



#### Work-Integrated Learning Coordinator

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| <b>Job Title:</b>                                 | Work-Integrated Learning Coordinator   |
| <b>Reference No:</b>                              | 0618-22-R  |
| <b>Reports to:</b>                                | Partnerships & Work-Integrated Learning Manager  |
| <b>Responsible For:</b>                           | n/a  |
| <b>Grade:</b>                                     | D  |
| <b>Working Hours:</b>                             | 37 hours a week  |
| <b>Faculty/Service:</b>                           | Centre for Graduate Prospects   Teaching & Learning  |
| <b>Location:</b>                                  | Sunderland Campuses  |
| <b>Main Purpose of Role:</b>                      | <p>Motivated by the belief that every student has the potential to achieve life-changing success and make a society-shaping impact, this role will support the embedding of employability and enterprise across the University of Sunderland, and the creation of confident and motivated students who develop into professional, adaptable, and engaged graduates with rich and rewarding life and career prospects, by ensuring that:</p> <ul style="list-style-type: none"><li>▪ Academic Schools and Faculties are supported with the development and delivery of an embedded and diverse range of work-integrated learning initiatives including non-statutory placements, internships, and consultancy projects.</li><li>▪ Relationships with work-integrated learning partners are responsibly managed, dynamic, and mutually beneficial.</li><li>▪ Student awareness of the availability and benefit of work-integrated learning is maintained, engagement with it supported, and linked back to career thinking and graduate prospects.</li></ul>                   |
| <b>Key Responsibilities and Accountabilities:</b> | <ul style="list-style-type: none"><li>▪ Provide a visible and expert point of contact for academic colleagues and external organisations for work-integrated learning enquiries and proactively promote the mutual benefits of relevant initiatives, options and outcomes, applying an account management approach as appropriate.</li><li>▪ Devise, plan, coordinate and fulfil work-integrated learning initiatives with external organisations and academic stakeholders.</li><li>▪ Proactively work with CfGP colleagues and external organisations to ensure a steady flow of good quality work-integrated learning opportunities are available to students and that students engage.</li><li>▪ Proactively and regularly monitor relevant fulfilment, satisfaction and impact data, suggesting plans for improvements, working with colleagues to communicate and coordinate more widely.</li><li>▪ Proactively engage with target groups of students and individuals, organising and delivering student promotion, briefing and training opportunities, and</li></ul> |

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|                                      | <p>supporting their success.</p> <ul style="list-style-type: none"> <li>▪ Actively participate in the promotion of the CfGP's functions and services to internal and external stakeholders</li> <li>▪ Network internally and externally to ensure awareness of work-integrated learning opportunities is maintained and the pipeline of projects and initiatives</li> <li>▪ Find new and effective ways to engage students and external organisations in work-integrated learning.</li> <li>▪ In conjunction with colleagues, effectively promote the work-integrated learning offer</li> <li>▪ Coordinate key functional areas by way of continuous improvement and customer satisfaction</li> <li>▪ Support the University in its commitment to improving and increasing the graduate prospects of our students through high quality employability and enterprise interactions.</li> <li>▪ To develop links and relationships with the wider University community and external stakeholders to communicate and increase awareness of the CfGP's agenda.</li> <li>▪ Perform other such duties as the Partnerships &amp; Work-Integrated Learning Manager may from time to time require.</li> </ul> |
| <p><b>Special Circumstances:</b></p> | <p>Expected to attend and participate in occasional evening and weekend working, and travel nationally and internationally when required.</p>   |



#### Part 2A: Essential and Desirable Criteria

##### Qualifications and Professional Memberships

###### **Essential:**

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

###### **Desirable:**

- Educated to first degree
- Professional qualifications/memberships related to recruitment and/or business support.

##### Knowledge and Experience

###### **Essential:**

- Demonstrable experience of coordinating and delivering work-integrated learning initiatives such as placements, internships and/or consultancy projects.
- Experience of networking, developing and coordinating relationships and collaborations across the business, community and education boundary.
- Knowledge and experience of embedding work-integrated learning into an educational context and supporting educators and learners effectively.
- Experience of organising and delivering student briefings, support and associated resources.
- Proven experience of working within a role that requires effective planning and organisational skills, strong attention to detail and an ability to deal with a variety of difficult situations including complex student problems.
- Ability to develop and enhance systems and processes, and experience of using technology to do so.
- Proven ability to work within a team, to work without direct supervision and to take initiative; the judgment to know when to escalate problems.
- Evidence of an enterprising and continuous improvement mindset, always seeking opportunities to understand impact and improve personal practices.
- Able to work collaboratively as part of a team and contribute to a high performing culture across diverse groups.
- Evidence of successfully engaging others through compelling written and engaging oral communication skills particularly in-person, and over the telephone/digital meeting platforms.
- Proven track record in developing rich working relationships with a variety of internal and external stakeholders.
- Analytical and problem-solving skills with the ability to deliver accurate work to time, within periods of competing priorities and to high levels of customer satisfaction.

###### **Desirable:**

- Experience of working in a Higher Education environment.
- Experience of coordinating placement and/or internship activity.
- Knowledge and understanding of the development of applied learning and teaching experiences.
- Knowledge and understanding of graduate employability and enterprise and the role they play in the decision making and development of students and graduates.

## Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

### Service Delivery

- The role holder adapts services and systems to meet customers' needs and identifies ways of improving standards.
- Learns from complaints and takes action to resolve them.
- Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.
- Actively promotes services.

### Oral Communication

- The role holder routinely explains more complicated non-routine matters/policies/procedures clearly by explaining technical/specialist terms commonly used in own area of work.
- Adapts the style of communication to the audience and ensures understanding

### Written and electronic communication

- Routinely provides written communication that is well structured, clear and concise
- Consideration is given to others' needs when choosing how to present the material
- Occasionally will need to understand, use and interpret technical/specialist terms commonly in use in own area of work and explain complicated non-routine matters/policies/procedures clearly through a range of appropriate methods and with consideration to the audience.

### Knowledge and Experience

- The role holder applies knowledge and experience of professional and/or technical practice and interprets and shares knowledge by advising and guiding others as required.
- Undertakes periodic updating of skills and knowledge.

### Decision-Making Processes

- The role holder independently makes decisions, guided by regulation and practice, which mainly affect themselves or a small number of people.
- Works with others to make collaborative decisions that may be operational or strategic and impact immediate team or work area.
- Recommends and advises on available options for decisions that affect operational processes, taking into account any risks.

### Team Development

- The role holder contributes to the induction of new staff, and explains routine procedures.
- Occasionally produces and/or provides "expert" support and training in relation to specific tasks or work areas.
- Undertakes coaching/mentoring activities providing advice, guidance and feedback to help team members work more effectively.

**Pastoral Care and Welfare**

- Occasionally deals with individuals showing signs of distress, calms, reassures and where necessary and appropriate, initiates action by referring to others.
- Is the first point of contact for students or staff with sensitive and emotional situations.
- Occasionally will be required to deal with difficult welfare situations with staff or students in accordance with the organisation's policies and procedures, recognising when more complex situations should involve others.

**Date Completed:****November 2022**