University of Sunderland
Role Profile
Part 1

University of Sunderland
lifechanging

Head of Sunderland Online	
Job Title:	Academic Head of Sunderland Online
Reference No:	
Reports to:	Academic Director for Educational Partnerships
Responsible For:	Academic leadership of the Sunderland Online programmes (partnership with Higher Ed Partners) and Independent Distance Learning (IDL) provision
Grade:	Grade G
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Learning and Teaching
Location:	Sunderland Campus (with the expectation to travel to other University campuses / sites as required)
Main Purpose of Role:	To support the Academic Director for Educational Partnerships to provide academic leadership for Sunderland Online and Independent Distance Learning provision, in line with University of Sunderland's Strategic Plan and related supporting plans, to deliver an outstanding experience and outcomes for students studying at a distance, and to support the financial growth and sustainability of the provision.
Key Responsibilities and Accountabilities:	• Provide strategic academic leadership for all of the University's online provision, ensuring it delivers on ambitious targets for student experience and outcomes, maintaining exceptional quality across a range of online student provision, and informing financial sustainability • Ensure that effective mechanisms are in place to meaningfully capture and respond to the online Student Voice in a timely manner. • Working with the Sunderland Online Manager, lead and manage academic operations across Faculties and services (including working with Programme Leaders, Module Leaders, Academic Registry and other professional services), for example, responding to student feedback, timely and smooth processing of assessment outcomes, progression decisions and awards, and effective external examiner support. • In collaboration with Schools, Faculties, professional services and external partners effectively lead and manage high quality programme and module development and enhancement, adhering to specific timelines. • Work with Faculties and Schools to ensure online provision is effectively designed and delivered in line with the University of Sunderland

Curriculum principles, and embedding current best practice in online learning across the provision.

- Work with internal stakeholders and external partners (including Higher Ed Partners) to develop systems, policies and procedures which support the effective management and delivery of online provision.

- Ensure University-strategies, priorities, policies and procedures are implemented effectively to support online provision.

- Utilise available data to recognise trends of programme success and high performance, along with data indicators of areas requiring development and action.

- Implement effective change to manage regulatory framework implications.

- Manage the programme review process to address issues, enhance provision and support success in key performance indicators.

- Work with other internal stakeholders to foster a positive and effective working relationship with Higher Ed Partners (HEP) in relation to the Sunderland Online provision.

- Foster a culture of inclusion and belonging in the Sunderland Online community, for staff and students.

- Work with internal and external stakeholders, to design and deliver effective staff development packages to enhance the delivery of distance learning provision.

- Be aware of the external landscape in relation to Higher Education and online, international, and transnational provision and advise internal stakeholders on associated opportunities and risks.

- Ensure up-to-date knowledge of current progress and trends in online, international, and transnational learning as relevant to the provision and apply this knowledge to enhance the provision.

- Work with the Academic Director for Educational Partnerships, internal stakeholders and external collaborators if relevant to develop impactful programmes of research relevant to the provision, for example, in online learning, transnational education, collaborative provision, internationalisation and sustainability.

- Support and deputise for the Academic Director for Educational Partnerships as and when required to support academic leadership in partnership provision.

Special Circumstances:	

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Part 2

Part 2A: Essential and Desirable Criteria

Essential
Qualifications and Professional Memberships:

- Relevant Postgraduate (or higher) qualification or equivalent professional qualification.

- Higher education teaching qualification / membership of the Higher Education Academy.

Knowledge and Experience:

- Proven record of successful academic leadership in a large/complex organisation.

- Demonstrable experience of effective people management within an academic environment.

- Excellent interpersonal and communication skills (written, presentation, oral) and demonstrable ability to communicate effectively with a variety of internal and external stakeholders.

- Experience of effectively chairing university meetings and Boards.

- Significant experience of higher education teaching, quality assurance and enhancement, curriculum design and review.

- Experience of the design and delivery of effective online programmes of study.

- Demonstrable understanding of evidence-based and current pedagogy and experience of its application to effective online programmes of study.

- Demonstrable understanding of effective curriculum design and support for international students.

- Good knowledge and understanding of the higher education environment, nationally and internationally, and the major influences on institutional success.

- Demonstrable understanding of regulatory environments in the UK and internationally, and their implications for online provision.

- Demonstrable experience of the accreditation processes and standards of Professional, Statutory and Regulatory Bodies.

- High personal academic and/or professional standing in an area relevant to the provision.

Desirable
Qualifications and Professional Memberships:

	• Senior Fellowship (or higher) of the Higher Education Academy.
	Knowledge and Experience: • A demonstrable track record in academic research. • A demonstrable track record in pedagogic research. • Experience of effective project management within a Higher Education context.
Part 2B: Key Competencies	
Competencies are assessed at the interview/selection testing stage	• Displays strong leadership and management skills, motivating others to achieve their potential. • Ability to deliver organisational change in a challenging environment. • Demonstrates honesty, loyalty and integrity. • Takes ownership and displays resolve to be accountable for delivering against objectives. • Excellent communication and interpersonal skills with an ability to engage effectively and positively across a range of stakeholders. • Displays self-confidence, demonstrating a 'can do' approach. • Cultural awareness, intercultural competency and a high level of commitment to equality, diversity, and inclusivity.
Date Completed:	February 2023