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| HR191 | JOB DESCRIPTION |  UNIVERSITY OF CAPE TOWN IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD |
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NOTES

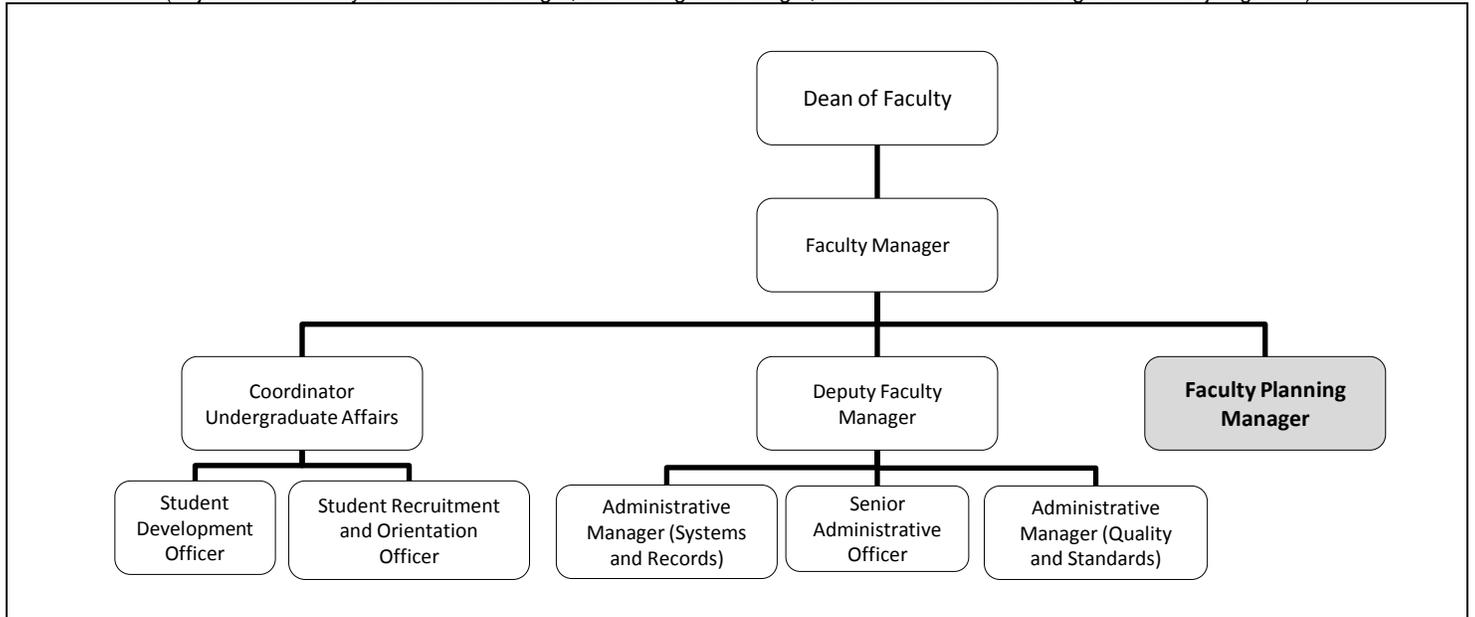
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of job descriptions.
- A copy of this form is kept by the line manager and the job holder.

POSITION DETAILS

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| Position title | Faculty Planning Manager |
| Job title (HR Practitioner to provide) | |
| Job grade (if known) | 10 |
| Academic faculty / PASS department | PASS |
| Academic department / PASS unit | Faculty of Humanities |
| Division / section | Planning |
| Date of compilation | May 2018 |

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include job grades)



PURPOSE

The main purpose of this position is to support the Dean, Deputy Deans, Faculty Manager and the Heads of Departments with data analysis and information to support their planning and decision-making, with an emphasis on academic and research planning and quality assurance of student and qualification outcomes.

JOB CONTENT

| Key performance areas (4 – 6) (What) | % of time spent | Activities / Objectives / Tasks (How) | Results / Outcomes (Why) |
|---|-----------------|---|--|
| 1 Academic planning | 55% | <ul style="list-style-type: none"> • Prepare the annual course enrolment projections for the Faculty's fee income budget projection, (liaising closely with the Dean, Deputy Deans, Faculty Manager and Faculty Finance Manager). • Prepare the Faculty's annual student registration enrolment planning submission for the Institutional Planning Department (IPD) with due regard for overall enrolment and equity targets by qualification. • Decide the HEMIS weighting of individual courses and assist the institutional HEMIS officer in preparing annual data submissions, following up and troubleshooting as required. • Ensure Faculty qualifications and courses comply with national higher education frameworks and statutory requirements • Oversee the CESM allocation for new courses • Monitor the processes and outcomes underlying quality assurance of qualifications and courses including feedback from external examiners, feedback from students through course evaluations, and the structure and coherence of courses. • Monitor throughput and completion rates in a manner determined by the Faculty Board to achieve equity in process and refer problem areas for attention to departments and/or relevant committees. • Prepare course and qualification level reports on student progression and achievement for the attention of the Faculty Examination Committee (FEC). • Gather and collate external examiner course reports, providing a top-level analysis, for the Deputy Deans of UG and PG Affairs respectively. • Generate and analyse in-depth statistical queries and reports as required by the Dean, Deputy Deans, various committees and Heads of Department (HoDs) for enrolment, academic, staffing and financial planning purposes. • Manage the research publication count and block grant allocation, advising and supervising the Administrative Officer (Research) in gathering and collating information | <ul style="list-style-type: none"> • Planning submissions are evidence-based (i.e. based on prior experience and data modelling) and support the Faculty in achieving strategic objectives and meeting its targets • Annual enrolment planning submissions support the Faculty in reaching its student recruitment targets • The annual fee income budget recommendation, based on projected course enrolments, is accurate • A definitive list of Faculty qualifications is maintained reflecting qualifications and programmes in approval, put forward for accreditation or being taught out • Qualification and course attributes align with national higher education framework and policy requirements • Information about past, current and planned qualifications are accurately reflected and aligned in the PQM (institutional programme and qualification mix), handbooks, and committee documents • Attributes related to taught out, current and planned qualifications are passed through the requisite committees for approval and oversight • The Teaching and Learning Working Group is supported in its curriculum design, student experience, and throughput/ completion remit • External examiner feedback is collated, reviewed and analysed for common themes and recommendations for amendments to courses/ qualifications as appropriate • Student course evaluation feedback is collated, reviewed and analysed for common themes and recommendations to the TLWG as appropriate • The FEC and TLWG have sufficient information to evaluate trends in student progress and success at course and qualification level • Faculty submissions for government funding/ subsidy through the HEMIS student data return and research publication count are accurate and comprehensive • Processes are initiated and completed within agreed timeframes, are efficient and effective, and are professionally conducted |
| 2 Statistical and policy analysis | 20% | <ul style="list-style-type: none"> • Develop and maintain a Faculty management information system, and ensure that the Faculty has adequate policy information and data to inform its academic management and planning functions using IPD data. • Provide data, information and analyses in support of academic planning and decision-making at all levels within the Faculty. • Conduct data modelling exercises in support of Academic Administration, the Dean, and Heads of Department to support academic, staff and financial planning. • Liaise with IPD and other institutional departments for data and | <ul style="list-style-type: none"> • Appropriate research and guidance is provided to inform planning and activities • Accurate and up-to-date management information is readily available to aid decision-making and planning • Developments in IPD and other areas holding institutional information are monitored and implemented • The implications and implementation of national and institutional policies are clearly understood and operationally integrated |

| Key performance areas (4 – 6) (What) | | % of time spent | Activities / Objectives / Tasks (How) | Results / Outcomes (Why) |
|---|------------------------------------|-----------------|--|--|
| | | | <p>information to inform planning and/or strategic analyses.</p> <ul style="list-style-type: none"> • Advise on national higher education policy trends including those affecting funding, and ensure that relevant committees and Heads of Department are kept informed of relevant issues. • Keep abreast of the University's plans and strategic direction by monitoring and advising on Senate decisions. • Offer advice to Dean on reports or any other documentation with which s/he is required to be familiar. • Conduct surveys and research in line with Faculty strategies. • Conduct and oversee research or monitoring projects related to recruitment, access and success. • Monitor and report on technical and other fee waivers. | |
| 3 | Academic Administration operations | 15% | <ul style="list-style-type: none"> • Demonstrate expertise in curriculum issues including the credit framework, qualification structures, and course and qualification attributes • Support curriculum advice, registration, examination processing, and student development as required • Support preliminary Faculty Examination Committee processes as required • Maintain familiarity with student and qualification administration, record-keeping, and operations to assist officers and managers at peak times • Liaise with other faculties through membership of the Faculty Academic Administration Committee (FAAC), or other relevant structures, which meets to co-ordinate functions concerning admissions and student administration and system changes. | <ul style="list-style-type: none"> • Committees and executive officers are able to take decisions on qualifications and courses which accurately align with national and institutional policies and requirements • Academic administration business processes reflect, and give effect to, national and institutional policies and requirements • Students' registration and curriculum choices are correct with reference to qualification and programme requirements • Preliminary FEC chairs are able to take accurate decisions on students' recommended academic standing and progression codes with reference to qualification and programme requirements • Support is available to colleagues and the wider department at times of peak demand |
| 4 | High level support to the Faculty | 10% | <ul style="list-style-type: none"> • Provide high level support to the Faculty Manager, the Dean and other members of the Faculty in respect of ad hoc and strategic projects. • Support internal and external <i>ad hoc</i> requests for data/information with regard to student enrolments, demographics, and academic performance. • Gather and collate information and write reports. • Support the Dean in <i>ad hoc</i> strategic projects as required. • Carry out any other duties requested by the Dean or her/his nominee. | <ul style="list-style-type: none"> • The Dean and other members of the Faculty are able to respond timeously and accurately to requests for information or reports. |

MINIMUM REQUIREMENTS

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| Minimum qualifications | Postgraduate Degree, preferably at Master's level |
| Minimum experience (type and years) | At least three years' experience in analysing large data sets, reporting and policy analysis, preferably in a Higher Education institution. Experience in both quantitative and qualitative research would be an advantage. |

COMPETENCIES

| Competence | Level | Competence | Level |
|---------------------------------------|-------|---|-------|
| Adaptability/ flexibility | 2 | Individual leadership | 2 |
| Analytical thinking / Problem solving | 2 | Information management | 2 |
| Building interpersonal relationships | 2 | Initiating action/ initiative | 2 |
| Building partnerships | 2 | Planning and organizing / work management | 2 |
| Client/student service and support | 2 | Professional knowledge and skill | 2 |
| Communication | 2 | Research support skills | 2 |
| Conceptual thinking | 2 | Results focus | 2 |
| Creativity and innovation | 2 | University awareness | 2 |
| Decision-making/ judgment | 2 | Written communication | 2 |