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| **ROLE DESCRIPTION AND PERSON SPECIFICATION ACADEMIC AND TECHNICAL STAFF** |
| **Role Title: Head of Knowledge Exchange and Research**  **Area: Innovation, Industry and Enterprise**  **Pay Band: E**  **Reports to: Director of Innovation Industry and Enterprise** |
| **Purpose of Role:**  Lead the development and implementation of Ravensbourne’s knowledge exchange and research strategy, ensuring that the KE infrastructure integrates with and supports the institution’s academic plan.  Facilitate and promote cutting edge applied research through the development of a community of staff researchers and KE practitioners  Develop networks between Ravensbourne’s KE/research community and relevant partners, both within and outside academia – for research and knowledge transfer  Provide leadership in applying for and securing funding for KE and research activity at Ravensbourne  Lead the development of sound research management and governance practices at Ravensbourne. |
| **Role Responsibilities:**  ***Strategy development and implementation***   * Lead development of KE/Research Strategy and be responsible for implementation, planning and delivery * Contribute to the development of meaningful set of measurements to form the basis of institutional KPIs of KE/research achievement * Lead Ravensbourne’s submission to the 2028 Research Excellence Framework * Managing all funding bids and allocation of funds related to KE and research * Manage HE-BCI returns and manage the data collection |

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| ***Research leadership***   * Contribute to the development of aspects of Ravensbourne’s Learning and Teaching Strategy that pertain to research   ***Facilitate and promote cutting edge research***   * Ensure that staff and student research training and development needs are reviewed annually to inform development plans at an institutional level * Provide academic leadership to Ravensbourne and provide a coherent vision for KE/research, practice, and post-graduate training at the institution * Develop new KE initiatives that make best use of Ravensbourne’s core capabilities   ***Network development***   * Identify potential KE partners in the community, industry and academia, both nationally and internationally * Connect with potential partners to develop and identify initiatives of mutual benefit * Transfer knowledge to society through outreach and technology transfer * ***KE Funding*** Take a leadership role in identifying opportunities for KE/research income, and making research funding applications * Support other staff in making bids for research funding – both through mentoring and securing relevant partnerships/funding opportunities  Research management and governance  * Chair the Research Committee and any sub-committees and working groups, discharging responsibility for the effective governance of research * Ensure that staff engaged in applied research at Ravensbourne comply with relevant policies and best practice with regard to research ethics * Represent the interests of the research community at a senior level both inside and outside Ravensbourne * Ensure that research projects and externally funded initiatives are effectively and efficiently managed and properly monitored |

# General

* To undertake other duties which are consistent with the level of responsibility entailed in the role including representing the Institution externally, ensuring the research function receives appropriate coverage by the Institution’s Marketing Department

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 oversee KEF and REF submissions
* To be the main point of contact for UK research and innovation
* To chair the Research, KE and ethics committee
* To work closely with academic staff and support their KE/research activity
* To make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness
* Lead on the strategy to develop KE and research culture
* To perform such other duties consistent with the role as may from time to time be assigned, collaborating fully with others to get the work done and Ravensbourne’s objectives achieved

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| **Key Working Relationships (i.e., titles of roles, both internally and externally, with which this role holder interacts on a regular basis):**  Exec team  Heads of departments  All academic staff |
| **Resources Managed**  **Budgets:** Research Budget; external funding as agreed with line manager  **Staff:** Research staff KE practitioners appointed to carry out research/KE duties.  **Other (e.g., equipment; space)** |

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| **Person Specification (Knowledge, Skills and Behaviours)** | **Essential** | **Desirable** |
| **Core Personal Skills**  **Minimum Qualification Required:**  A Degree, appropriate professional qualification or equivalent.  A post-graduate qualification (preferably a relevant doctorate) A PGCE or HEA accreditation or the ability to achieve one of these |  |  |
| **Experience**  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  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  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.  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. |  |  |

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| **Experience (continued)**  Knowledge, understanding and substantial experience of quality assurance and quality enhancement structures, processes and implementation  Knowledge, understanding and experience of approaches to flexible delivery of courses  Knowledge, understanding and experience of the issues relating to widening participation and student retention.  Knowledge, understanding and experience of the new product development process and its relevance to academic and business contexts.  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  Experience of business planning, the forecasting of student numbers and resource requirements associated with an expanding or contracting portfolio.  Strong network of contacts in areas relevant to the post with evidence of successful collaborations  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  Strong national and international reputation in a relevant research specialism  Substantial academic management experience Significant experience and knowledge of how to construct  and manage research programmes, collaborative projects, and budgets and knowledge of, or the capability of rapid familiarisation with, UK, EU and other research funding bodies and grant structures |  |  |

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| **Enterprise and Support for Income Generation** 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. |  |  |
| **Team Working**  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. |  |  |
| **Communicating and Relating to Others** 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. Has strong interpersonal skills and the ability to build informal and formal partnerships. |  |  |
| **Organising Work**  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. |  |  |
| **Problem Solving and Decision Making**  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 |  |  |
| **Future Focussed and Change-Ready**  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. |  |  |
| **Numeracy and Statistics**  Understands, uses and presents numerical information clearly and accurately, according to the requirements of the task in hand. |  |  |

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| **Using IT**  **IT General**  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  **IT Cluster Specific**  Has a strong understanding of the role and future potential of digital technology in the design industry. |  |  |
| **IT Project Management**  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. |  |  |
| **IT Hardware**  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 |  |  |
| **IT System**  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 |  |  |
| **IT Software**  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. |  |  |
| **Core Leadership and Management Skills**  **Management and continuous improvement of operational delivery**  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 |  |  |

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| **Strategic and Business Planning and Implementation** Leads and manages the identification, articulation and implementation of strategic and/or business plans |  |  |
| **Team Leadership and Management**  Leading and managing team(s) successfully towards specific agreed outcomes in ways that engage, motivate and develop team members |  |  |
| **Project Management**  Leads a project throughout its life cycle, using the methodology to ensure the Project achieves its agreed purposes. |  |  |
| **Resource Management**  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 |  |  |
| **Staff Management**  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 |  |  |
| **Bidding for Funds**  Leads the process of bidding for project funding including the development of partnerships where required. |  |  |
| **Academic and Technical Knowledge and Know-How**  **Subject Knowledge and its Application**  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 |  |  |
| **Inter-Disciplinarity**  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 |  |  |
| **Applied Research and Knowledge Transfer (including Consultancy)**  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 |  |  |

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| **Planning and Managing Student Events**  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 |  |  |
| **Professional Context**  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 |  |  |
| **Academic and Technical Educational Delivery, Systems and Processes**  **Teaching and Learning**  Combines subject content and learning and teaching methods in ways that fully enable learners to achieve their goals |  |  |
| **Student Recruitment, Admission and Induction** 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 |  |  |
| **Student Engagement**  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 |  |  |
| **Course Administration and Quality Assurance**  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 |  |  |
| **Course and Curriculum Design**  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 |  |  |

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| **Technical Equipment**  Ensures that all equipment in use is fit for educational purpose, and that new equipment is purchased cost effectively, installed safely, and regularly maintained |  |  |
| **Technical Tutor Support**  To facilitate the Technical Tutor service in supporting effective induction and Health and Safety awareness |  |  |
| **Industry and Educational Context**  Develops and maintains an understanding of how changes in both the relevant industries and higher and further education impact upon the role specifically and Ravensbourne more generally |  |  |