

**ROLE DESCRIPTION AND PERSON SPECIFICATION  
ACADEMIC AND TECHNICAL STAFF**

**Role Title:** BA (Hons) Product Design Course Leader

**Programme:** Design Practice

**School:** Design School

**Pay Band:** Band E

**Reports to:** Programme Director Design Practice

**Purpose of Role:**

To **lead, develop and manage the BA (Hons) Product Design**, ensuring that their academic direction, design and curriculum are fully aligned with Ravensbourne's Strategy, Academic Plan and the delivery of Mindsets & Skillsets; that it is innovative and responsive to industry needs; that agreed targets and performance indicators are met; and that it contributes to a positive student experience.

To have day to day **operational management** of course management and delivery including its promotion and marketing, budgeting and resourcing, student recruitment and progression, timetabling, learning and teaching, academic quality, assessment, learner feedback, and staff recruitment, management, workload planning and development.

To contribute to the **wider strategy, development and planning** of the Design Practice Programme.

**Responsibilities:**

**Course Leadership and Management**

- working closely with the Programme Director to undertake the **annual planning process for the course**, ensuring that the agreed objectives and associated targets for the course are implemented.
- to **manage the delegated course budget**, monitoring expenditure to ensure the budget target is achieved at year end.
- to **resolve operational issues** arising from course delivery, collaborating with the appropriate professional service as necessary, escalating unresolved issues to the Programme Director if progress is not achieved.

- to secure and deploy the **resources necessary for effective operational delivery** of the course.
- to ensure that the course is effectively **timetabled**.
- to chair **meetings of the staff team**, using these to keep colleagues up to date, and to receive feedback on the leadership, development and management of the course.
- to maintain oversight of **the use of resources** so that deployment of space and equipment reflects institution-wide policies and practices, including health and safety.
- to undertake necessary **administration of the course**, working closely with the programme administrator to ensure maintenance of course files and documentation, records of student attendance, assessment, withdrawals, information for Registry etc.
- to contribute to the **inception, development and validation/revalidation of undergraduate and postgraduate courses** in the programme area.
- in collaboration with the other senior academic managers and course leaders to ensure that **shared delivery across courses** within and between programmes is effectively managed and delivered.
- to participate in **institutional committees** and sub-groups, working groups and project boards/teams as required.
- to establish, develop and maintain **industry links** relevant to the course.
- to support the **development and maintenance of academic and industry partnerships**, both in the UK and internationally
- to contribute to **alumni development and fundraising** activities.
- to contribute to Ravensbourne's **commercial activity**.
- to develop and maintain links with **key stakeholders and networks in HE**.

### **Student Recruitment**

- to ensure that appropriate strategies and plans are in place and implemented for the **marketing and promotion of the course**, contributing to copy for publicity material, ensuring that online course information is up-to-date, and contributing to Open Days and other promotional initiatives
- to **monitor student recruitment numbers** and take appropriate action as necessary

- to contribute to effective student **progression**, to and through undergraduate level and from undergraduate to postgraduate

### Quality enhancement

- to ensure that course delivery complies with Ravensbourne's **quality standards and regulations**
- to ensure that **assessment feedback** is effective, appropriate and timely
- to support the implementation of the **Learning & Teaching and Student Experience Strategies**
- to continuously enhance the **quality of learning and teaching** on the course
- to ensure **learner feedback** is sought through both informal and formal mechanisms, and responded to promptly.
- to undertake **course monitoring**
- to ensuring that **grades are delivered to Registry** in a timely manner
- to be a member of **progression boards**
- to ensure **representation at relevant institutional and external committees.**

### Staff Recruitment, Management and Development

- to **line manage staff working on the course**, ensuring that they are meeting their responsibilities, objectives and targets, and that their wellbeing and development is considered and supported
- to **recruit, select and induct** staff – both salaried and sessional - required to deliver the course.
- to ensure that the **timetabling, work loading, motivation and well-being** of staff is well-managed.
- to ensure that **staff development** needs are reviewed annually through APRD and that staff are supported in engaging with agreed development objectives.
- to ensure that a programme of **teaching observation** is in place and undertaken effectively
- to ensure that all staff receive sufficient **development and support** to enable them to participate in academic development initiatives
- to deal with **staffing issues** escalating issues to programme directors where these cannot be resolved at course level.

- to support staff in engaging in the **Professional Skills Framework** to achieve PGCE qualification and appropriate external accreditation
- to support those staff engaging in **Research**

### **Personal and Institutional**

- to **deliver the requisite teaching hours** in accordance with the workload model and the tariffs set down by Ravensbourne
- to undertake **specific projects and assignments** for the programme, school or for the institution as may be required from time to time
- to **participate in Annual Performance Review and Development (APRD)**
- **to engage in personal research and scholarly activity** relevant to subject and professional expertise
- **to engage in personal and professional development** relevant to role, course, programme, school or institutional needs
- to undertake **other duties** consistent with the role as may from time to time be assigned
- to demonstrate understanding of **Ravensbourne's values, culture and educational ethos** and promote these through everyday practice in the role.
- to work within Ravensbourne's **Code of Conduct and other Rules**
- to comply with all **legislative, regulatory and policy requirements** (e.g. Finance, HR) as appropriate
- to carry out the policies, procedures and practices of **Health & Safety** in all aspects of the role, and to ensure that guests to the Institution are given appropriate health and safety information on arrival
- to demonstrate value and importance of **equality and diversity** in every aspect of Ravensbourne's work, and show commitment through everyday practice in the role
- to work in accordance with, and promote Ravensbourne's **environmental sustainability** policy and practices
- to work continuously **to improve individual knowledge, skills and behaviours** for the current role and for the longer-term, gaining appropriate professional qualifications/accreditation and maintaining membership of appropriate professional bodies as appropriate

- to make full use of all **information and communication technologies** to meet the requirements of the role and to promote organisational effectiveness

**Key Working Relationships (i.e. titles of roles, both internally and externally, with which this role holder interacts on a regular basis):**

Programme and Associate Programme Directors, other Course Leaders.

Directors of Research, Academic Services, Finance, HR, External Relations.

Heads of Marketing, Registry, Student Services, Quality, Recruitment, Admissions, International and Commercial, Alumni & Development, IT, Facilities

Programme Administrators

**Resources Managed**

**Budgets:** Course budgets

**Staff:** Academic staff

**Other (e.g. equipment; space)**

| <b>Person Specification (Knowledge, Skills and Behaviours)</b>  | <b>Essential</b>  | <b>Desirable</b> |
|---|-------------------|------------------|
| <p><b><u>Core Personal Skills</u></b></p> <p><b>Minimum Qualification Required :</b><br/>A Degree, appropriate professional qualification or equivalent.</p> <p>A post-graduate qualification (preferably a relevant doctorate)</p> <p>A PGCE or HEA accreditation or the ability to achieve one of these</p>   | <p>✓</p> <p>✓</p> | <p>✓</p>         |
| <p><b>Experience</b></p> <p>Current knowledge and understanding of the design and media industries and experience of working in one or more areas within the design and media industries</p> <p>Knowledge, understanding and experience of marketing management and business planning processes and tools to facilitate the identification of new markets and the evaluation of potential business ideas, including the setting up of projects and the management of delivery</p> | <p>✓</p> <p>✓</p> |                  |

| Person Specification (Knowledge, Skills and Behaviours)  | Essential  | Desirable |
|--|--|-----------|
| <p>Knowledge, understanding and experience of complex business contexts involving multiple income streams and the impact of changing environments on this e.g. higher education strategic, funding and commercial contexts</p> <p>Significant experience of carrying out a leadership and management role preferably in higher education and/or in relevant area of professional expertise including performance management.</p> <p>Understands the relationship between provider and customer, and the expectations of the recipient of a service. Is able to identify all such relationships in which they are involved, and with an attitude of mind that places the needs of the customer first, provides a service that fully satisfies them.</p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |           |

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| <p><b>Experience (continued)</b></p> <p>Knowledge, understanding and significant experience of quality assurance and quality enhancement structures, processes and implementation</p> <p>Knowledge, understanding and experience of approaches to flexible delivery of courses</p> <p>Knowledge, understanding and experience of the issues relating to widening participation and student retention.</p> <p>Knowledge, understanding and experience of the new product development process and its relevance to academic and business contexts.</p> <p>Understands how to set up agile command structures for short term projects (e.g. working groups that deliver intended outcomes), of leading projects and of achieving outcomes within a given timescale</p> <p>Experience of business planning, the forecasting of student numbers and resource requirements associated with an expanding or contracting portfolio.</p> <p>Strong network of contacts in areas relevant to the post with evidence of successful collaborations</p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |  |
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| Experience of innovation in learning and teaching in higher education and an ability to evaluate and embed new initiatives successfully  | ✓ |  |
| Experience of working collaboratively with students with significant outcomes beneficial both to the individual learner and to the wider institutional community   | ✓ |  |
| <b>Enterprise and Support for Income Generation</b><br>Understands the critical importance of income generation, in particular from student recruitment, and is alert to the opportunities for increasing income from existing or new sources, taking action as necessary.   | ✓ |  |
| <b>Team Working</b><br>Works collaboratively and harmoniously within the team and more widely with all significant others to get the job done, to the satisfaction of all those involved.  | ✓ |  |
| <b>Communicating and Relating to Others</b><br>Communicates clearly both orally and in writing (including formal and informal written documents). Can build and maintain effective relationships openly and honestly, using every medium appropriately and with consideration for the audience, so that the messages (both ways) are understood and able to be acted upon. | ✓ |  |
| <b>Organising Work</b><br>Organises work for optimum effectiveness, using all the resources, tools and methods available, so that the objectives of the role, team and organisation are met.   | ✓ |  |
| <b>Problem Solving and Decision Making</b><br>Anticipates problems or issues and deals with them creatively and constructively, reaching a rational decision for dealing with the problem or issue; one that is capable of practical implementation  | ✓ |  |
| <b>Future Focussed and Change-Ready</b><br>Understands their current position in the broader environmental context and is receptive to, and open minded about, change, enabling them to respond positively and creatively to changing circumstances and requirements.  | ✓ |  |
| <b>Numeracy and Statistics</b><br>Understands, uses and presents numerical information clearly and accurately, according to the requirements of the task in hand.  | ✓ |  |
| <b>Using IT</b><br><b>IT General</b>   |   |  |

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| Makes optimum use of appropriate digital technology and IT systems in all aspects of the role, particularly the ability to operate in a Virtual Learning Environment   | ✓ |   |
| <b>IT School Specific</b><br>Has a strong understanding of the role and future potential of digital technology in the design industry.   | ✓ |   |
| <b>IT Project Management</b><br>Strong IT skills including, if using online project management tools, an awareness of the functional specifications of these tools in managing projects, such as Basecamp.   |   | ✓ |
| <b>IT Hardware</b><br>An awareness of audio visual input and output, including basic trouble shooting with adaptors (VGA, DVI), how to adjust and mirror laptop screen output to projectors, how to connect a range of peripheral devices such as mice, screens, Ethernet connections  |   | ✓ |
| <b>IT System</b><br>Know how to search for and connect to a range of wireless network connections, how to change audio output and video and microphone inputs for a laptop. To be aware of home folders synchronisation and to be guided to maintain good housekeeping in terms of location of folders on local and network drives. To be able to use cloud based services provided by Ravensbourne after instruction: Googlemail, Google documents, shared spreadsheets |   | ✓ |
| <b>IT Software</b><br>Know how to be able to launch applications successfully and close them again. To be able to use a range of different browsers effectively and appreciate their differences. To be able to save outputs from Microsoft Office programs in a variety of outputs supported by those programs, for the purposes of sharing.  |   | ✓ |
| <b><u>Core Leadership and Management Skills</u></b><br><br><b>Management and continuous improvement of operational delivery</b><br>Leads and manages the operational delivery of a course or service, ensuring that standards are met and delivery continuously improved, to the satisfaction of those who pay for and/or receive the service  | ✓ |   |
| <b>Strategic and Business Planning and Implementation</b><br>Leads and manages the identification, articulation and implementation of strategic and/or business plans  |   | ✓ |
| <b>Team Leadership and Management</b>  |   |   |



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| Leading and managing team(s) successfully towards specific agreed outcomes in ways that engage, motivate and develop team members   | ✓ |  |
| <b>Project Management</b><br>Leads a project throughout its life cycle, using the methodology to ensure the Project achieves its agreed purposes.   | ✓ |  |
| <b>Resource Management</b><br>Ensures that the resources required are available at the right time and in the right place, and appropriately monitored, so that the work can be done effectively and efficiently   | ✓ |  |
| <b>Staff Management</b><br>Ensures that all staff managed are properly, deployed and developed in their role, and are enabled to make their contribution to the achievement of short and medium term objectives and longer-term organisational success  | ✓ |  |
| <b>Bidding for Funds</b><br>Leads the process of bidding for project funding including the development of partnerships where required.  | ✓ |  |
| <b><u>Academic and Technical Knowledge and Know-How</u></b><br><br><b>Subject Knowledge and its Application</b><br>Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of keeping up to date in the application of that knowledge, for teaching and other aspects of the role | ✓ |  |
| <b>Inter-Disciplinarity</b><br>Understands inter-disciplinary and convergent processes in creative and digital activities, and demonstrates a commitment and ability to ensure this is reflected in the educational offer   | ✓ |  |
| <b>Applied Research and Knowledge Transfer (including Consultancy)</b><br>Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of applying that knowledge in an industrial/professional practice context   | ✓ |  |
| <b>Planning and Managing Student Events</b><br>Ensures that the work of existing and graduating students is presented and promoted effectively to a wide range of audiences, through an innovative programme of events and activities   | ✓ |  |
| <b>Professional Context</b>   |   |  |

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| Develops and maintains an understanding of how developments in the professional, legal, regulatory and educational contexts impact upon own role specifically, and Ravensbourne more generally   | ✓ |  |
| <b><u>Academic and Technical Educational Delivery. Systems and Processes</u></b>   |   |  |
| <b>Teaching and Learning</b><br>Combines subject content and learning and teaching methods in ways that fully enable learners to achieve their goals   | ✓ |  |
| <b>Student Recruitment, Admission and Induction</b><br>Ensures that prospective students are attracted by Ravensbourne's offer and assisted in making their choice; that they are selected fairly and in accordance with equality and diversity principles; and that they are enrolled and registered promptly and efficiently, and receive an effective induction | ✓ |  |
| <b>Student Engagement</b><br>Involves students fully in their educational experience by encouraging them to contribute as Course Representatives or Student Union Officers; participating in course evaluation and curriculum design; and helping them understand the nature of their educational experience, by setting realistic expectations                    | ✓ |  |
| <b>Course Administration and Quality Assurance</b><br>Supports the delivery of education to students by contributing to the efficient running of the programme, in accordance with Ravensbourne's quality standards and procedure  | ✓ |  |
| <b>Course and Curriculum Design</b><br>Designs and re-designs courses and associated curricula, bringing together digital technology and creative content in ways that ensure effective student learning and future employability  | ✓ |  |
| <b>Technical Equipment</b><br>Ensures that all equipment in use is fit for educational purpose, and that new equipment is purchased cost effectively, installed safely, and regularly maintained   | ✓ |  |
| <b>Technical Tutor Support</b><br>To facilitate the Technical Tutor service in supporting effective induction and Health and Safety awareness  | ✓ |  |
| <b>Industry and Educational Context</b><br>Develops and maintains an understanding of how changes in both the relevant industries and higher and further education   | ✓ |  |

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| impact upon the role specifically and Ravensbourne more generally |  |  |
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