

Job Description

Job title:	Assistant Registrar (Academic Quality & Standards)
Department/School:	Academic Registry
Grade:	8
Location:	University of Bath premises and remote working

Job purpose

The Academic Registry is a key, central, professional service department.

This post plays an important role in leading central services to support education quality assurance and standards throughout the University. Areas of focus include but are not limited to:

- Alignment to Office for Students' and statutory/regulator requirements
- Education-related regulations and policy/quality frameworks
- Course approval and change
- Course monitoring and review
- Assessment policy, including academic integrity
- Partnerships and placements
- Information to students and CMA compliance

The role-holder manages Academic Registry's support for academic and professional service colleagues working on education, quality assurance, or student experience policy. This includes managing the development and implementation of procedures and systems to ease administration of quality processes. The role manages a robust and customer-orientated service for key stakeholders.

Internally, the role-holder maintains consultative and collaborative relationships with colleagues in academic departments, faculties/school, and relevant professional services including Academic Registry, and the Students' Union. Externally to the University, the role-holder maintains an active understanding of sector developments and good practice.

In so doing, the role-holder develops and delivers effective quality and standards assurance policy and processes that are aligned around the University's goals and sector requirements and good practice.

Source and nature of management provided

Head of Academic Quality & Standards, with direction also from other senior managers such as the Director of Academic Registry, strategic education project leads, and Pro-Vice-Chancellors. The role-holder may also take targeted direction/management from project managers of strategic projects, such as those related to the Education Strategy.

Staff management responsibility

You may line manage one or more staff within the Academic Quality & Standards team and may be called upon to act as a line-manager for other staff should the need arise. You may lead project or workstream-related activity for staff for whom you have no line-management responsibility, some of whom may be in other departments. This may mean providing guidance, co-ordination, direction, or management in support of the University's strategic aims.

Special conditions

As a manager you are expected to give high priority to Academic Registry's support for the University, even if this extends at times beyond normal working hours. You will be expected to coordinate periods of leave with relevant colleagues to ensure continuity of expertise.

Main duties and responsibilities

This role description is shared by other colleagues within the Academic Quality & Standards team.

The Assistant Registrars (Academic Quality & Standards) will work as a management team to deliver and develop the Academic Quality & Standards service within Academic Registry.

The team will work together, with appropriate direction from the Head of Academic Quality & Standards and the Director of Academic Registry, to determine their individual, cyclical or project-related remits informed by their awareness of external and internal priorities.

Lead responsibilities for specific workstream delivery or stakeholder support will be determined and communicated through a planned service delivery framework, on a cyclical basis.

Main duties and responsibilities will fall into the following normal areas:

1

Management of quality assurance and standards

Provide central management for quality and standards policy, frameworks and assurance across the University's education provision.

Keep current with developments in the sector and across the University to proactively inform approaches and risk management.

Work with a wide range of stakeholders to support the effective operational implementation of quality assurance policy, processes and practices. In particular, work with staff responsible for local quality and standards activities to enable their active and effective engagement in a University-wide quality assurance community.

Develop and maintain responsive mechanisms for quality assurance and standards activity to:

- Evaluate the effectiveness of policy, processes, and systems
- Generate and analyse data required for institutional strategic and operational priorities
- Identify and monitor risks and risk mitigations

2

Frameworks and regulations

Develop and maintain policy frameworks and student regulations for the effective management of quality and standards in education.

Develop and maintain assessment regulations for different types of education provision.

Ensure that policies and procedures comply with statutory requirements (including Office for Students Conditions of Registration) and are aligned with recognised good practice (for example, Office of the Independent Adjudicator for Higher Education; Quality Assurance Agency).

3	<p>Training, guidance and expert contributions</p> <p>Manage the work of the Quality Assurance and Standards team to provide responsive and expert support and guidance for academic and professional service colleagues.</p> <p>Provide and coordinate training and guidance provision for colleagues in support of quality assurance policy, process and good practice, and in support of the understanding of and application of assessment and relevant student regulations.</p> <p>Lead and contribute to appropriate strategic education project workstreams.</p> <p>Liaise closely with technical colleagues developing education-related systems to make sure they reflect quality assurance policy and process requirements.</p> <p>Provide and coordinate expert reports, briefings and advice to staff and senior managers across the University, including through attendance at education and student experience governance committees and subgroups.</p> <p>Contribute to institutional sector-facing submissions in support of the Pro-Vice-Chancellor (Education). This may involve, for example drafting appropriate institutional responses to sector quality-related consultations, or contributing to project teams related to student survey or Teaching Excellence Framework related activity.</p>
4	<p>Course monitoring and education data</p> <p>Work with senior stakeholders to determine and agree appropriate data for education and course monitoring, which may include student attainment, student satisfaction, employability outcomes, and student progression.</p> <p>Manage the collation, analysis and reporting of appropriate education data to University committees and subgroups, and for strategic, governance, and external reporting purposes.</p> <p>Identify and understand core risks and areas of good practice across education provision and course portfolio.</p>
5	<p>Degree Outcomes and attainment</p> <p>Manage production of the University's Degree Outcomes Statement, coordinating data and expert inputs from colleagues across the University.</p> <p>Coordinate expert input into analysis of degree outcomes.</p> <p>Lead workstreams or make expert contributions to working groups related to understanding of degree outcomes and attainment.</p>

6	<p>Information to Students</p> <p>Develop and maintain policies to assure the quality of information to students, including CMA compliance.</p> <p>Oversee management of the integrity of the student contract for cohorts across the student lifecycle, working with colleagues in the Faculties/School and other professional services.</p> <p>Identify risks and propose mitigations where appropriate.</p>
7	<p>Support quality assurance for collaborative, doctoral, and degree apprenticeship provision</p> <p>Develop expertise and practices to ensure quality assurance for the University's collaborative and doctoral provision.</p> <p>Act as the principal expert and contact for the International Relations Office, Learning Partnerships Office and Doctoral College on quality and standards and academic policy services.</p> <p>Work closely with colleagues who manage quality assurance and compliance requirements for degree apprenticeships and other forms of postgraduate provision to ensure the specific needs of this provision are embedded throughout the University's frameworks, regulations, and Quality Code.</p> <p>Work closely with colleagues to ensure the specific needs of these types of provision are embedded throughout the University's frameworks, regulations, and quality assurance policies.</p>
8	<p>Governance</p> <p>Manage the delivery within the Academic Registry of servicing for relevant education and curriculum boards and committees, ensuring all activity is aligned with the University's established practices and expectations through close liaison with the Governance team and board and committee Chairs as appropriate.</p>
9	<p>Student casework</p> <p>Support the Director of Academic Registry and senior managers in the department or across the institution with complex student casework relating to academic quality, academic decision-making, or policy. This may include, for example, casework stemming from complaints, academic appeals, academic misconduct, or disciplinary processes.</p>

10.

Management contributions to Academic Registry

Contribute actively and positively to the aims and ethos of the department as a member of the Academic Registry's management team.

Represent the department at University meetings and groups, and represent the University at external sector events.

Line manage junior colleagues, ensuring they understand their priorities and support them in professional development opportunities.

Support the work of the Director of Academic Registry, the Head of Academic Quality & Standards, and the Head of Registry Services as appropriate to expertise and priorities.

You will from time to time be required to undertake other duties of a similar nature as reasonably required by senior managers. You are required to comply with all appropriate legislation, to follow all University policies and procedures at all times, and to take account of University guidance.

Person Specification

Criteria: Qualifications and Training	Essential	Desirable
Educated to degree level or an appropriate level of professional experience in a similar role	X	
Other training/courses (with or without qualifications) that have contributed to relevant professional development		X

Criteria: Knowledge and Experience	Essential	Desirable
Experience of taught education quality assurance and/or assessment/academic regulations in a higher or further education setting.	X	
Understanding of risk-based approaches to the monitoring and management of standards and quality within a taught education environment	X	
Expert understanding of key HE sector and regulatory requirements	X	
Experience of embedding policy within operational processes (including to support development of systems solutions).	X	
Experience developing and maintaining strong working relationships with colleagues, including leaders and managers	X	
Experience of evidence-based decision making using appropriate data and an understanding of core principles.	X	
Experience of producing material to inform decision-making, including data analysis, briefings, and reports.	X	
Experience of managing and/or delivering projects without continuous reference to others, including overseeing projects through from the planning stage to implementation.	X	
Experience managing significant change, and with supporting stakeholders through change	X	
Experience with line management of a team or of managing people to the delivery of objectives.		X
Experience of building a customer-focused service		X

Criteria: Skills and Aptitudes	Essential	Desirable
Excellent organisational, planning, prioritisation and delegation skills	X	
Ability to take delivery ownership of work and see it through the stages from conception through to effectiveness evaluation	X	

Ability to formulate and construct an argument or to summarise key information, in writing or orally, to inform decision making.	X	
Data literate, with a strong understanding of how to use evidence to inform policy.	X	
Ability to lead work with a range of people, in teams or individually, in a pressurised environment, to develop effective working relationships with stakeholders and to understand different perspectives	X	
Ability to work with personal responsibility, discretion, and initiative	X	
Consultative and collaborative approach to working with colleagues	X	
Creative and positive approach to problem-solving	X	
Strong IT literacy, with ability to use digital tools to manage projects and customer communications	X	

Effective Behaviours Framework

The University has identified a set of effective behaviours which we value and have found to be consistent with high performance across the organisation. Part of the selection process for this post will be to assess whether candidates have demonstrably exhibited these behaviours previously.

Managing self and personal skills:

Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.

Delivering excellent service:

Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.

Finding innovative solutions:

Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.

Embracing change:

Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.

Using resources:

Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the University.

Engaging with the big picture:

Seeing the work that you do in the context of the bigger picture e.g. in the context of what the University/other departments are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.

Developing self and others:

Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.

Working with people:

Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.

Achieving results:

Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.