

1 Advertisement

Post Title: Interim Deputy Pro Vice Chancellor for Academic Experience

School/department: Vice Chancellors Office

Hours: part time hours considered up to a maximum of 0.5 FTE

Requests for flexible working options will be considered (subject to business need).

Location: Brighton, United Kingdom

Contract: fixed term until 31st December 2023

Reference: C180

Salary: Grade 10 salary, pro rata

Placed on: 21 November 2022

Closing date: 01 December 2022 Applications must be received by midnight of the closing date.

Expected interview date: Wednesday 14 December 2022

Expected start date: ASAP

This vacancy is only open to those currently employed by the University of Sussex

Curriculum Reimagined is one of the key initiatives underpinning the Learn to Transform Strategy, and we are seeking an Interim Deputy Pro-Vice-Chancellor (Academic Experience) to lead the Architecture and Structure workstream of this project over the next 12 months.

The postholder will have considerable experience of and an ability to lead education change in the higher education sector, with evidence of positive outcomes for the student experience.

The postholder will bring experience of working on institution-wide projects, and extensive knowledge of the current challenges facing Sussex in terms of delivering the aims of Curriculum Reimagined. The postholder should bring to the role imagination, creativity, and innovation, to ensure that our students' education, learning and experience is world leading and transformative.

This role is offered as an internal only opportunity and candidates will hold a senior academic post at the University, they will devote 50% of their time to the Interim Deputy Pro-Vice-Chancellorship.

For an informal discussion about this position, please contact Kelly Coate, PVC Education and Students (k.coate@sussex.ac.uk)

If you wish to apply for the role, you should submit a one-page cover letter of application, plus a summary Curriculum Vitae (no more than 4 sides), outlining the key facts and information about yourself; what you will bring to the role; why you are the right person for it; and your initial ideas about the Curriculum Reimagined project and how Sussex should move forward.

Applications should be sent to: seniorrecruitment@sussex.ac.uk

The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.

Please note: The University requires that work undertaken for the University is performed from the UK.

This job description is intended to describe the requirements and responsibilities of the job and is not an exhaustive list of duties. Job descriptions will be amended from time to time as appropriate in discussion with the jobholder.

Job Description

Job Title: Interim Deputy Pro Vice Chancellor – Academic Experience
School/Service Vice Chancellors Office
Reports to: Vice Chancellor
Grade: 10

Main Purpose of Job

Reporting to the Pro-Vice-Chancellor for Education and Students, this role will provide dedicated leadership to the development and delivery of the University's Learn to Transform strategy.

Under the delegated authority of the Pro Vice Chancellor for Education and Students, the role holder will work closely with all parts of the University, including the Executive, Schools, Professional Services and the Students' Union and student body, fostering individual and collective contributions, in the promotion and advancement of the academic experience at Sussex.

The role holder will combine the Interim Deputy Pro Vice-Chancellorship with an academic post, on a 50/50 basis.

Key Duties & Responsibilities

1. Work with the Pro-Vice-Chancellor (E&S), the Vice-Chancellor and other colleagues in delivering the Curriculum Reimagined strategy, which fosters an interdisciplinary approach to education in a structured way that creates an inclusive and positive environment for students and staff.
2. Lead the development of specific education related projects and events to help Sussex build on its reputation as a highly interdisciplinary institution. Under the guidance of the PVC E&S, advise on School action plans and oversee/approve central University actions aimed at improving curriculum architecture.
3. Working in collaboration with the Schools, develop the curriculum specifically in relation to improved student experience and outcomes (including embedding inclusivity and employability). Create, build consensus/agreement for, and implement a vision of a new student-centered curriculum framework (e.g. through Curriculum Review).
4. Academic lead on University approach to curriculum review, with a focus on improving student experience through the rationalization of complexities of module choice.
5. Lead work to embed civic engagement within the curriculum and wider student experience, supporting the aims of Curriculum Reimagined and working with external partners, and businesses to develop the curriculum to support future needs. Enhance

the University's participation in external education and innovation events and recommend ways in which the Sussex curriculum embeds employability throughout.

6. Be the academic lead for the University's work in updating the architecture of the taught programmes as part of Curriculum Reimagined.
7. Work with Professional Services divisions and school management teams (including Associate Deans of Education and Directors of Teaching and Learning and Chairs of Boards of Study) to design, embed and support the changes to the curriculum required from Curriculum Reimagined.
8. To advance and promote the enhancement of education under the banners of Pedagogic Revolution and the Education and Scholarship Portfolio.
9. Enhance the University's participation in external education events and recommend ways in which Sussex can help to shape and influence the regional, national and international agendas.
10. Ensure that a perspective of achieving education excellence is provided to key institutional projects such as the Learn to Transform strategy and all student services, this will involve working closely with the Student Union to ensure their views are incorporated into achieving education excellence.
11. At the request of the Pro-Vice-Chancellor, act as Chair or Co-Chair for the key education committees.
12. Undertake other duties as agreed with the Vice-Chancellor.

Job Context

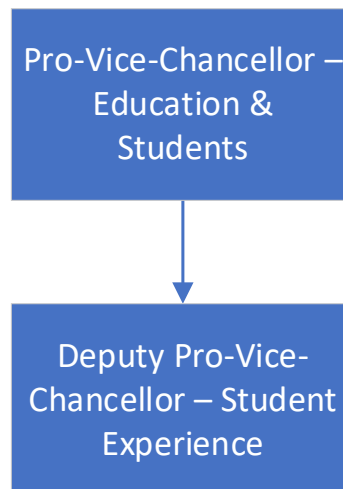
1. This is a key role within the senior leadership of the Education and Students Portfolio, specifically the role holder will make recommendations to the PVC for Education and Students and offer advice pertaining to educational matters as they relate to the Academic Experience when reviewing the portfolio of taught courses at the University. Furthermore, they will have responsibility for ensuring the resources and systems (e.g. technological platforms and processes, academic advising staff, etc.) are aligned with the desired curriculum design.
2. The role holder will be required to ensure the University complies with regulatory frameworks as they apply to educational standards, such as OfS requirements, DfE requirements Teaching Excellence Framework and Advance HE and that portfolio changes are in-line with the University's approach to Competition and Markets Authority regulations for university courses.
3. The remit of this role supports the successful delivery of a range of key performance indicators for the University The substantive role is leading development of the University's Curriculum Reimagined project.
4. The work of this role must take into account Office for Students (OfS) and Quality Assurance Agency (QAA) guidance, as well as Professional, Statutory and Regulatory Body requirements for some subjects and Competition and Marketing Authority (CMA) requirements. The role will make recommendations to PVC Education and Students unless operating with delegated authority (from PVC or VC). The work of this role must also meet the requirements of, and work towards the

targets set by, the Learn to Transform strategy (and other strategic pillars where relevant, e.g. Engage for Change).

Dimensions

1. This role has no budgetary responsibility.
2. The role holder makes decisions that are both immediately apparent in relation to all duties and responsibilities (such as changes to credit and course structures, decisions to be implemented by Schools in relation to academic architecture) and long-term strategic decisions (through Curriculum Reimagined); facilitating discussions about future timetabling approaches) the outcomes of which will not be apparent for 1-3 years.
3. Indirect oversight of School Education Committees and School Board of Studies Committees; indirect oversight of AQP professional service colleagues as lead for Curriculum Reimagined academic architecture workstream.
4. The role holder will be required to understand the requirements of numerous accrediting bodies regarding qualification standards and will need to factor in these requirements when considering curriculum changes.

Organisational Structure



Internal and External relationships

1. Division of Student Experience – this role provides policy oversight and approval for a number of functions within the division (e.g. in relation to assessment, reasonable adjustments, etc.). This Division is central to supporting the strategic leadership of the role. This includes key departments including: Student Support Unit, Student Centre, Academic Services, Careers, Employability and Entrepreneurship, Student Records and Systems Office, Technology Enhanced Learning.
2. Academic Schools – key contacts include all members of School Senior Management Teams, and curriculum and course coordinator professional services staff within School Offices. The role works closely with all School SMTs, as well as wider networks within Schools, to achieve University-level aims related to academic experience.
3. Innovation and Business Partnerships – work to support connections between curriculum and student experience and employers (local, regional, national industry priorities). This also helps to identify potential opportunities for students, within or outside the curriculum, and new education provision for the institution.
4. External Relations (and Internal Communications) – work closely on communication of academic experience matters to both the student and staff bodies (internal comms) and on raising external profile of academic experience at the University (external comms). Collaboration with external comms and public affairs on specific campaigns and promoting particular priorities for the University.
5. Governance bodies – the role holder will be required to develop relationships with Council, Senate, ULT, University Education Committee and such other steering groups and committees necessary to advance the student experience. Where necessary, the role holder will also need to liaise with national bodies such as Office for Students, Quality Assurance Agency, Department for Education.
6. Student Recruitment, Admissions and International Development – collaboration on marketing courses with the reimagined curriculum.
7. IT Services – collaboration in developing and implementing IT changes to support student experience initiatives.
8. Students' Union – build positive, collaborative relationships with Students' Union stakeholders (Officers, SU staff), working together to support improved student experience and act as a primary contact point for SU matters for discussion.
9. Library – collaborate with Library management to ensure positive student experience in relation to day-to-day access to learning resources and specific projects/initiatives.

Person Specification

Person Specification Element	Criteria
Skills	<ul style="list-style-type: none"> • Able to demonstrate successful leadership at different levels within the University • Ability to plan and deliver projects and turn strategy into action • An open, collaborative and supportive working style with the ability to engage a range of stakeholders in strategic discussions and achieve consensus • Highly developed interpersonal skills and the ability to use these to shape the agenda. • Excellent organisational skills with the ability to prioritise competing demands.
Qualifications	<ul style="list-style-type: none"> • A PhD. • Fellowship of the HEA would be desirable
Knowledge	<ul style="list-style-type: none"> • Sound knowledge of key issues, challenges and opportunities in the area of best practice in curriculum planning in Higher Education • Understanding of how the architecture of the academic year and taught portfolio contributes to achieving the University's strategic objectives • Up-to-date knowledge of national and international developments in curriculum matters. • Knowledge of curriculum constraints from professional, statutory and regulatory bodies. • Knowledge of student information systems and how they interact with curriculum structures. • Understanding of how staff workload contributes to achieving the University's strategic objectives.
Experience	<ul style="list-style-type: none"> • Academic credibility with the experience and understanding to influence across disciplines. • Track record of successful engagement with both academic and professional services staff, especially in university-wide initiatives. • Proven leadership experience and successful delivery • Experience of making decisions with both short- and long-term impact • Working at a strategic level within the University, with oversight and/or management of areas relevant to the remit of this role. • Experience of working in a research intensive university.
Personal Attributes	<ul style="list-style-type: none"> • A high level of personal commitment, tenacity, and focus.

	<ul style="list-style-type: none"><li data-bbox="507 190 1495 302">• An open, collaborative and supportive working style with the ability to engage a range of stakeholders in strategic discussions and achieve consensus.<li data-bbox="507 302 1495 400">• Work within a manner that represents the University's values e.g. kindness, inclusivity
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