ADVERT

**We are the University of Cumbria**, a place where people are at the heart of all we do, where enriching the lives of our students, staff and the communities we serve means we make a difference that really matters.

Now is a very exciting time to be joining us because we are delivering a new strategic plan focused on making the most of our three most valuable assets; **People, Place and Partnerships**, to become a catalyst for economic well-being for our region, nationally and internationally.

The University of Cumbria and Imperial College London have formed a strategic [partnership to open a new medical school](https://www.imperial.ac.uk/medicine/partnerships/collaborative-partnerships-office/activities/global/cumbria/) to develop and deliver the Pears Cumbria School of Medicine (PCSM). The first students start a bespoke 4-year post graduate MBBS programme in 2025/26. Applying the University of Cumbria’s experience in training nurses, midwives and other professions allied to medicine, alongside Imperial’s expertise in medical education, we aim to produce doctors who are embedded in their local community ready to contribute to services across the region and beyond.

An exciting and challenging opportunity has arisen for a highly motivated and experienced individual to join PCSM. As Timetabling Officer, you will take the lead on collecting PCSM’s timetabling requirements and work with the timetabling team on the production of the PCSM timetable. You will need to have a strong focus on providing excellent customer service to PCSM academic staff and students. As this role will also involve extensive liaison with academic and professional services staff, you should be adept at developing excellent working relationships. The successful applicant should be able to work under their own initiative and manage their own workload to meet deadlines whilst being an effective team member to support the production of the PCSM timetable.

This is an exceptional opportunity to help shape the delivery of this unique Medical School.

**Informal enquiries:** Christine Tarbuck, Timetabling Manager, christine.tarbuck@cumbria.ac.uk

Interviews are scheduled to take place on Thursday 8th August 2024 at our Carlisle Fusehill Street campus.

We offer a comprehensive set of staff benefits which includes a **competitive salary**, **35 hour working week** (pro rata), **33 days holiday plus bank holidays** (pro rata), excellent **pension scheme** with **8% employer contribution**, **hybrid working** in line with business need and **corporate discounts** to name a few. For more information please click [HERE](https://www.cumbria.ac.uk/about/job-vacancies/staff-benefits/)

For more information about the University of Cumbria please click [HERE](https://www.cumbria.ac.uk/about/job-vacancies/)

For more information about The Pears Cumbria School of Medicine please click [HERE](https://cumbriamed.ac.uk/)

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| **SECTION A: THE ROLE** | |
| **Job Title:** | PCSM Timetabling Officer |
| **Institute/Service:** | The Pears Cumbria School of Medicine |
| **Job Grade:** | Grade 05, 0.6 fte |
| **Job Family:** | Professional Services |
| **Job Location:** | Carlisle Fusehill Street |
| **Responsible To:** | Timetabling Manager and dotted line to PCSM Head of Operations |
| **Role Purpose:** | |
| Working within The Pears Cumbria School of Medicine Office, this role will work with colleagues from the Timetabling teams at both the University of Cumbria and colleagues from PCSM to ensure the provision of a quality Timetabling service to PCSM students and staff*.*  You will work as a liaison contact point, attending academic planning meetings as required, advising on the timetable production process and data submission, modelling requirements and working within the timetable team on the production of the PCSM timetable.    You will be data-oriented with strong attention to detail. Dealing with people, whether colleagues, both academic and professional services, contractors or customers, is an important aspect of the work, together with the confidence and ability to deliver training to academic staff both in person and virtually. A high priority is given to the creation of effective working relationships between the post holder and other contacts within both the University of Cumbria, Imperial College London and PCSM.  You will be required to propose and implement improvements to current working methods and to undertake detailed manipulation of data and/or research.  The role will be line managed by the UoC Timetabling Manager with a dotted line to the PCSM Head of Operations. As a member of the UoC Timetabling team, you will work collaboratively to support other colleagues and contribute to routine tasks to support the general maintenance of the timetabling system and processes. Within the PCSM office, you may occasionally be expected to work collaboratively to support colleagues with key events or activities. | |

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| **SECTION B: PRINCIPAL DUTIES/KEY OBJECTIVES** | |
| The principal duties and responsibilities of the post holder will include the following areas: | |
| **1.** | **Timetabling**  Undertake the planning, organisation, management and monitoring of timetabling systems, policies and procedures in the creation of the PCSM timetable, under the guidance of the Timetabling Manager.  Provide updates on progress against deadlines in relation to the PCSM Timetable Production Plan, advise on room audit and space utilisation results, and work with PCSM academic colleagues to minimise the number of in-year changes made to the timetable.  Model and actively suggest practical solutions to scheduling or space problems to facilitate the delivery of the timetable.  Maintain the timetable system (currently Syllabus+) information and documentation, manual and electronic records, databases, other IT systems and generate reports as required.  Carry out routine analysis of information, data and/or calculations, identifying issues which require addressing, and presenting results accurately and appropriately. Contribute to short-term projects within PCSM or contribute as part of larger university (UoC) project teams, to support the achievements of project objectives (e.g. room audits). |
| **2.** | **Customer service**  Act as the point of contact for queries, attending meetings as requested and providing information and a range of solutions to choose from in relation to PCSM timetabling issues; allowing for any potential implications and raising issues of concern. Escalate complex queries or issues appropriately. |
| **3.** | **Planning & Organising**  Prioritise own work within a general plan or schedule to meet deadlines and appropriate standards and support future planning.  Organise or support events, timetables, meetings, etc. and co-ordinate the associated arrangements to ensure activities/events are administered efficiently. |
| **4.** | **Finance/Resource Management**  Assist as requested in the preparation of statistical returns as required by the University in response to institutional strategic plans and national returns. |
| **5.** | **Internal and External Liaison**  Work with nominated PCSM representatives in the preparation of accurate timetable data for use in producing the PCSM’s timetable by the specified deadline.  Liaise with colleagues within the UoC Timetabling team to co-ordinate PCSM requirements against the wider UoC timetable.  Carry out effective liaison with PCSM academic staff with regard to the effective scheduling of the timetable and use of teaching space available. |
| **6.** | **Corporate**  Participate in agreed training activities, to enhance role performance such as updating on health and safety issues or key skills. |

**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 5**  **Role Title: PCSM Timetabling Officer** | **Essential/**  **Desirable** | **To be identified by:** |
| **Qualifications**  Educated to RQF Level 3 (A Level, Scottish Higher or equivalent) or equivalent experience. | Essential | Application Form |
| **Experience**  Previous experience in a relevant role dealing with information management systems and understanding of the relevant terminology.  Experience of working in higher education and awareness of wider University, HE issues and external changes such as innovations, changes in legislation/regulation which impact on the job. | Essential  Desirable | Supporting Statement/ Interview  Application Form/Interview |
| **Knowledge, skills and abilities**  Skills and knowledge to provide advice and support (e.g. to timetabling processes) interpret requirements and produce appropriate solutions based on a general brief and be able to create standard and more complicated documents or materials for others.  Ability to effectively plan and organise short-term activities and events.  Strong customer service skills.  Analytical and problem-solving ability to understand and interpret information and make recommendations. For example, skills for analysing data and reports.  Ability to be tactful and diplomatic when required, as a front-line service provider, to deal with confidential and sensitive situations.  Knowledge of relevant IT packages, information systems and procedures, ability to adapt/transfer skills to use new technology, development and maintenance of websites, e.g. Office 365.  Professional approach to work and work colleagues and an ability to work independently and show initiative. | Essential  Essential  Essential  Essential  Essential  Essential  Essential | Supporting Statement/ Interview  Supporting Statement/ Interview  Application Form / Interview  Supporting Statement/ Interview  Interview  Supporting Statement/ Interview  Interview |
| **Other**  Commitment to the [Strategic Plan](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cumbria.ac.uk%2Ft2030%2F&data=05%7C01%7Cdavid.owen%40cumbria.ac.uk%7C47918a255a0f4593ac9908db10125bcd%7Cb627db1d99584fd18ea48ac3b27cf00f%7C1%7C0%7C638121443244964553%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=j3iGYMD7sBgCxPxaSSK%2F4qX%2FpZ4F7zsHTSGspFkSVXY%3D&reserved=0) of the University especially in relation to equality of opportunity at work and a healthy and safe working environment. | Essential | Interview |

The university uses Higher Education Role Analysis (HERA) as its job evaluation tool.

HERA scores against 14 competencies but please note that not all roles will score in all 14 competencies.

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| **SECTION C: COMPETENCIES USED** | |
| 1. **Communication** | * Routinely explains more complicated non-routine matters/policies/procedures and provides oral and written communication in a clear and accurate manner. Adapting the style of communication to the audience. * Occasionally is required to understand, use and interpret technical/ specialist terms commonly in use in own area of work. |
| 1. **Teamwork and Motivation** | * Works as a proactive and collaborative member of a team. * Required to be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results. |
| 1. **Liaison and Networking** | * Collaborates with others to meet deadlines and joint objectives by ensuring dissemination of information in the right format to the right people at the right time. * Builds relationships and contacts to facilitate future exchange of information. * Works across disciplines and functional teams strengthening working relationships. |
| 1. **Service Delivery** | * Promptly deals with internal or external contacts asking for service or requiring information, correctly referring the user to the right person if necessary. * Provides customer care to an agreed standard ensuring that the experience of each customer is positive and satisfactory. * Deliver service that is usually initiated by the customer, and typically involves routine tasks with set standards or procedures. |
| 1. **Decision Making** | * Makes independent decisions which has a minor impact. * Be party to some collaborative decisions; work with others to reach an optimal conclusion which has a minor impact. * Provide advice or input to contribute to the decision-making of others is a requirement and has a minor impact. |
| 1. **Planning and Organising Resources** | * Creates realistic plans to effectively manage own workload, prioritising work to meet personal and team objectives. * Suggests ways of improving working practice and use of resources. |
| 1. **Initiative and Problem Solving** | * Resolves standard day to day problems, as they arise, choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before. * Recognises when a problem should be referred to others. |
| 1. **Analysis and Research** | * Required to establish the basic facts in situations which require further investigation by carrying out appropriate enquiries. * Inform others if necessary; gather and record routine data by following procedures. * Identifies and uses a range of standard sources to gather and analyse routine data and produce reports that can be interpreted by others. |
| 1. **Sensory and Physical Demands** | * Uses simple methods and everyday tools & equipment to achieve the specified standard of work without supervision. * Completes basic tasks which would require either a minimum of instruction or light, if any, physical effort. |
| 1. **Work Environment** | * Required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. * Aware of health and safety procedures and reports concerns to others. |
| 1. **Pastoral Care and Welfare** | * Shows sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress. Initiate appropriate action by involving relevant people. * Is the first point of contact for students or staff with sensitive and emotional situations. |
| 1. **Team Development** | * Advise or guide others working in the same team on standard information or procedures. |
| 1. **Teaching and Learning Support** | * Provides regular simple demonstrations and/or standard information where material remains generally the same or is determined by someone else. * Required to introduce students or others who are new to the area to standard information or procedures. |
| 1. **Knowledge and Experience** | * Works without continuous supervision. * Required to have sufficient knowledge or expertise to work on day-to-day issues in their own area without direct or continuous reference to others following practical training. |