Job Description

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| **Position:** | Business Administration Manager (Assessments) |
| **School/Service:** | Bolton School of Medicine |
| **Reference:** |  |
| **Grade:** | Level 7 |
| **Hours:** |  |
| **Reports to:** | Head of Professional Services (Medicine) |

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| **Overview of the Institute of Medicine** The Institute of Medicine is dedicated to delivering top-quality education and training to future healthcare professionals. We are committed to making a difference in our students' careers and the wider community by delivering exceptional holistic, compassionate, patient-centred teaching to our students.  Our team comprises experienced medical education professionals and professional services support staff who are passionate about healthcare, dedicated to student success and invested in making a difference to the healthcare in Bolton and the surrounding areas. **Our Core Values**  * **Institutional Integrity** * **Diversity, Equity, and Inclusion** * **Academic excellence in holistic, compassionate, patient-centred care** * **Innovation and creativity in collaboration with healthcare partners**   **Vision and Mission**  **Vision**: To establish a centre of medical excellence within the University of Bolton and its partner healthcare providers.  **Mission**: Promote an educational environment focused on safe patient care and the health and well-being of the population, with a strong emphasis on social engagement and embracing the diversity of Bolton’s community. **Key Objectives**  1. **Widening Participation**: Increase diversity through outreach, pre-medical programmes, and local scholarships. 2. **Continuous Innovation**: Expand our undergraduate intake, innovate our curriculum, and develop an intern programme for foundation doctors. 3. **Community Integration**: Enhance healthcare within the community and other healthcare providers. 4. **International Recognition**: Establish ourselves as a centre of academic excellence in undergraduate health education.    ***Why Join the Institute of Medicine:***  * **Innovative Environment:** Be part of a collaborative and dynamic team working towards the delivery of the first undergraduate medical programme at the University of Bolton * **Excellence in Medical Education**: Build on the University’s established reputation for excellence in health and wellbeing education. * **State-of-the-Art Facilities**: Teach in the new £40m Bolton Institute of Medical Sciences (BIMS) with cutting-edge simulation suites and immersive learning environments. * **Supportive Environment**: Be part of a team that nurtures academic and professional growth in a supportive and inclusive environment. * **Impactful Work**: Contribute to our mission of addressing significant health inequalities in Bolton and beyond by supporting the education of future medical professionals who will make a difference in healthcare.   ***Medicine in Bolton***  Bolton has a rich history in medicine, home to philanthropic figures like Sir Thomas Barlow and Samuel Taylor Chadwick, whose medical legacies inspire our mission to produce local leaders in healthcare. Our commitment is to address the significant health inequalities in Bolton by providing targeted support and high-quality education to our students.  ***Join us in shaping the future of healthcare education and ensuring the success of our new MBChB programme.*** |

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| **Main purpose of the position:**  To lead and manage the professional services staff, administrative processes and resources aligned to assessments in order to deliver assessments across all phases and years of the MBChB curriculum.  To lead on process reviews as required and implement agreed new processes and practices in accordance with the School’s strategy to create a cross-structural and team-based approach to administration and process management.  To effectively plan and manage resource workflow on a weekly, monthly and annual basis, and to monitor capacity and deploy resources appropriately.  To undertake cross-School roles and projects as agreed with the Head of Professional Services (Medicine). |

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| **Principal Duties and Responsibilities:** | |
| 1. | To manage a team of professional services support staff focussed on the planning, organisation and delivery of Medical School assessments. Key aspects of this will be:   * close working with the Assessments Coordinator to identify resource requirements on an 18 month cycle, and work to remove obstacles to effective delivery; * prioritising workload for the assessment administration team, liaising with other School Business Administration Managers (BAMs) as necessary to identify and allocate additional resource o monitoring the capacity and capability of the team, including performance management, induction, probation and appraisals of staff. * Taking direct responsibility for the planning and delivery of exams |
| 2. | Delivery of an excellent service to students and staff. Act as the key liaison with the Academic Assessments Lead and other academic colleagues to negotiate priorities and activity within the assessment delivery cycle and ensure that the assessments administration team maintains a student-focussed approach, communicating effectively and responding to student enquiries Job Summary quickly and effectively. Work with other BAMs and academic colleagues as necessary to develop the assessments timetable alongside the processes of curriculum planning, student admissions etc. |
| 3. | Take lead responsibility for post-assessment results processing, including results and feedback release. Prepare spreadsheets for data entry relating to all exams and coordinate activity across the assessments administration team, drawing on support as agreed with other School BAMs to ensure that data processing and results checks are handled securely and to agreed timescales. Act as secretary to the Standard Setting, Marking, Moderation and Assessment Groups and undertake the preparation of reports to the Panels and Boards of Examiners and the release of results to students. Ensure that there is capacity and knowledge within the assessments administration team to deputise in the event of your absence. |
| 4. | Manage, review and develop administrative systems and processes that underpin assessments delivery, working with the Head of Professional Services and other School BAMs as necessary to identify, address and eliminate obstacles to efficient delivery of activities. Ensure that software deployed in support of assessments is available as required, utilised effectively and that compliance with Data Protection provisions is established and maintained. Establish approaches for the routine collection of data and evidence measure the effectiveness of processes and act as required to remove causes of failure, drawing on expertise and support from across the University where needed. |
| 5. | Ensure the resilience assessments processes and support through the development of a set of written procedures which will be implemented across all assessments undertaken within the School. As a set of School and programme documentation, these procedures will provide advice and guidance to team members and academic staff on policy and procedure as relate to assessments across the breadth of the MB ChB programme. |
| 6. | Develop and maintain key relationships with members of the Student and Academic Services team in order to influence the development of University systems and processes in accordance with the needs of the Medical School. Ensure that wherever possible and appropriate, Medical School processes are aligned with those of the University, highlighting and agreeing where divergence is necessary to ensure that there is a clear view of the Medical School’s approach available to the University. |
| 7. | Evaluate training needs within the team and prepare and deliver training sessions for staff working in the Cluster(s) that underpin the core duties of the teams. This will include specific system, process and systems thinking method training, where appropriate in conjunction with the Head of Professional Services and / or other BAMs. Represent the School at College and University wide meetings; identify and attend College and University meetings to ensure that own professional skills and knowledge of changes is up to date |
| 8. | Coordinate the engagement of External Examiners, to include the collation of reports and management of payments as necessary |
| **Internal and external relationships** | |
| 9. | Main point of contact for the Academic Assessments Lead, negotiating and agreeing assessments administration team activities in support of assessment delivery – daily basis |
| 10. | Business Administration Managers and School Head of Professional Services – daily basis |
| 11. | Other academic assessments staff – weekly basis |
| 12. | Heads of Programme (including Phase Leads and Years leads) – regular liaison, particularly around the time of assessments linked to their areas of responsibility |
| 13. | Other academic staff and external clinical staff – regular liaison |
| 14. | Assessments administration team – daily basis |
| 15. | Central administration in particular Student and Academic Services – regular liaison |
| 16. | Contact with students to answer complex queries escalated by the assessments administration team – as required |
| **Planning and Organising** | |
| 17. | Planning own work as well as the work of the assessments administration team, working to an 18 month planning & delivery cycle. |
| 18. | Lead assigned projects. |
| 19. | Adjusting priorities according to the needs of all areas within the team |
| **Community and Outreach:** | |
| 20. | Engage with the broader academic and medical community through outreach activities. |
| 21. | Promote the medical school and its programmes to prospective students and other stakeholders. |
| 22. | Represent the programme at recruitment events, open days, and other outreach activities. |

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| **Other duties** | |
| 23. | To treat everybody with whom you come into contact with dignity and respect, and to actively promote an inclusive attitude. |
| 24. | To participate and engage in staff development activity and personal professional development |
| 25. | To be involved with other projects and activities as necessary. |
| 26. | To perform any other duties in line with the grade of the role |
| 27. | Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with the statutory and corporate requirements. |
| 28. | Awareness of environmental and sustainability issues and a commitment to the University’s associated strategy with respect to performance/delivery of key responsibilities of the role. |

## Note:

This is a description of the position requirements as it is presently constituted. It is the University’s practice to periodically review job descriptions to ensure that they accurately reflect the role requirements to be performed and if necessa5ry update to incorporate changes were appropriate. The review process will be conducted jointly by the relevant manager in consultation with the position holder.

Please note that this is an evolving role with a requirement to travel and attend events external to the University in support of School/University business requirements

Person Specification

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| **Position:** | | Business Administration Manager (Assessment) | **Ref:** |  |
| **School/Service:** | | School of Medicine | **Priority (1/2)** | **Method of Assessment** |
| **Criteria:** | |  | | |
| **1** | **Qualifications** | |  |  |
| **1a** | Educated to Degree level or equivalent\* | | **1** | **A** |
| **1b** | Relevant postgraduate education or professional qualification | | **2** | **A** |
| **1c** | A project management qualification | | **2** | **A** |

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| **2** | **Skills/Knowledge** |  |  |
| **2a** | Familiarity with working in compliance with academic and financial regulations, with a well-developed understanding of the practical application of Data Protection provisions\* | **1** | **A/I** |
| **2b** | Proven project management experience\* | **1** | **A/I** |
| **2c** | Ability to lead a team effectively, including delegating work appropriately and managing all aspects of staff resource\* | **1** | **A/I** |
| **2d** | Excellent negotiating skills, demonstrating the ability to agree with a range of colleagues of differing seniority and with varying priorities, own activity and activities of the team according to capacity and workload | **1** | **A/I** |
| **2e** | Wide ranging IT skills including use of the Microsoft Office suite, data entry and web based applications; demonstrated by a qualification such as ECDL or equivalent demonstrable experience | **1** | **A/I** |
| **2f** | Strong organisational skills with the ability to prioritise own work whilst working with and around the priorities of key stakeholders\* | **1** | **A/I** |
| **2g** | Well developed communication skills, with the ability to give and receive information effectively using a variety of methods and to communicate with a wide range of university staff, students and external partner agents\* | **1** | **A/I** |
| **2h** | Able to work proactively to develop networks of contacts across a complex institution\* | **1** | **A/I** |
| **2i** | Demonstrate independent working and initiative | **1** | **A/I** |
| **2j** | An understanding of the importance of meeting customer needs and providing a high quality service | **1** | **A/I** |
| **2i** | Working knowledge of relevant University systems e.g. SITS, CMIS processes and procedures | **1** | **A/I** |

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| **3** | **Experience** |  |  |
| **3a** | Substantial and broad vocational experience as an administrator in a higher education environment\* | **1** | **A/I** |
| **3b** | Experience of managing a team of staff\* | **1** | **A/I** |
| **3c** | Experience of the delivery of Medical School assessments | **1** | **A/I** |

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| **4** | **Personal Qualities** |  |  |
| **4a** | A pro-active approach towards workload, with the ability to multi-task and complete tasks promptly, accurately and with attention to detail, often under pressure\* | **1** | **A/I** |
| **4b** | Demonstrate independent working and initiative\* | **1** | **A/I** |
| **4c** | A willingness to be flexible towards duties and adaptable to change. | **1** | **A/I** |
| **Community and Outreach** | | | |
| **5a** | Engage with the broader academic and medical community through outreach activities. | **1** | **A/I** |
| **5b** | Promote the medical school and its programmes to prospective students and other stakeholders. | **1** | **A/I** |
| **5c** | Represent the programme at recruitment events, open days, and other outreach activities. | **1** | **A/I** |

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| **6** | **Others** |  |  |
| **6a** | Willingness to undertake staff development, which may take place outside the University | **1** | **A/I** |
| **6b** | Awareness of the principles of the Data Protection Act, Freedom of Information Act, Prevent, the Bribery Act | **1** | **A/I** |
| **6c** | Awareness of the requirements of Health & Safety within the work environment | **1** | **A/I** |
| **6d** | Commitment to the University’s policy on equal opportunities and diversity | **1** | **A/I** |
| **6e** | Available to work evenings and outside the normal academic year | **1** | **A/I** |
| **6f** | Able to travel nationally and internationally in order to meet the requirements of the service | **1** | **A/I** |

Note:

\* Criteria to be used to shortlist candidates for interview

1. Priority 1 indicates essential criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. Priority 2 indicates desirable criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current.
4. Please note that it is normally expected that a new appointee will commence at the bottom of the scale.

Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required.