

OUR REWARD PRACTICES/ JOB DESCRIPTION: Student Success Project Officer

Date created:

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| Generic role title: | Student Success Project Officer |
| Job family: | Administration, Professional & Managerial |
| Reference number: | STM-095-19 |
| Grade: | Grade 6 |
| Salary Scale: | £28,331 - £32,817 <i>per annum</i> |
| Contract: | Fixed term to 31 July 2021 Full time |
| School/Department: | School of Computing |
| Location: | University of Kent, Canterbury campus |
| Line manager: | Student Success Lecturer |
| Immediate line reports: | N/A |
| Anticipated start date: | As soon as possible |

Job purpose

This role will provide executive and strategic support to the School of Computing Student Success (EDI) project. With a high degree of personal initiative and responsibility and working with little supervision, the post-holder will be required to demonstrate considerable independence in the arrangement of their work.

The role will involve working on a project to evaluate and improve retention, achievement and progression across the undergraduate cohort. The post-holder will be expected to provide and analyse data both from University sources as well as in-house questionnaires, prepare briefings and organise appropriate training for the wider staff of the School, organise student interventions as required and liaise with relevant staff across the wider University. The post-holder will be able to confidently use the range of data available to staff in the University and to understand and analyse it in order to support development of the student teaching and learning experience. The post-holder will be a highly numerate and articulate individual who will be expected to see through the project from inception to completion.



The role holder will work closely with the Student Success Lecturer and other members of the Student Success Team. They will also work with lecturers and Academic Advisers across the School.

Key accountabilities

This section details the main accountabilities (or responsibilities) of the job, together with a selection of indicative duties. Other duties, commensurate with the grading of the post, may also be assigned from time to time.

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| 1. | To support the effective monitoring and evaluation of Student Success plan activity and make recommendations for development. | Frequency |
| | | Daily |
| Example duties: | | |
| 1.1 | Examine performance data in relation to learner characteristics and identify how the School can offer better early intervention. | |
| 1.2 | Work in furtherance of an improvement in the proportion of students obtaining good degrees. | |
| 1.3 | Interpret existing Student Success data, building ongoing intelligence through further data analysis for the School (and its disciplines) to increase understanding of student success attainment gaps. | |
| 1.4 | Work closely with the Student Success central team to ensure that participation in student success intervention is closely monitored and outcomes are evaluated. | |
| 2. | To support the Student Success Lecturer on the communication of interventions, the project and its outcomes across the School and the University. | Frequency |
| | | Weekly |
| Example duties: | | |
| 2.1 | Communicate data analysis results to key staff on a timely basis in order to inform practice; ensuring that analysis is updated as new data becomes available. | |
| 2.2 | Ensure adequate and frequent communication to School staff regarding project activity, progress and evaluation. | |
| 2.3 | Organise and be willing to deliver staff training regarding EDI/Student Success. | |
| 2.4 | Provide specialist advice, support and co-ordination to School staff regarding the Project and handle day to day queries as they arise. | |
| | | Frequency |

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| 3. | Project co-ordination of Student Success interventions and activities; ensure a student-led approach to delivery. | Daily |
| Example duties: | | |
| 3.1 | Assist in the design of appropriate, evidence-based interventions according to learner needs, establishing a mechanism for evaluation. | |
| 3.2 | Co-ordinate the delivery of, and be willing to deliver, a range of activities aimed at providing support in areas such as technical skills, writing, communication. | |
| 3.3 | Co-ordinate, organise and service Student Success meetings in the School, including taking minutes. | |
| 3.4 | Update the Student Success Resources Toolkit to promote the interventions implemented within the School of Computing. | |
| 4. | Close liaison with key members of senior management and professional services within the School, as well as other departments across the University to ensure consistency, cohesion and co-ordination of the University Student Success project. | Frequency |
| | | Weekly |
| Example duties: | | |
| 4.1 | Work closely with School staff to plan and organise resources and events for the Student Success Project. | |
| 4.2 | Participate in a Student Success Network comprising academic and operational staff in other Schools, share best practice and disseminate findings on behalf of the School. | |
| 4.3 | Facilitate school involvement in the institutional research programme. | |
| 4.4 | Contact staff and students directly to develop in depth knowledge of the issues and potential problems and how they can be resolved. | |
| 5. | To support the School's Student Support Officer with interventions where there may be a crossover with pastoral care and to communicate with the Support Office on pastoral support needs as and when these may be identified. | Frequency |
| | | Daily |
| Example duties: | | |
| 5.1 | Assist in identifying students who may be at risk of underperforming and share this information with the Student Success Lecturer to ensure interventions are made available, such as the Support to Study programme, where applicable. | |
| 5.2 | To be aware of existing support processes and interventions offered by the School in order to make referrals to the Senior Tutor when a need for pastoral support may be identified. | |

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| 5.3 | Provision of data across multiple key areas e.g. the Support Office, the School's Academic Diligence procedure and the Success Project work | |
| 5.4 | Assist in the delivery of student facing events where required by the Student Success Lecturer. | |
| 6. | To maintain working relationships with academics and professional services staff to maintain focus on the Student Success agenda to achieve maximum buy in. | <i>Frequency</i> |
| | | Daily |
| Example duties: | | |
| 6.1 | To facilitate discussion on sensitive equality issues, such as race, discrimination and bias across the university in collaboration with the Student Success Lecturer. | |
| 6.2 | Communicate national data and information to school teams regarding attainment gaps. | |
| 6.3 | Support curriculum development to embed inclusive teaching materials, challenging existing practice where it privileges groups of students and negotiating change where necessary. | |
| 6.4 | Assist with the ongoing evaluation of staff training needs in relation to EDI/Student Success awareness and knowledge. | |

Internal & external relationships

This section indicates with whom the job holder comes into contact and liaises/communicates with on a regular basis, and for what purpose.

Internal: Academics, professional services staff and students within the School; staff in central services, including the Student Success Central Team; Partnership Development Office, Planning and Business Information Office, Student Services, Student Learning Advisory Service, staff from other Schools and notably those involved in the Student Success (EDI) Project.

External: Academic and professional staff from other HE institutions: Directors of Education, Heads of Learning Support, EDI directors and staff, and student success staff to share project experience and good practice.

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

Regular use of Screen Display Equipment

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

| Qualifications / training | Essential | Desirable | Assessed via* |
|--|-----------|-----------|---------------|
| Educated to Degree level or equivalent | | ✓ | A |
| Qualification or experience in data analysis | ✓ | | A |
| Qualification in project management | | ✓ | A |

| Knowledge, experience and skills | Essential | Desirable | Assessed via* |
|---|-----------|-----------|---------------|
| A good understanding of Equality, Diversity and Inclusivity (EDI) legislation | | ✓ | I |
| A sound understanding of policies and frameworks relating to widening participation and EDI in Higher Education | ✓ | | A |
| Experience of quantitative and qualitative data analysis | ✓ | | T/I |
| Experience of IT software, particularly MS Word, Outlook and Excel packages | ✓ | | T |
| Experience of project work including monitoring on progress and contributing to short and long-term projects | | ✓ | I |
| Experience in organising and delivering developmental workshops, training and support sessions and events | | ✓ | A |
| The ability to achieve academic “buy-in” with respect to curriculum development | | ✓ | I |
| Ability to critically evaluate the success of Interventions | ✓ | | A/I |
| High level of accuracy and meticulous attention to detail | ✓ | | T |
| A good understanding of Data Protection regulations and experience of handling confidential and sensitive data | ✓ | | I |
| Excellent interpersonal skills and the ability to work confidently and diplomatically with people at all levels, from students to senior management | ✓ | | A/I |
| High level of literacy and excellent oral and written communication skills including clear and effective presentation skills and the ability to produce clear and concise written material, including reports | ✓ | | T |
| Excellent organisational skills and the ability to balance a variety of tasks, whilst delivering results and meeting deadlines | ✓ | | A |
| Ability to clearly articulate solutions to problems, and orally present information in a concise manner to small and large groups | ✓ | | I |
| Ability to build effective working relationships and collaborate successfully within the school and across | ✓ | | I |

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| faculties | | | |
| Ability to research topics, gather, analyse and present data and information, and write reports which identify issues for resolution | | ✓ | A |

| Additional attributes | Essential | Desirable | Assessed via* |
|--|-----------|-----------|---------------|
| Commitment to equality, diversity and inclusivity in education | ✓ | | A |
| A good team worker who is able to form good working relationships with academic, administrative and technical staff at all level | ✓ | | A |
| Flexibility and the ability to respond positively to changing priorities in the workplace | ✓ | | A |

*Criterion to be assessed via:

A = application form or CV/cover letter

I = interview questions

T = test or presentation at interview