

Job pack



Message from the President and Principal

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

Our strategy 2030

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical**, acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

Staff benefits

- Annual leave – the full-time annual leave entitlement is 30 working days (not including bank holidays).
- [Season ticket loan scheme](#)
- [Pension scheme](#)
- [Reward and recognition schemes](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

Job description

Job details	
Job title	Student Voice and Feedback Coordinator
Department	Office of the Principal
Reports to	Student Experience and Surveys Coordinator
Grade and salary	Professional Grade 4, £34,733 - £40,797 per annum
Hours per week	Full-time
Appointment period	Fixed term (12 months)
Current location	Mile End
Work activity type	Admin/Operational/Technical and Support

Job context

This post is part of the team that supports the Vice-Principal (Education) in delivering the Education Enabling Plan as part of Queen Mary 2030. The postholder will work closely with colleagues in the Queen Mary Academy, the Strategic Planning Office, Marketing and Communications, and Academic Registry and Council Secretariat on a number of student voice activities. This will principally involve the delivery of the module evaluation system.

Job purpose

The postholder will deliver the module evaluation system at Queen Mary. This will involve coordinating and setting up the surveys, promoting them, and disseminating their results. The postholder will also work with Faculties and Schools/Institutes in understanding their module evaluation results and areas for attention, and in keeping the module evaluation system under continual review.

The postholder will also support the annual cycle of business relating to the Vice-Principal (Education)'s agenda, and provide general support for initiatives and projects as required.

Main duties and responsibilities

Module evaluation

- Work with Faculties and Schools/Institutes to put in place a coordinated system for delivering module evaluation surveys at Queen Mary.
- Be responsible for setting up module evaluation surveys and ensuring that they are administered in line with relevant policies and guidance.
- Work with key stakeholders to ensure module evaluation surveys are appropriately promoted, and results, responses to results and actions relating to surveys are communicated.
- In conjunction with other colleagues as required, maintain and enhance the operational infrastructure for the delivery of module evaluation surveys (both internal and external).
- Undertake analysis of module evaluation responses. Provide advice and guidance to Faculties and Schools/Institutes on analysing their module evaluation results, as required.
- Draft and collate reports on module evaluation results for relevant committees.
- Make recommendations on the continual development and enhancement of Queen Mary's approach to module evaluation as appropriate.
- Attend relevant meetings at a University, Faculty and School/Institute level to contribute to discussions around module evaluation.

- Maintain guidance, documentation and webpages relating to module evaluation.

Student voice

- Work with Faculties, Schools/Institutes, Queen Mary Students' Union, and Marketing and Communications to develop and put in place activities which promote participation in module evaluations.
- Identify good practice with module evaluations and other student voice activities, and disseminate these as appropriate.
- Prepare reports for and provide support to committees and groups which have oversight of student voice activities.

Other duties and responsibilities

- Contribute to and support projects relating to the Vice-Principal (Education)'s agenda, as required.
- Provide administrative support to Queen Mary's activities within the portfolio of the Vice-Principal (Education).
- Support other groups, committees and boards, as required, to include preparation of background papers and presentations, collation of agendas, recording of minutes, and review of follow-up actions.
- Be an active member of Queen Mary working groups, committees and boards.

The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.

This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.

Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.

Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

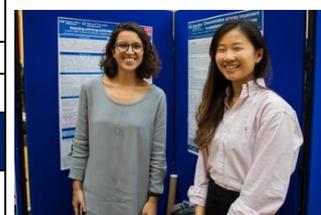
Qualifications	Essential	Desirable
Educated to degree level, or substantial relevant experience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience/Knowledge		
Experience of having worked in a student experience or student voice role, ideally having some experience of working with student surveys.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of conducting analysis and writing reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of committee work, support and follow up.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skills/Abilities		
Excellent written and oral communication skills, including report writing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to consistently follow a defined process and demonstrate attention to detail and accuracy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent IT skills including effective use of spreadsheet, database and similar software to analyse and present complex information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
High level of numeracy and ability to analyse data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
High-level interpersonal skills and ability to work creatively with diverse teams.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to foster effective working relationships with colleagues and contacts at all levels both internal and external to Queen Mary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to organise own workload and work on own initiative, to multitask, and to juggle competing pressures, deadlines and demands, in order of priority.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other		
Comfortable working independently or in a team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prepared to be flexible in hours worked.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*The ability to meet UK 'right to work' requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment. Candidates shortlisted for interview will be asked to bring their passport or another acceptable [form of evidence](#) to verify their right to work.

Visa Sponsorship

For those who do not have a right to work in the UK, the University is a UKVI licensed sponsor and is able to issue a Certificate of Sponsorship (CoS) to successful candidates who are offered skilled roles and meet the eligibility criteria. The CoS enables candidates to apply for a Skilled Worker visa. Further information on the Skilled Worker visa can be found via: www.gov.uk/skilled-worker-visa

Global Talent Visa Route



The Global Talent visa is an alternative route to sponsorship, directly applied for by the applicant. It is open to those wishing to work in the UK and who are a leader or potential leader in the fields of academia or research, arts and culture, and digital technology.

Further information on the Global Talent Route can be found via:

<https://www.gov.uk/global-talent>

For **additional** information on both visa sponsorship and non-sponsorship **visa** routes, please visit the UK Visas and Immigration website: <https://www.gov.uk/browse/visas-immigration/work-visas>

Academic Technology Approval Scheme (ATAS)

Academics and Researchers applying for Skilled Worker visas and Sponsored Researchers applying for Government Authorised Exchange visas who will be undertaking research activities, at PhD level or above, in the one of the ATAS listed subject areas will be required to obtain an ATAS certificate before they can apply for a visa to work in the UK.

Exemptions will exist for nationals from the EEA, Australia, Canada, Japan, New Zealand, Singapore, South Korea, Switzerland and USA and those applying for Global Talent Visas. For further information on this, please visit the UK Visas and Immigration website: <https://www.gov.uk/guidance/find-out-if-you-require-an-atas-certificate>



Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-Mentor](#). We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact hr-equality@qmul.ac.uk.

Flexible working:

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our [Flexible Working Policy](#) includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

Family Friendly Policies:

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of [family friendly policies](#) with enhanced rates of pay available for family-related leave, following a qualifying period of service.



Further Information

Details about the University can be found at:

www.qmul.ac.uk

Informal enquiries should be made to:

Name: Johnny Dixon

Email: johnny.dixon@qmul.ac.uk

General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place

