

**Description and Person Specification**  
**Academic Staff**

**Job title:** Course Leader BSc (Hons) Business Computing

**Department:** Computing and Emerging Technologies

**Pay Band:** Grade 7

**Line Manager:** Head of Department: Computing and Emerging Technologies

**Role Purpose:**

To provide academic leadership and management of the BSc (Hons) Business Computing course and staff, ensuring a high quality of teaching, which achieves and maintains learning and assessment standards and progression targets in accordance with institutional strategies and regulations.

To maintain and develop the subject specialism through collaboration with industry partners, academic colleagues and strengthened industry links and relations.

To contribute to the achievement of institutional priorities in teaching and learning, student recruitment and engagement, and access and participation.

**Duties and Responsibilities:**

- To direct the operation of the course, providing leadership in maintaining quality and appropriateness of course content and delivery.
- To engage fully with the Institution's policies and procedures for the setting of academic standards, the quality assurance of its provision and enhancement of the student experience.
- To act as line manager for course teaching staff.
- Working with the teaching team, to tutor, mentor and counsel students (and where appropriate to refer to student support services).
- To deliver high quality teaching and learning opportunities.
- To collaborate with the Head of Department in effectively deploying departmental resources, including for example sessional staff allocations.
- To co-ordinate the recruitment of students to the course, including open days, promotional activities, and to oversee student induction on arrival.
- To contribute to the overall running of the Department and University in areas of research, operations and course planning.
- To contribute to the development of the course team through the appraisal system, providing advice on continuing professional development.

- To engage in institution-wide committees or working parties when required.
- To undertake administration appropriate to the running of the course including; maintenance of course files and documentation, including as required provision of data on student assessment and withdrawals, and timely submission of grades to Registry etc.
- To work with the Head of Department on planning and development of the course and of the department more broadly, including new areas of delivery.
- 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

#### **Other**

- Demonstrate an understanding of Ravensbourne's values, culture and educational ethos and promote these through everyday practice in the role.
- Work within Ravensbourne's Code of Conduct and other Rules.
- Comply with all legislative, regulatory and policy requirements (e.g., Finance, People & Culture) as appropriate.
- Carry out the policies, procedures, and practices of Health & Safety in all aspects of the role.
- Demonstrate value and importance of equality and diversity in every aspect of Ravensbourne's work and show commitment through everyday practice in the role.

#### **Key working relationships:**

Head of Department  
 Course Leaders for other courses within the Department or with closely related content  
 Tutors and Sessional staff  
 Dean of School  
 Director of Learning and Teaching  
 Registry & Student Services  
 Quality  
 People and Culture  
 Marketing  
 Technical and Building Services

#### **Resources Managed**

Budgets: course sessional staff and non-staff budgets (with Head of Department)  
 Staff: course teaching staff; sessional lecturers  
 Other: teaching spaces (with Technical Services and Information Technology)

Person Specification		
Knowledge and Experience	Essential	Desirable
<b>Education</b> A first degree, or appropriate professional qualification.  A postgraduate qualification in an appropriate discipline.  A PGCE or similar teaching qualification or HEA accreditation (or the ability and willingness to achieve this).	X  X  X	
<b>Professional qualifications, knowledge and experience</b> Extensive knowledge and understanding of the business computing sector, including potential future needs and trends, and how this affects effective course design and delivery.  Comprehensive knowledge and understanding of computing as applied to modern business environments, including, for example, software development, databases, web development, artificial intelligence, data analytics and business intelligence.  Experience of working within industry in an area of applied computing.  Experience of line management of staff in an industrial or academic context.  A track record of research or knowledge exchange in an academic or industrial context (or the ability to develop).	X  X    X	   X  X
<b>Higher Education knowledge</b> Experience of teaching on a relevant computing undergraduate or postgraduate degree course.  A track record of experience in academic processes and practices, including course/module design and development.  Experience of academic management, including for example assessment processes, course reporting, peer observation procedures, quality systems.  A perspective on the broader development of the education sector, including for example pedagogic developments.	X  X  X	    X
<b>Stakeholder and Project Management</b> Experience of developing and delivering partnership projects to enhance the student experience or to develop research initiatives.	X	

Core Personal skills abilities and behaviours	Essential	Desirable
<b>Management and leadership</b> Experience of effective team leadership in an industry or academic context against defined outcomes.  Works collaboratively and harmoniously within teams and more widely with all significant others to get the job done, to the satisfaction of all those involved.  Experience of project leadership on outcome-focused initiatives.  A demonstrable focus on student success and achievement.	X   X   X   X	
<b>Equality, Diversity &amp; Inclusion</b> Experience of working in an environment where equality, diversity and inclusion are central to work and delivery.  Experience of dealing with diversity issues in a leadership or management context.  A demonstrable approach to the delivery of student wellbeing, achievement and pastoral care.	X   X	X
<b>Communication</b> Experience of writing and speaking in formal contexts including for example academic writing/report writing, public speaking.  The ability to maintain effective relationships across all levels of an organisation and external stakeholders.  Proficiency in data management and analysis systems and the capacity to adapt to evolving systems.	X   X   X	
<b>Organisational Values</b> Demonstrates a commitment to delivering positive organisational values.	X	

### Our Values

**Connection:** We value what happens together and we collaborate to achieve our collective goals.

**Dynamism:** We embrace every opportunity to adapt and optimise.

**Inclusion:** We celebrate our diversity, and we embrace difference as a source of strength.

**Professionalism:** We aim for quality in everything we do and take pride in our work.

