

<b>Organisation:</b>	Luminate Education Group
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	University Centre Leeds
<b>Core Job Role:</b>	n/a
<b>Job Title:</b>	Course Administrator
<b>Reports to:</b>	Senior Course Administrator
<b>Grade</b>	B
<b>Date of compilation:</b>	14/03/24

### ROLE SUMMARY:

The Course Administrator will provide support for 'on-programme' administration relating to higher education at Leeds Conservatoire and/or University Centre Leeds.

The post holder will support the maintenance and monitoring of student records and student data in the Student Information System (SITS) including student transfers, withdrawals, suspension of studies, as well as attendance and engagement monitoring.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Maintain and ensure accuracy for the higher education student records and student data held on the Student Information System (SITS);
2. Support the implementation and reviewing of administrative systems, procedures and processes to meet validating partner, statutory and regulatory requirements;
3. Provide administrative support to manage student lifecycle information and changes, including administering change requests, student transfers, withdrawals and suspension of studies/repeat years;
4. Work with Student Support and academic teams to contribute to the administering of procedures relating to the recording of student absence and the Attendance and Engagement Monitoring process, such as maintaining records, liaising with academic departments, preparing absence reports, and administering Attendance and Engagement Monitoring meetings;
5. Support with the collation, updating, and dissemination of programme information, including changes to module or programme information, including the 'roll over' and archiving of course information on the student virtual learning environment (eg Space and/or Blackboard);
6. Contribute to the development of databases of academic departmental information relating to programme activity such as optional module choices;

7. Liaise with appropriate teams to ensure accurate information is available where needed, for example to External Examiners;
8. Act as a point of contact for staff and students to respond to course administration and/or wider Registry queries;
9. Work as part of a team to continually enhance the service;
10. Support in the planning and preparation associated to the annual Graduation event.

### **CORE RESPONSIBILITIES:**

11. Attend and contribute to team meetings, planning days and other departmental staff events, sharing information and best practice.
12. Liaise with external agencies as required.
13. Represent higher education on relevant cross-group committees/forums.
14. Engage in policy development and review activities.
15. Develop and maintain offline and online information and communication, which provides students and staff with access advice, guidance and signposting.
16. Run focus groups and surveys to gather staff, student and other stakeholder feedback to inform planning and development of resources.
17. Participate in open days, student activities, awareness arising events, and enrolment where required, which will involve occasional weekend and evening work.
18. Work flexibly as a member of the Registry team.
19. Provide information and data to enable timely reports to be collated.

### **GENERAL LUMINATE EDUCATION 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.*

#### **Ownership & performance**

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

#### **Energy & enjoyment**

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

#### **Creative & reflective**

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

**Passion & ambition**

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

**Collaborative & responsive**

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

## Person Specification

<b>Job Title:</b>	Course Administrator
<b>Department</b>	HE Quality and Standards

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 and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A
D	Q2. Level 5, foundation degree, degree or equivalent relevant experience	A
D	Q3. Relevant up to date subject knowledge and recent experience in the Higher Education sector	A
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of using a range of IT systems including Microsoft packages.	A / I
E	EK2. Experience working on administrative tasks and producing various types of documents including plans, schedules, and reports.	A / I

E	EK3. Experience working with databases and/or CRM systems	A / I / P
D	EK4. Experience of working within FE/HE course administration and/or Registry functions	A / I / P
D	EK5. Experience of working with higher education academic regulations and knowledge of HE Regulatory Framework and relevant review methods.	A / I / P
D	EK6. Building and maintaining strong internal and external working relationships and work in a confidential manner.	A / I
D	EK7. Knowledge and/or experience working to ensure compliance with UKVI regulations when sponsoring students to study	A / I / P
D	EK8. Experience working with Tribal (SITS) products or similar Student Information Systems	A / I / P

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Excellent interpersonal skills which can be adapted to meet the needs of students, colleagues and other partners.	A / I
E	SC2. Excellent written and verbal communication skills, with the ability to work with staff at all levels and provide excellent customer service.	A / I / P
E	SC3. Able to develop, implement and coordinate plans	A / I
E	SC4. Consistently good attention to detail and accuracy whilst working under pressure to meet tight timescales/targets.	A / I
E	SC5. The ability to make information accessible to internal and external stakeholders at appropriate levels	A / I
E	SC6. Able to work well both as a member of a team and using own initiative	A / I

E	SC7. The ability to manage own workload effectively and flexibly in order to meet deadlines.	A / I
E	SC8. Excellent organisation skills such as time management, planning, and goal setting.	A / I
E	SC9. Accurate and objective record keeping	A / I
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I