Quality Support Officer

Department: Student and Academic Services - Student Administrative and Academic Affairs

Hours of work: Full-time | 37 hours per week | Flexibility available

Contract type: Open

Salary: £33,309 - £40,927 per year | Grade 6
Introduction

Student and Academic Services supports the University’s ambition of offering an outstanding and valuable experience to our students. We support our academic colleagues in achieving excellence in their research, learning and teaching and the student experience. Our staff are committed to providing a high quality student-centred service that will enhance student life, retention, success and progression, and will be recognised as exemplary.

Student and Academic Services comprises the following departments:

- Student Administration and Academic Affairs
- Student Careers and Systems
- Library, Archives and Learning Services
- Student Life and Wellbeing
- Online Partnerships
- Directorate Administration Team

Academic Quality (AQ) sits in Student Administration and Academic Affairs. This post offers an opportunity to contribute to a broad portfolio of work, which aims to assure and enhance the quality of learning and teaching within the University. The role holder will work closely with a range of colleagues across the institution for whom learning and teaching matters are a key concern, taking the lead in some areas of work.

Main purpose of the role

Reporting to the Academic Quality Manager, the role holder will:

- Support a portfolio of quality assurance and enhancement activities relating to the work of the University Teaching Committee (UTC), the Standing Committee on Assessment and the Faculty Learning and Teaching Groups (FTLG).
- Provide advice and support to staff from academic departments on a range of quality and regulatory matters.

Previous experience of providing professional advice and support to academic staff, knowledge of the national teaching and learning quality assurance agenda in Higher Education, and excellent organisational, communication and interpersonal skills are essential for this post.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

1. Role Specific Responsibilities

- Contributing to the review, development and implementation of the University’s framework of academic policy and guidance, through:
  - direct involvement in the provision of professional leadership, advice and support for working groups set up, for example, to consider the implications of developments in the sector or to address particular policy issues;
  - performing research and detailed analysis of information and/or data, presenting results and making recommendations via briefings, presentations or written reports;
  - acting as department and faculty contact to provide guidance and support;
  - drafting and editing policy and other documents;
● Organisation of and support for periodic reviews of academic departments, advising members of the review panel and contributing to the process of review, as well as preparing formal reports;
● Involvement in the process of annual programme review;
● Supporting ongoing formal business, for example as Secretary to committees or other bodies, or project-managing analysis and follow-up actions relating to evidence from student opinion surveys;
● Supporting or managing short-term projects and contributing to wider teaching and learning–related projects and initiatives (for example projects arising from the implementation of the University Strategy);
● Keeping up to date with relevant developments in the sector to ensure that work is informed by national policy, existing and emerging research, and practice in other HEIs, by undertaking professional networking, attending / presenting at relevant conferences and events and developing links with national organisations;
● Carry out other duties as specified by the Academic Quality Manager or Head of AQ and commensurate with the level of the post. These might include contributing to staff development events, or representing the University at internal or external meetings.

2. University of York Responsibilities for Grade 6

Service and Operational Delivery

● Oversee a responsive and proactive support service to ensure service expectations are met.
● Collect and analyse stakeholder feedback to help define needs and requirements and the design and planning of services.
● Contribute to operational leadership teams and decision making to shape the nature and level of support services.
● Implement changes to the design and development of a service.
● Accountable for delivery of a service within a defined area or defined responsibilities.
● Make effective use of digital solutions to carry out operational activity and implement efficiency improvements.
● Depending on the role, may be required to act as operational line manager - setting, monitoring and overseeing the work of the team on a day to day basis.

Continuous Improvement

● Analyse service and operational delivery data and provide reports, making recommendations for improvement as appropriate.
● Ensure the review and improvement of systems and procedures in line with University frameworks.
● Review internal and external practice to identify opportunities for future improvements or efficiencies.
● Apply expertise to identify, understand and propose resolutions for issues or problems.
● Proactively identify opportunities for building personal knowledge and skills, and ensure training and development needs of the team are met.
● Deliver knowledge sharing on specialist defined processes across the broader team.
Specialist Contribution

- Provide advice to stakeholders in relation to complex policy, procedures and regulations.
- Provide specific technical advice to ensure compliance with legislation, statutory duties, etc.
- Provide specialist expertise and support with complexity of data and information sources, providing interpretation and analysis.
- Carry out in-depth, complex investigations or searches; interrogate the information and data to identify trends and patterns.
- Deliver training, teaching and/or development delivery for stakeholders.

Collaboration and Communication

- Establish, maintain and develop productive and ongoing relationships with University stakeholders to create ideas for tactical service or operational delivery development.
- Build relationships and networks internally and externally to build and update knowledge and skills.
- Use a range of digital media and tools to communicate with a diverse range of key stakeholders.
- Act as a supportive and encouraging member of a team. For roles at this level with supervisory responsibilities, demonstrate compassion and give advice on commonly occurring wellbeing issues.

Governance and Oversight

- Oversee activity to ensure all processes and transactions are delivered in line with regulatory and professional service and policy standards.
- Provide advice and training to stakeholders regarding compliance and regulations relating to the area of responsibility.
- Contribute to the creation or development of policy and procedures to take account of internal and external changes.
- Ensure activities and documents comply with internal University and external regulation, policy and procedures.

Planning and Organisation

- Plan, organise and prioritise the work of self and team members on a regular basis, taking into account operational needs and changing circumstances over the short to mid term.
- Contribute to longer term strategic/planning of the team’s work.
- Lead the delivery of projects to facilitate service operational change or play a role in University-wide projects.
## Person specification

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<thead>
<tr>
<th>Role Specific</th>
<th>Essential / Desirable</th>
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<tbody>
<tr>
<td>Qualifications:</td>
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<tr>
<td>A first degree or equivalent.</td>
<td>Essential</td>
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<td>A postgraduate qualification.</td>
<td>Desirable</td>
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<tr>
<td>Knowledge</td>
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<tr>
<td>Knowledge of the national learning and teaching quality assurance and enhancement agenda in higher education, including the work of the Quality Assurance Agency and relevant requirements of the Office for Students and of professional, statutory and regulatory bodies.</td>
<td>Essential</td>
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<tr>
<td>Knowledge of internal University teaching quality assurance procedures and their relationship to external requirements.</td>
<td>Essential</td>
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<td>Understanding of academic culture relevant to a UK research-intensive university and its implications for supporting and developing learning and teaching.</td>
<td>Essential</td>
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<tr>
<td>Skills, abilities and competencies</td>
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<td>Excellent oral and written communication skills and interpersonal skills, to address a variety of needs and audiences, such as:</td>
<td>Essential</td>
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<td>- acting as the point of contact for a range of individuals of all levels of seniority;</td>
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<td>- developing relationships with staff from other teams, sections, Directorates and academic departments and using those relationships to promote and further the work of the team effectively;</td>
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<tr>
<td>- providing professional advice to colleagues and in meetings on aspects of teaching quality assurance and enhancement, and of academic policy;</td>
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<td>- negotiating with and influencing stakeholders and facilitating open discussion with individuals and groups on complex issues;</td>
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<td>- preparing high quality written material for University committees and other audiences;</td>
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<tr>
<td>- preparing, presenting and advising on formal academic policy documents and guidelines;</td>
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<td>- maintaining and developing internal and external professional networks.</td>
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<tr>
<td>The ability to research, assimilate and organise large amounts of complex information, making appropriate decisions about the relevance of information for particular audiences.</td>
<td>Essential</td>
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The ability to manage own workload across a broad range of activities, some of which may have an annual cycle, others arising on a less predictable basis. **Essential**

The ability to maintain a high level of accuracy, even when producing work to tight deadlines. **Essential**

**Experience**

Experience of providing professional advice and support to academic staff. **Essential**

Experience of supporting working groups and committees, including planning and organising meetings in conjunction with the Chair, advising members, minute-taking and report-writing, and coordinating actions and schedules of work. **Essential**

Experience of supporting the development of academic policy and guidance, including the drafting of such policy and guidance statements for approval by senior committees. **Desirable**

Experience of providing teaching quality assurance advice and support to academic staff in a range of subject disciplines. **Desirable**

Experience of liaising with external bodies, such as the Quality Assurance Agency or professional accreditation bodies. **Desirable**

**Personal attributes**

A commitment to addressing teaching and learning needs and effecting change. **Essential**

A proactive approach, able to use initiative in problem solving and developing service opportunities with an appreciation of possible longer-term implications. **Essential**

Highly motivated, able to work independently or as part of a team, with a commitment to service excellence. **Essential**

**University of York Person Specification for Grade 6**

**Qualifications:**

Level 3 qualification. (Qualifications at this level include A levels. Please [view the full list](#). We also welcome applicants with equivalent non-uk qualifications or equivalent professional experience. **Essential**

**Skills - demonstrates the ability to:**

- Lead projects **Essential**
- Gather, analyse, interpret and report complex data/information **Essential**
- Use digital technologies including Google applications and/or Microsoft Office **Essential**
- Communicate effectively in verbal and written formats, including the use of a variety of digital tools **Essential**
<table>
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<th>Behaviours:</th>
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<tr>
<td>Works collaboratively with others</td>
<td>Essential</td>
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<td>Delivers a quality service</td>
<td>Essential</td>
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<td>Develops self and others</td>
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<td>Actively champions respect, inclusivity, equality and diversity</td>
<td>Essential</td>
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<td>Identifies and implements continuous improvement</td>
<td>Essential</td>
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