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| **SECTION A: THE ROLE**  |
| **Job Title:** | Student Engagement Co-ordinator x 2 |
| **Institute/Service:** | Student Services Directorate, Student Support |
| **Job Grade:** | Grade 04 (£22,681- £24,533)Starting salary of £22,681 |
| **Job Family:** | Professional Services |
| **Job Location:** | Ambleside Campus and Lancaster Campus |
| **Responsible To:** | Student Engagement Manager |
| **Responsible For:** | N/A |
| **Role Purpose:**  |
| The Student Engagement Team, based within Student Support, Student Services, consists of four Student Engagement Co-ordinators (SECs) and an International Student Co-ordinator. All roles are involved with the induction of new students, and work closely with tutors and students from the following institutes to provide a team approach to early identification, enhanced support and signposting for failing students.Institute of Business, Industry and LeadershipInstitute of Education, Arts and Society Institute of HealthInstitute of Science and the EnvironmentAn opportunity has arisen for two SECs to join this dynamic team.Working closely with the Teaching & Learning & Student Experience Leads (TL&SE Leads) in each Institute, Personal Tutors, Academic Registry and Student Services’ colleagues, you will identify students at risk of disengagement, failure or non-completion, providing timely advice, guidance and referrals to specialist support at key times in the academic year. The roles will involve interpreting university retention data, developing and facilitating interventions with a range of teams to improve retention and progression, and inform and promote the continued development of Institutional protocols and practices to actively support and improve student engagement, retention and progression, including the implementation of standardised processes/procedures and best practices. You will be a recognised point of contact for Year 1 students and international students. **Other Conditions:**  The post holder may be required to work such additional/different hours as may from time to time be necessary for the proper and efficient discharge of his or her duties which may include evenings, Saturdays, Sundays and bank holidays. The post holder will be required to actively participate in training and briefing sessions to regularly update their own skills and knowledge, to ensure that the advice and guidance they provide is based on an up-to-date understanding of a broad range of issues, systems and processes.  |
|  **SECTION B: PRINCIPAL DUTIES/KEY OBJECTIVES**  |
| **key objectives, principal duties, tasks or areas of responsibility that this role will focus on**  |
| **1.**  | To work closely with each Institute to identify and intervene with students at risk of withdrawal or intercalation, using relevant student achievement and engagement data and intelligence from the case management system.  |
| **2.**  | To liaise and communicate effectively internally with Personal Tutors, Programme Leaders and the Lead for Teaching & Learning & Student Experience |
| **3.**  | To meet with all students considering withdrawal and/or intercalation to ensure that students are aware of the options under the academic regulations and that they are aware of the support services available in the university where applicable.  |
| **4.**  | To assist in the development, planning, delivery and evaluation of specific initiatives, such as Induction, to facilitate and support increased retention and engagement in addition to raising awareness of the online Student Enquiry Point (StEP), the Student Engagement Co-ordinator role and the support available.  |
| **5.**  | Within the context of wider institutional communication schedules, to support institute colleagues in implementing a ‘keeping warm’ communications strategy for students during the summer vacation, particularly those returning from intercalation.  |
| **6.**  | Record keeping and report writing: * Maintain records of interactions with students.
* Engage with the formal processes for tracking and reporting student reasons for leaving.
* Produce basic reports using available monitoring and evaluation data relevant to contacts with students, interventions and outcomes
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**Additional Information:**

You may on occasions and in line with operational needs:

 Be required to work different hours including at weekends/evenings;  Be required to travel to other campuses and sites as necessary.

In addition to the duties listed here, you will be required to perform other duties which are assigned from time to time. However, such other duties will be reasonable in relation to the grade.

It is the University’s intention that this role description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change and the post holder’s obligations will vary and develop. The description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

**Providing an Inclusive Environment:**

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting, and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The university recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

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| **Criteria for Grade 4** **Role Title: Student Engagement Co-ordinator**  | **Essential/ Desirable**  | **To be identified by:** |
| **Qualifications**  Education to RQF Level 2 (GCSE Grade C or above, or equivalent) standard in English and Mathematics.  Educated to degree level (Level 6)   |   Essential   Essential  |   Application Form   Application Form  |
| **Experience**  Supporting or working with students in an educational setting, such as planning, co-ordinating or delivering interventions. Experienced administrator with the ability to deal with record keeping and information management systems. Good attention to detail with strong analytical skills, including the ability to understand numerical data. Ability to propose and implement improvements to systems and working methods.Experience of commonly used digital platforms or software, such as Teams or Blackboard, and/or developing online content and interaction. |   Essential    EssentialDesirable |   Supporting statement /Interview   Supporting statement /Interview  Interview  |
| **Knowledge, skills and abilities** Awareness and understanding of potential challenges facing diverse learners, including support for student retention, progression and successHighly motivated to provide an excellent level of service to a range of students and colleagues, with a positive and flexible approach to work.Good communication and interpersonal skills with the ability to relate to staff and students at all levels clearly and tactfully and to build rapport. Professional approach to work and work colleagues and the ability to work upon own initiative and independently, as well as being part of a wider team.A keen interest in Higher Education and supporting student progression and retention  Good organisational, networking and time management skills Commitment to promoting equality of opportunity for students from all backgrounds | EssentialEssential   Essential   Essential   Essential   Essential | Supporting statement /Interview Supporting statement /Interview  Supporting statement /Interview Interview  Interview   Interview  |
| **Other** Commitment to the [strategic plan and values](https://www.cumbria.ac.uk/media/university-of-cumbria-website/style-assets/landing-pages/strategic-plan/uoc-strategic-plan-2017-2020.pdf) of the University especially in relation to equality of opportunity at work and a healthy and safe working environment.   |  Essential  |  Interview  |