

**NOTES**

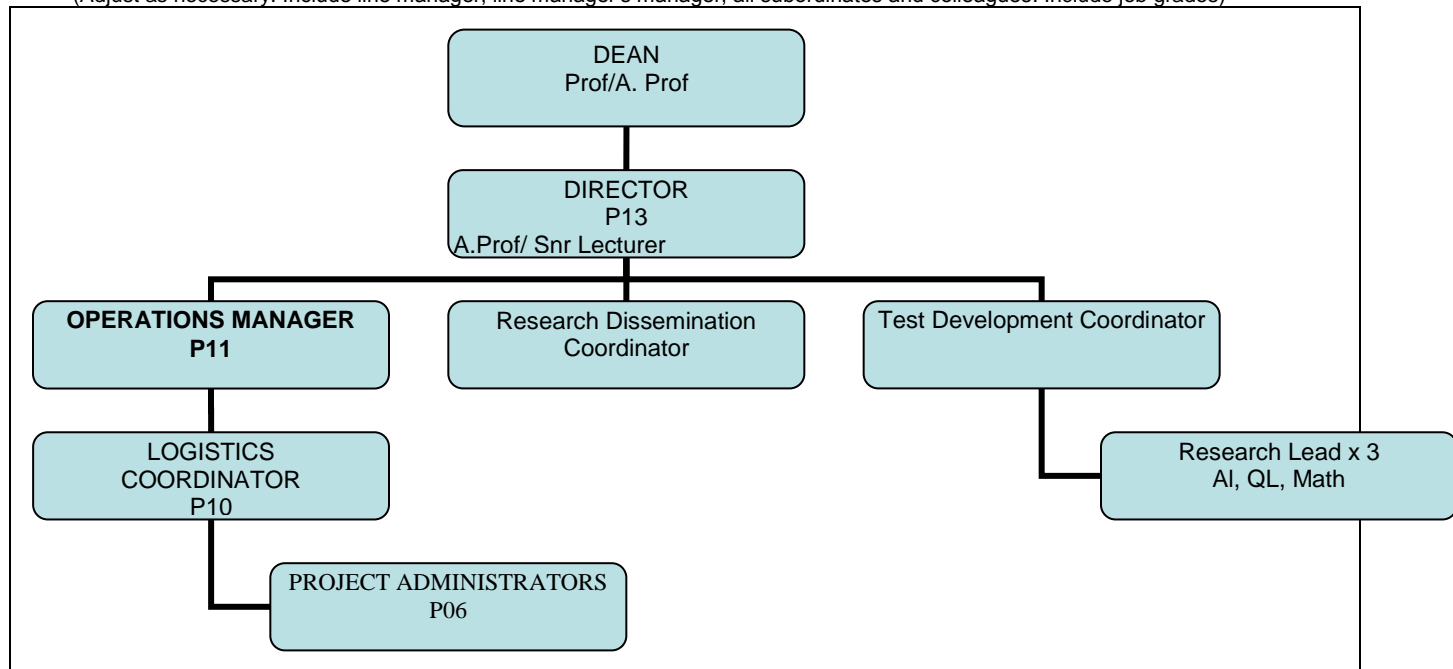
- Forms must be downloaded from the UCT website: <http://www.uct.ac.za/depts/sapweb/forms/forms.htm>
- This form serves as a template for the writing of job descriptions.
- A copy of this form is kept by the line manager and the job holder.

**POSITION DETAILS**

Position title	Operations Manager
Job title (HR Practitioner to provide)	
Job grade (if known)	P11
Academic faculty / PASS department	CHED
Academic department / PASS unit	
Division / section	CETAP
Date of compilation	13 May 2015

**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 manage all operational aspects of the Centre for Educational testing for Access and Placement (CETAP) including the financial and HR management, Risk management and, as part of the senior management of CETAP, contribute to developing the strategic direction of CETAP.

## JOB CONTENT

Key Performance Areas (4 – 6)	% of time spent	Activities / Objectives / Tasks	Results / Outcomes	Competencies
1) Testing Administration and Infrastructure	20%	<p>Setting up and monitoring the CETAP national and international infrastructure, in line with CETAP's strategic plan, including setting up an effective network of testing centers and personnel that operate efficiently and securely.</p> <p>Oversight for the management of testing, marking, data capturing and reporting processes connected to the testing operation. This function includes test venue identification and administration; dispatching and receiving of testing material; co-ordination of marking and recording of results; dispatching of results to clients.</p>	<p>Detailed and implementable operations plan against which everything can be measured.</p> <p>Reports covering evaluation of testing sessions, turnaround times, numbers of queries and time taken to respond to these, errors, complaints, numbers of calls received by call centre.</p> <p>A logistical system that operates efficiently, cost effectively and securely in all respects, from test printing to processing of results and delivering these timeously to clients.</p> <p>Measured by: Deadlines met timeously in accordance with project plans. Timeously advising the Director of problems arising.</p>	<ul style="list-style-type: none"> <li>• Project management skills and abilities</li> <li>• Attention to detail</li> <li>• Event management</li> <li>• Communication skills in English &amp; Afrikaans (written &amp; oral)</li> <li>• MS Excel</li> <li>• MS Project or similar software</li> <li>• Ability to set up and maintain feedback systems (monitoring and evaluation skills)</li> <li>• Participatory and inclusive management style</li> <li>• Systems Approach</li> <li>• Workshop facilitation</li> <li>• Workshop materials development</li> <li>• Strong monitoring and evaluating skills.</li> <li>• Costing knowledge</li> <li>• Adherence to deadlines</li> </ul>
2) Relationship Management	20%	<p>Managing stakeholder relations (including institutional, donor and individual clients), contractual arrangements, complaints, needs for information, and requests. This function includes liaison with admissions staff in Higher Education institutions;</p>	<p>Client (institutional and individual) satisfaction with service, measured by regular evaluation and surveys</p> <p>Contracts in place timeously .</p>	<ul style="list-style-type: none"> <li>• Communication skills in English &amp; Afrikaans (written &amp; oral)</li> <li>• Knowledge of entire testing cycle</li> </ul>

		fielding queries regarding testing from institutions, test writers, schools and parents		<ul style="list-style-type: none"> <li>• Knowledge of contracts</li> <li>• Well-developed HE network</li> <li>• Dealing with “difficult” clients</li> <li>• Conflict resolution</li> </ul>
3) Human Resources Management	20%	<p>The management of CETAP HR administrative processes.</p> <p>Line management function of the Logistics Coordinator</p>	<p>Staffing resources in place as far as this is within the Operations Manager’s control.</p> <p>Smooth and efficient functioning of admin and test-processing staff.</p> <p>Facilitate filling of CETAP staff vacancies involving recruitment and selection process</p>	<ul style="list-style-type: none"> <li>• Skills in managing staff working within a team environment.</li> <li>• Familiarity with labour laws and UCT HR requirements including adherence to UCT policies in relation to recruitment and employment practices, and general line management policies.</li> </ul>
4) Financial Management	20%	<p>Preparation of annual CETAP budget proposals, in line with the budgets of CHED and budgets for funding proposals - in consultation with the CETAP Director.</p> <p>Monitoring income and expenditure against the CETAP budget, reporting to the Director.</p> <p>Managing different CETAP fund allocations, including invoicing and receipting of clients</p>	<p>Provide CETAP Director/CHED with accurate data for budget development.</p> <p>Accurate test costing data available.</p>	<ul style="list-style-type: none"> <li>• Preparing and managing a budget</li> <li>• Preparing and managing a budget</li> </ul>
5) Administrative Systems Management	10%	Establishing and monitoring, in consultation with the CETAP Director, policies and procedures with regard to the CETAP testing operation; CETAP strategic planning and marketing; and CETAP office management. Recording all procedures and maintaining	The existence and effective implementation of all admin and logistical systems, including archives, the websites and the payment system.	<ul style="list-style-type: none"> <li>• Knowledge of testing cycle</li> <li>• Managing diverse staff performing diverse functions.</li> </ul>

		comprehensive records.		
6) Internal UCT admissions (selection and placement) testing processes and data management	10%	Provide UCT Registrar's, Admissions Offices and the Student administrative system with up-to-date applicant NBT testing data.	Managing the downloading/uploading of student testing information on PeopleSoft timeously. Effective liaison with university student administration, PeopleSoft and UCT Admissions Office. Regular reporting on UCTs admissions testing to the FAAC.	Familiarity with UCT admission policies, procedures, and student administrative system (PeopleSoft).

### MINIMUM REQUIREMENTS

Minimum Qualifications	Bachelor Degree or equivalent
Minimum Experience	Five years' experience managing the operations of a complex organization, preferably within higher Higher Education
	Three years' experience managing a team working on multiple tasks
	Demonstrated organisational, management and interpersonal skills
	Relevant financial management and financial systems experience
	Experience managing stakeholder relationships

### AUTHORITY

	PRINT NAME	SIGNATURE	CONTACT NO.	DATE
Compiled by				
Approved by				
Reviewed by				

## THE CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED)

The Centre for Higher Education Development (CHED) ([www.ched.uct.ac.za](http://www.ched.uct.ac.za)) is headed by the Dean of Higher Education Development and has an organisational status similar to that of a Faculty. CHED currently comprises five units: Academic Development Programme (ADP), Careers Service (CS), Centre for Innovation in Teaching and Learning (CILT), Centre for Educational Testing for Access and Placement (CETAP) and the Centre for Extra-Mural Studies (EMS). In addition, the Dean's Office houses several special projects. CHED was established in 1999 by Senate and Council to focus on all matters concerning academic development.

CHED's brief is to be a cross-faculty unit that contributes to continual improvement in the quality of higher education through widening access, promoting excellence through equity, developing the curriculum in partnership with faculties, enhancing the competence of graduates by ensuring the provision of key skills and abilities, and enabling systemic improvement through the research-led development of informed policy options.

In the 2006 quality audit of UCT, conducted by the Higher Education Quality Committee (HEQC), CHED was singled out for commendation, with the HEQC noting its national leadership role.

In view of its mission, CHED's strategic planning needs to be responsive to the following: (a) the faculties' requirements for specialised educational functions; (b) UCT's general strategic planning and (c) national Higher Education (HE) policy, output and process goals.

A brief outline of CHED's work is given below.

### The Dean's Office

Several initiatives are run from the Dean's Office. These include:

- the *Multilingualism Education Project (MEP)*. The aims of this project are to ensure the development of appropriate multilingual materials in the curriculum in order to improve access to English for students for whom English is a second language; the development of communicative, workplace-orientated courses in Afrikaans and Xhosa for students in a staged process; the development of SAQA approved conversational Xhosa courses for staff; to provide guidance on how to foster a multilingual environment within the university; and to work alongside colleagues in Humanities and CHED to ensure the consolidation of existing multilingual and language development projects.  
More about MEP: [www.ched.uct.ac.za/multilingualism-education-project-1](http://www.ched.uct.ac.za/multilingualism-education-project-1)
- the *First-Year Experience (FYE) project*: This project operates in partnership with the faculties and service departments to assist students as they transition from school to university with the ultimate aim of increasing graduation rates. More about FYE: [www.ched.uct.ac.za/first-year-experience-project](http://www.ched.uct.ac.za/first-year-experience-project)

### The Academic Development Programme (ADP)

The Academic Development Programme (ADP), the largest of CHED's units, has for over three decades represented UCT's central strategy for promoting equity in the student body. A core ADP function is to develop and run a range of programmes and courses designed to foster the access, retention and success of students from disadvantaged educational backgrounds. This work is undertaken in full collaboration with the faculties. Specialised teaching continues to be an important part of the work of many ADP staff, but in recent years, as the diversity of the student intake has increased, the ADP has placed increasing emphasis on working with departments and faculties to design curricula and approaches that enhance the effectiveness and quality of mainstream provision. The ADP's operations fall into two main divisions:

#### *(a) Faculty-based operations.*

There are ADP staff and programmes in all UCT faculties. The most widely-used and successful ADP strategy for fostering access and success is the "extended curriculum" model, in which substantial foundational provision is articulated with the mainstream curriculum, resulting in a lengthened degree programme that allows educationally disadvantaged students to develop firm academic foundations. While educationally disadvantaged students continue to face substantial

obstacles, ADP programmes have played a key role in enabling the growth of black student enrolment and graduation at UCT, and have achieved some highly encouraging successes. In recent years, for example, the majority of black (African) graduates in Science and Engineering have participated successfully in ADP programmes and courses.

*(b) Interfaculty projects*

- *Language Development and the Writing Centre:* Language Development staff offer specialised stand-alone or "adjunct" courses for students whose mother tongue is not English. The Writing Centre, part of the Language Development group, provides a service to students through individual writing consultations. In addition to providing assistance to students, these consultations perform a crucial diagnostic function. Based on trends and observed patterns in the consultations, curriculum needs are identified and curriculum interventions developed in partnership with regular academic staff. More about LD: <http://www.ldg.uct.ac.za>  
More about WC: <http://www.writingcentre.uct.ac.za/>
- *The Numeracy Centre:* A joint venture with the Mathematics Department, the Numeracy Centre was established to assist with realising UCT's strategic goal that all UCT graduates should be "effectively numerate". It currently provides a range of quantitative literacy courses for students in the Humanities, Law and Health Sciences faculties. More about NC: <http://www.numeracycentre.uct.ac.za/>

More about ADP: [www.ched.uct.ac.za/ched/adp/](http://www.ched.uct.ac.za/ched/adp/)

The Careers Service (CS)

The career education mission of the Careers Service is to equip students with the skills and strategies required to negotiate the modern world of work and sustain employability in ways that will help them fulfil their own unique potential, whilst making a meaningful contribution to the wider society and economy. Its location in CHED, rather than (as is traditional) in Student Services, is premised on the claim that through the close partnerships with employers, ongoing feedback on skills and work trends and the core competencies required of graduates in the changing labour market can contribute to deepening understandings of what constitutes "graduateness" in the current South African context, as well as issues of curriculum relevance and responsiveness. At the same time, this two-way dialogue affords an opportunity for employers to situate and negotiate their requirements within the context of the university's broader mission.

The CS consists of three units:

- *Careers Education, Advice and Guidance*
- *Careers Information Services:*
- *Employer Relations*
- 

The Careers Service has been voted the Best Careers Service for 4 years running by over 80 top employers of the South African Graduate Recruiters Association (SAGRA).

More about the Careers Service units: <http://www.careers.uct.ac.za>

In addition, the *Equity Development Programme (EDP)* is located in the CS. The programme mix includes the Mellon Mayes Undergraduate Fellowship Programme, the Carnegie Undergraduate Women's Fellowship Programme, the UCT / Harvard Fellows Programme, administrative and tracking support for the Mellon postgraduate programme, and active participation in the development and rollout of the WorkStudy programme located in the CS in CHED. More about EDP: <http://mig.ched.uct.ac.za/ched/ched-equity-development-programme>

More about CS: [www.ched.uct.ac.za/ched/cs/](http://www.ched.uct.ac.za/ched/cs/); [www.ched.uct.ac.za/ched/ched-equity-development-programme/](http://www.ched.uct.ac.za/ched/ched-equity-development-programme/)

Watch the video: <http://youtu.be/kLR3SMRUmZQ>

The Centre for Innovation in Teaching and Learning (CILT)

The Centre for Innovation in Teaching and Learning (CILT) responds to teaching and learning challenges at UCT, It's consists of the following three units which work in partnership with the university community:

- *Course and Curriculum Development*: provides curriculum and course design support to academic staff and departments in order to enhance teaching and learning. Its most recent development has been to launch the first of UCT's first Massive Open Online Courses (MOOCs).  
More about CD: <http://www.cilt.uct.ac.za/cilt/about/areas-work/course-and-curriculum-development-team>; More about MOOCs: <http://www.cilt.uct.ac.za/cilt/moocs-main>
- *Learning Technologies*: develops and supports the university's online learning platforms, including Vula and lecture recording, and digital literacy activities.  
More about LT: <http://www.cilt.uct.ac.za/cilt/about/areas-work/learning-technologies-team>
- *Staff Development*: engages in research-led practice, focusing on the professionalization of teaching at UCT via formal accredited qualifications, informal non-credit bearing short courses, seminars, workshops and evidence-based research initiatives and other projects.  
More about SD: <http://www.cilt.uct.ac.za/cilt/about/areas-work/staff-development-team>

More about CILT: [www.ched.uct.ac.za/ched/cilt](http://www.ched.uct.ac.za/ched/cilt)

Watch the video: <https://www.youtube.com/watch?v=2bL4mb8Fo3M>

### The Centre for Educational Testing for Access and Placement (CETAP)

The main goal of the Centre for Educational Testing for Access and Placement (CETAP) is to provide a means of access for educationally disadvantaged students whose school results do not necessarily reveal their potential to succeed in higher education. Over the past few years, many hundreds of these students have gained access who would not otherwise have been admitted to the institution on the basis of their school-leaving results; nevertheless, their graduation rate is substantially higher than that of comparable students who were accepted on the strength of their school results.

The National Benchmark Tests Project, located in CETAP, aims to provide the schooling and higher education sectors with important information on the skills and abilities of their exiting (in the case of schools) and entering (in the case of universities) students – information that does not duplicate the essential information delivered by the school-leaving examination, but provides an important extra dimension.

More about CETAP: [www.ched.uct.ac.za/ched/cetap](http://www.ched.uct.ac.za/ched/cetap)

More about NBT: [www.ched.uct.ac.za/ched/nbt](http://www.ched.uct.ac.za/ched/nbt)

### The Centre for Extra-Mural Studies (EMS)

The mission of the Centre for Extra-Mural Studies (EMS) is to contribute to the University's social responsiveness by acting to make the academic and knowledge resources of the University accessible to a wider range of participants.

The aims of EMS are:

- Make the academic resources of the institution accessible to a wider range of participants, specifically adult learners, through more flexible modes of delivery
- Enable the institution to become more socially responsive
- Facilitate networking and partnerships between external stakeholders (e.g. government, business, labour), educational providers and UCT academic staff related to the offering of educational programmes.
- Generate income for the university through the activities of EMS

The Centre for Extra-Mural Studies designs and manages the prestigious annual Summer School programme, which offers a range of public education courses to the general public. This programme regularly attracts more than 3000 local, national and international students who register for general and practical courses.

More about EMS: <http://mig.ched.uct.ac.za/ched/ems> & <http://www.ems.uct.ac.za/>

More about Summer School: [http://www.summerschool.uct.ac.za/summer\\_school](http://www.summerschool.uct.ac.za/summer_school)