required to, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others

**Written or electronic and Visual Media Communication**

The role holder is required to, understand and convey straightforward information in a clear and accurate manner and the role holder is required to, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others

### Teamwork and Motivation

The role holder is required to clarify the requirements and agree clear task objectives for team members; organise and delegate work fairly according to individual abilities; help the team focus their efforts on the task in hand and motivate individual team members

### Planning and Organising Resources

The role holder is required to plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; monitor progress against the plan

### Pastoral Care and Welfare

The role holder is required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people and the role holder is required to give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the organisation; recognise when an individual should be referred elsewhere for professional help; respect confidentiality

| | **Knowledge and Experience** |
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| | The role holder is required to apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies. |
| **Date Completed:** | **July 2020** |