

CANDIDATE PACK

Dean of Higher Education (HE)
University Centre Leeds

WELCOME

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Dear Applicant

Thank you for your interest in the role of Dean of HE at University Centre Leeds (UC Leeds).

UC Leeds is a wonderful institution whose primary purpose is to transform lives through raising aspirations and providing high quality, industry-focused higher technical education.

We are looking for an ambitious and committed Dean that can inspire staff at UC Leeds to excel in the next stage of their journey.

UC Leeds is part of Luminate Education Group which comprises of successful further and higher education providers that share values around aspiration and inclusion and are committed to improving life chances, the prosperity of our region and its communities, stimulating inclusive growth and driving social mobility.

This is an exciting opportunity to lead the higher education provision that was part of Leeds City College and has recently become a separate part of the Luminate Education Group. UC Leeds now has its own board, brand and leadership structures and we are looking for a strategic leader that will further establish it as a leading provider of higher technical education at a time of huge change in the higher education sector.

The successful candidate will be a natural leader able to build strong teams and strengthen positive working and learning cultures among staff, students and stakeholders. The new Dean will be knowledgeable about all aspects of higher education policy, curriculum and quality and have considerable leadership experience of higher education, preferably of HE in FE. The challenge for UC Leeds is to build on its recent success of gaining foundation degree awarding powers and further develop its curriculum so it better meets the needs of the regional economy, employers, communities and our students.

Applying for and achieving Degree Awarding Powers will be a key target, as will helping to shape and lead central HE services (to include Registry / MIS, student support, quality and marketing) for both the UC Leeds and Leeds Conservatoire. Building and strengthening the UC Leeds brand is a key focus so that an enhanced reputation, improved outcomes and growth in students and higher / degree apprentices can be achieved in a challenging economic environment.

The postholder will be skilled in cross-organisational working and have experience of building strong, cohesive teams underpinned by an inclusive and positive culture.

You will also be part of the group's wider leadership team and contribute to its development and improvement. We are financially strong, perform very well across a range of quality metrics and continue to invest in our estate and people despite a challenging external funding position.

If this position sounds like the next step in your career, then please do not hesitate to contact me if you'd like to discuss the role in more detail.

Yours sincerely

Bill Jones

Deputy CEO Luminate Education Group & Executive Principal of Leeds City College

LUMINATE EDUCATION GROUP

KEY FACTS

01

Luminate Education Group is a collective of education providers based in Yorkshire with one clear purpose: to make a positive difference to people's lives through genuinely transformative education and training. We see ourselves as 'always stronger together'. Luminate's further education members are rated 'Good' with 'Outstanding' features by Ofsted (2022).

02

Luminate Education Group was renamed from Leeds City College Group in December 2018, to better reflect its growing portfolio of institutions. Over 2,000 people are employed by the group.

03

Luminate Education Group cares for over 30,000 students and apprentices across its seven-member organisations. The college provides a vibrant, multicultural learning environment, delivering excellent and innovative education which is supportive, inspiring and life changing. Across the college there are 127 countries represented by students with the diverse staff population adding to that number.

04

Our courses cover almost all subject areas and include full and part-time academic and vocational qualifications through from basic skills to apprenticeships and A levels to foundation degrees. There is something to suit the needs of everyone from pre and post 16-year-olds to adult learners, employers and businesses.

05

Leaders in our member organisations will work with everyone based on a principle of high regard and an expectation of success. To achieve this, we have embedded restorative practice into our work, promoting a culture of mutual respect that encourages the voices of both our people and students to be captured and listened to in any decision-making process.

06

We invest in our organisation by providing access to various professional development opportunities. We believe that creating a positive, progressive and collaborative culture encourages creativity and unity. This helps us remain agile and continue to collectively support students to achieve and progress to positive destinations.

UNIVERSITY CENTRE LEEDS

KEY FACTS



University Centre Leeds recently celebrated receiving the grade 'Good' by Ofsted for our teacher training provision in March 2023. The report praised the organisation's specialist teachers and mentors for the quality of the curriculum, which ensures that trainees meet the requirements and expectations of professional teachers.

The report also noted that trainees are well supported and developed as teachers across the group and understand how they can promote equality and inclusion through their work.

85% of students rated the overall experience of their courses at University Centre Leeds positively in the 2022 National Student Survey (NSS). There were also strong results for the University Centre in the main categories of Teaching (93.1%), Learning Opportunities (89.1%), Assessment and Feedback (86.3%) and Academic Support (90%).

University Centre Leeds, through its forerunner colleges, has been delivering high quality higher education provision since 1997 when it started delivering a small number of Higher National Diplomas. The provision developed over the years with expansions to the programme portfolio both in response to market demand and to provide suitable progression for Leeds City College's Level 3 provision.

In 2017 University Centre Leeds was awarded Foundation Degree Awarding Powers.

Higher Education (HE) is a significant aspect of the mission of Luminate Education Group (LEG). LEG is a national provider of education, skills, training and employability opportunities and has developed extensive provision which is not provided elsewhere through more traditional HEIs. Our Higher Education Strategy is based on a sound vision for HE, fully aligned to the vision and mission of LEG, and a self-critical review and assessment of current performance which has led to the creation of achievable, realistic business/operational plans for HE.

1312 students are currently studying on a range of courses with us (904 FT HE, 96 PT HE, 189 on professional courses and 123 apprentices). The curriculum offered at University Centre Leeds is vocationally focused and diverse in nature, including 37 foundation degrees (with a number of these recognised as HTQs), 22 top up courses, 1 three-year honours programme, 2 Initial Teacher Training (ITT) programmes, 2 HNCs in Engineering and 2 HNDs in Engineering. Following the gaining of FDAP we have carefully managed the transition of validating arrangements for our FDs, as a result of which our external validating arrangements now primarily cover our 3-year undergraduate award, ITT and Masters provision. Our validating partner is the Open University, who we have been partnering with for 6 years. This has proven to be a successful partnership which has facilitated support for the development of our academic infrastructure, which was commented positively on during the FDAP process and confirmed as being effective.

UNIVERSITY CENTRE LEEDS

STRATEGIC PRIORITIES 2020-2023

2.1

Review the Higher Education provision across the group

This is an ongoing process with some clear examples of positive action and development been seen in some areas e.g. developments in Health provision.

2.2

Achieve Degree Awarding Powers

Work is underway to produce the DAP application. We are awaiting confirmation from the OfS regarding any potential changes to the DAP process, following the announcement that from March 2023 the Quality Assurance Agency (QAA) will no longer be the Designated Quality Body (DQB) for Higher Education.

2.3

Continue with its goal, already embedded in all parts of the group, to improve progression into and through Higher Education and increase and widen participation in Higher Education by under-represented groups of learners.

This work continues and is complemented by Uniconnect and Go Higher West Yorkshire (GHWY) activity.

2.4

Design, develop and deliver a relevant curriculum that put the students' needs first, offers flexible, responsive programmes appropriate to the social and economic needs of the locality and region that reflect the diversity of the student body.

Significant progress has been made with this and is evidenced in the number of Higher Technical Qualifications (HTQs) that have gained approval to date and the plans for further development. The needs and requirements of the local and regional employment markets continues to be a focus of the development process for new programmes of study.

2.5

Improve recruitment of part time students, particularly through higher and degree apprenticeships.

Recruitment to apprenticeship programmes has increased, however there has been a corresponding decrease in part time numbers across the HE directorate. Future development plans include the development of a modularised curriculum which can be offered in response to employer needs.

2.6 Develop and strengthen partnerships with employers, sector groups, HEIs, FECs, schools and other providers to address the regional economic strategies and priorities.

Significant progress has been made in relation to this with examples including; employers being a specific focus of HTQ development activity, partnerships with local HEIs through GHWY activity, leading on the AdvanceHE college-based higher education network and the science academy schools provision.

2.7 Develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of Higher Education.

Significant progress has been made with this. A number of curriculum staff have now gained recognition as Fellows of AdvanceHE through the LCCHEARS scheme, we have successfully secured funding for a number of research projects including a number of collaborative projects.

2.8 Promote future proofing and sustainability through all its developments and activity within higher education and ensure measures are in place for review and evaluation purposes.

Review and evaluation mechanisms are well established within UC Leeds, however are constantly subject to review themselves to ensure they remain fit for purpose and facilitate the level of criticality required to ensure ongoing development of practice.



PROPOSED PRIORITIES FOR 2023 - 2026

1

Undertake a full curriculum review

To ensure accurate alignment with FE curriculum, including T levels

To meet employer priorities

To facilitate new curriculum developments such as HTQs, Higher / degree Apprenticeships

2

Create clear progression pathways from Level 3 to HE

Improve relationships with FE curriculum departments to create clear alignment and progression routes

3

Achieve degree award powers

4

Continue widening participation initiatives, and ensure learners from non-traditional backgrounds are supported throughout their course. More enhanced focus required on evaluation of impact.

5

Increase and strengthen employer engagement to ensure courses are employer led (including sector groups, HEIs, FECs, schools and other providers) to address the regional economic strategies and priorities

6

Devise a focused UCLeeds/HE marketing strategy that acknowledges the brand identity and builds on current strengths

7

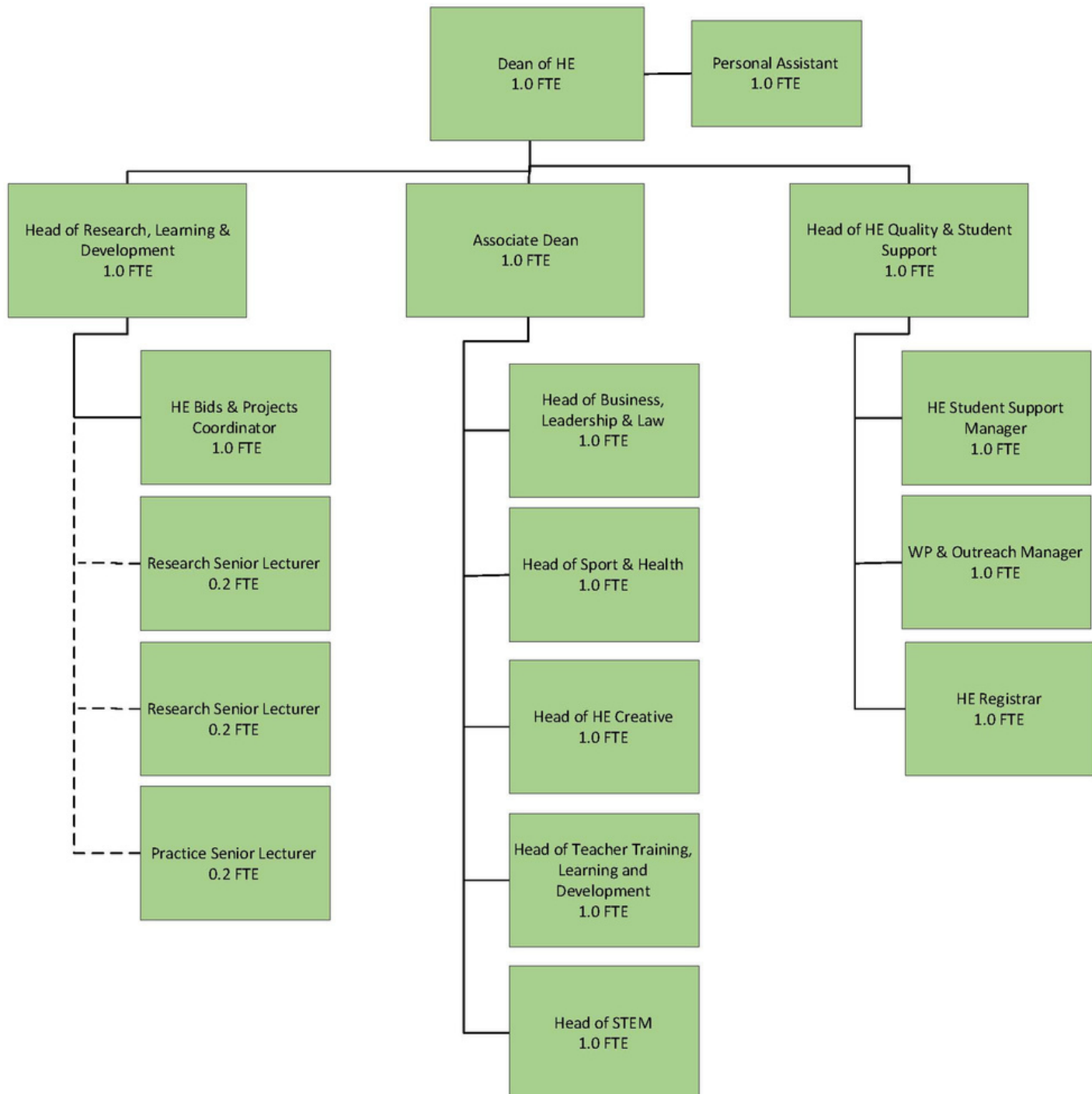
Quality – Ensure NSS maintained, and retention, outcome and destination data exceeds OfS threshold requirements

8

Develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of Higher Education.

STRUCTURE CHART

UNIVERSITY CENTRE LEEDS



EDI at LUMINATE EDUCATION GROUP

Equality, diversity and inclusion (EDI) are stitched tightly into the fabric that makes Luminate Education Group what it is today. We believe it's what sets us apart. We have unwavering principles as a group, which underpin how we behave, how we are with each other, and our expectations of the people we meet. These beliefs permeate to our core and are built from the ground up. We've done a lot of work and self-reflection to get where we are now.

As a large education group, we influence a huge number of young people and adult learners, and how they view and interact with the world. We take that responsibility seriously.

As an organisation, we don't shy away from issues; we're not passive supporters. Every day, we go out of our comfort zones to challenge ourselves, and others, on the systematic prejudices that exist and how we move forward. We believe that if you don't stand firmly against discrimination, you are part of the problem.

Like us, our member organisations live and breathe EDI and go way beyond statutory requirements to push out historical boundaries and systematic barriers for our staff, students and apprentices. While each member champions their own approach to EDI, we come from a unified stance on our values and inclusivity, and the commonality is that we never stop trying to learn and improve.

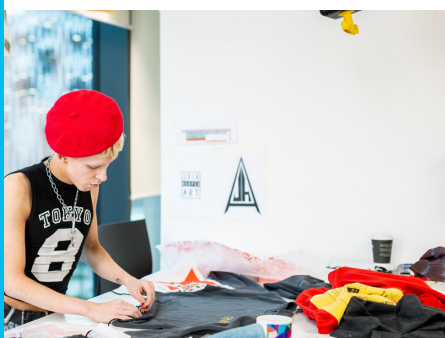
Together, we have the pace and power to mobilise communities and make the world a bit better.

We value difference and we recognise that we need a diverse range of perspectives, experiences and personalities to innovate, deliver better outputs, and maximise the potential of our students and communities.

We want to improve the diversity of our staff to better reflect our students, and we actively encourage applications from underrepresented groups. We embed inclusion into our practices when recruiting staff, and in all our dealings with stakeholders.

We create academic and social opportunities for every young person and adult, and value the diversity of their ethnicity, gender, sexual identity, disability, religion and social background. We actively welcome stateless young people and adults, refugees and asylum seekers, and people living in poverty.

We choose to work with people who share our values, who treat others fairly, and with respect and dignity. Consciously and subconsciously, this weaves into how our students, apprentices and staff behave with others and positively influence their communities.



EDI at LUMINATE EDUCATION GROUP

Equality, diversity and inclusion are integrated into our learning schemes and experiences, curriculum planning, and delivering teaching, learning and assessment. We are actively decolonising curriculums and reconstructing them to better reflect and celebrate our Luminate communities.

Our vision is to create learning environments where everyone feels valued, safe and can fulfil their potential. Where they can use their voice authentically. To achieve this, we hold ourselves accountable to high standards of behaviour and we seek to amplify the voices of those marginalised in society.

We have a board, groupwide EDI committee and EDI policy governed by the Equality Act 2010, that direct us to achieve our vision safely, consistently, and in accordance with the law. It must be followed by all our members, visitors and sub-contractors.

We have over 60 equality champions within the group and provide every opportunity for our people to become active allies of underrepresented groups. There are staff forums dedicated to race equality, disability and neurodiversity, LGBT+ and working carers.

There is no neutral space when it comes to discrimination at Luminate Education Group. While we always look for the learning opportunity rather than a punitive one, we do not tolerate individual's beliefs and values being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment. We actively challenge behaviour which is inconsistent with our values.

We promote positive experiences and relational warmth as a key feature in our organisations, and draw on practice informed by restorative approaches, to improve emotional wellbeing and mental health.

This promotes a culture of mutual respect and ensures the voices of both our people and students are captured and listened to in any decision-making process. We are not a rigid workforce in any sense; our starting point is always 'why', with a goal of learning and personal growth from negative situations.

We seek to work with ethical and sustainable organisations, and develop relationships with diverse and local businesses, to invest in community economic growth and wellbeing. Our procurement processes and employer engagement expect a strong values base and commitment to EDI. We actively build relationships with voluntary organisations and charities and seek to give something back through social action.



THE ROLE - JOB DESCRIPTION

Organisation	University Centre Leeds
Core Job Role:	Member of Luminate Senior Leadership Team
Job Title:	Dean of University Centre, Leeds
Reports to:	Deputy Director Luminate & Executive Principal, Leeds City College
Grade:	Spot Salary £65,000 - £75,000

Role Summary:

To provide visible and distinct strategic leadership role for all aspects of the University Centre as well as for higher education within the Luminate Group and externally.

The Dean of HE will lead on ensuring the University Centre curriculum grows and is relevant and, where appropriate, aligned with regional and national skills and growth priorities. It will also ensure student numbers increase, as well as improving stakeholder engagement.

The post holder will be part of the Luminate senior leadership team and will inspire staff at the University Centre and across the Group to improve outcomes, quality and student experience with the expectation that excellent will be the norm, together with ensuring strong financial performance.

A key focus of the role will be to develop a positive and safe culture and ethos for the University Centre as well as an increasingly distinct reputation and identity that becomes recognisable in the city, the region and nationally. The University Centre curriculum offer and specialisms will be identifiable as distinct from, as well as part of, Leeds City College and the Luminate Group. The role will co-create effective group professional services for higher education.

The Dean of HE will ensure quality frameworks are well embedded to meet quality and regulatory requirements for HE and FE and that internal and external validation processes are appropriate and well-managed. The Dean of HE will lead the awarding body ensuring that all activity aligns with both the OfS ongoing conditions of registration are met and exceeded and QAA requirements and guidance.

SPECIFIC ROLE RESPONSIBILITIES

1	Develop a productive and purposeful culture that raises the expectations of students, staff, the employers, communities and other stakeholders that leads to a highly successful and supportive learning environment.
2	Lead in ensuring consistently high expectations of students and staff across the University Centre and the group, based on the principles of restorative practice, and take the lead in the promotion and delivery of a positive, empowered staff culture.
3	Lead on the design and organisation of the curriculum at the University Centre and the group, with a particular focus on the development of new Foundation Degrees, Higher Level Apprenticeships and Higher Technical Qualifications.
4	Lead on the efficient operation of all business support, administrative and regulatory functions at the University Centre, as part of LEG Group Professional Services for HE.
5	With ELT and other senior leaders with responsibility for HE and professional services, co-create effective and efficient LEG shared services for HE across the Group.
6	Ensure the effective marketing and external reputation of the University Centre. Develop and lead on comprehensive strategies, projects and initiatives that improve recruitment, income, efficiency, academic excellence, reputation and student experience at the University Centre and, as appropriate, across the Group.
7	Ensure effective quality assurance and enhancement procedures embedded across the University Centre and HE across the group are met and that provision consolidates its positive key performance measures.
8	Lead on the development and implementation of the Access and Participation Plan, ensuring appropriate support is provided for all learners to facilitate excellent outcomes for all.
9	Ensure the continued development and implementation of an active research community in the University Centre with facilitates both internal and external facing activity.
10	Ensure that the academic and regulatory infrastructure meets OfS and QAA requirements in order to achieve/maintain relevant awarding powers.
11	Act as a member of the University Centre Leeds Board of Governors, reporting on academic, organisational and regulatory aspects

CORE RESPONSIBILITIES

1	Provide dynamic, visible and effective leadership
2	Be an active part of the Luminate Senior Leadership Team (SLT) supporting other team members and their work.
3	Bring new ideas and contribute to shared team decisions
4	Help to ensure that the group, and all our organisations, remain focused on our purpose to 'Collectively Transform Lives through Inspirational, Education, Training and Support'.
5	Ensure consistently high expectations of students and staff and take a lead in the promotion and delivery of a positive, empowered staff culture.
6	Help to embed a culture of continuous improvement.
7	Actively support and contribute to the 'Business Planning and Performance Review' system, processes and meetings
8	Take responsibility as a Core Budget Holder and/or line manager and support Core Budget Holder/s.
9	Represent Luminate and member organisations at internal and external events.
10	Develop excellent relationships and be visible and known amongst targeted stakeholders
11	Line manage, coach and mentor leaders and managers.
12	Chair relevant meetings.
13	Actively contribute to safeguarding and promoting the well-being of children, young people and vulnerable adults and ensure arrangements and practices are exemplary.
14	Create and support a working environment that celebrates diversity and delivers equality of opportunity for all staff, students and pupils.
15	Draft and contribute to the content of a wide range of policies and procedures that align with best professional practice and which are compliant with legislative and regulatory requirements.
16	Develop a relationship with board members based on openness, transparency, and absolute integrity.
17	Draft formal papers and reports for boards and committees and ensure that clear and relevant data, information, and options are available to support decision-making.

GENERAL LUMINATE GROUP

RESPONSIBILITIES FOR ALL STAFF

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

PERSON SPECIFICATION

Job Title:	Dean of HE
Department:	University Centre Leeds / SLT (Senior Leadership Team)

The specific qualifications, experience, skills and values that are required for the role are outlined below.

You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form.

Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A	Application Form
I	Interview
T	Test or Assessment
P	Presentation
C	Certificate
MT	Micro Teach

QUALIFICATIONS & ATTAINMENTS

Essential (E) Desirable (D)	Criteria	Method of Assessment
E	Q1. Educated to degree level or equivalent.	A / C
D	Q2. Level 5 or higher teaching qualification.	A / C
E	Q3. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
D	Q4. Relevant recognised professional attainments.	A / C
E	Q5. Masters or other relevant Postgraduate Qualification.	A / C

EXPERIENCE & KNOWLEDGE

Essential (E) Desirable (D)	Criteria	Method of Assessment
E	EK1. An excellent understanding of all relevant quality requirements including Ofsted, OfSQA and associated improvement strategies.	A / I / P
E	EK2. An excellent understanding of pedagogy, particularly in relation to HE.	A / I
E	EK3. Good knowledge and understanding of key markets, policy and funding in education and the impact on the University Centre, group and local partners.	A / I
E	EK4. Able to demonstrate performance management of staff and demonstrate improvements in results as a result of this management- ensuring effective team working and accountability.	A / I
E	EK5. Demonstrable understanding of what is required to translate strategic planning into the delivery of high quality education and training provision.	A / I / P

EXPERIENCE & KNOWLEDGE (cont.)

E / D	Criteria	Method of Assessment
E	EK6. A clear understanding of stakeholder engagement, key stakeholders and how to develop effective partnerships.	A / I / P
E	EK7. Recent, successful experience of operating at a senior level in higher education provision and developing and leading highly effective teams to secure good, outstanding/excellent and/or improving outcomes as well as improving teaching, learning and assessment.	A / I / P
E	EK8. A recent track record of leading curriculum teams to successfully develop curriculum, which meets national and local priorities and student needs.	A / I
D	EK9. Recent experience of leading the development and implementation of policy and practice to meet regulatory requirements	A / I
D	EK10. Recent experience of leading the development of an active inwardly and outwardly facing research community	A / I

SKILLS & COMPETENCIES

E/D	Criteria	Method of Assessment
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.	A / I
E	SC2. Organisational and Education Sector knowledge. Effective knowledge of the group and an appreciation of the wider educational issues.	A / I / P
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I / P
D	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I / P
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I / P
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
D	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I

BEHAVIOURAL, VALUES & ETHOS

Essential (E) Desirable (D)	Criteria	Method of Assessment
E	Support and promotion of equality, diversity and inclusion	I
E	Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	Commitment to the PREVENT agenda	I
E	Commitment to professional standards	I
E	Commitment to restorative practice approaches	I



HOW TO APPLY

KEY INFO

Advert Opens:	Friday 28th April 2023
Advert Closes:	Friday 19th May 2023 (noon)
Shortlisting:	Monday 22nd May 2023
Interview Date:	Week commencing Monday 5th June 2023

Applications:

Applications should be submitted via our recruitment portal: careers.luminate.ac.uk

If you'd like an informal chat or more information about the role prior to applying then please contact Angela Hemingway, PA to Bill Jones on 0113 235 4854 to arrange a suitable call time.

The selection process may include:



Panel discussions with internal stakeholders



Leading a discussion with students



One-to-One with the Chief Executive Officer



Written presentation



Panel interview