

Roles and responsibilities for Faculty staff involved in learning, teaching and postgraduate research student support

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Introduction

1. This document sets out role titles and descriptions for the following quality assurance and enhancement roles which are common to all Faculties. It provides standardised terminology to describe such roles; no other terms should be used:

Learning and teaching

Faculty

- Associate Dean, Education

School/Department

- Director of Learning and Teaching

Programme

- Programme Leader - undergraduate/taught postgraduate
- Module Leader

Postgraduate research student support

Faculty

- Associate Dean of Doctoral College

School/Department/Centre

- School/Department/Centre Postgraduate Research Director

In addition, there are other roles which provide a supporting function, and these are set out in the following documents:

- Personal Tutors – [*Code of practice for personal tutoring*](#)
- Professional Training Tutors – [*Code of practice for Professional Training*](#)
- Postgraduate research supervisors – [*Code of practice for research degrees*](#)

Learning and teaching

Faculty

Associate Dean, Education

Role description

The Associate Dean, Education supports the Pro-Vice-Chancellor, Executive Dean of Faculty in delivering the strategic objectives of the University and Faculty in relation to learning and teaching. Responsibilities of the role, which reports to the Pro-Vice-Chancellor, Executive Dean of Faculty and has a dotted reporting line to the Pro-Vice-Chancellor, Academic, are as follows:

1. To be a member of the Faculty Executive Board/Faculty Management and Strategy Group.
2. To work with Board, the Faculty Management and Strategy Group and the Pro-Vice-Chancellor, Executive Dean of Faculty to ensure the smooth running of the Faculty.
3. To ensure that the Faculty has a Learning and Teaching Strategy fully articulated with the [University Education Strategy](#) and that annual action plans are produced and monitored for report to the University Education Committee.
4. To chair the Faculty Education Committee and to represent the Faculty on the University Education Committee and other related activities such as appeal panels.
5. To ensure appropriate representation from the Faculty on all University wide bodies concerned with learning and teaching.
6. To work with the Pro-Vice-Chancellor, Academic, the Surrey Institute of Education, and other University support services to develop and advance the University's learning and teaching activity.
7. To have overall responsibility within the Faculty for monitoring the design and delivery of programmes of study at undergraduate and taught postgraduate levels and for overseeing the operation of all quality assurance procedures within a common framework established by the University.
8. To work with Academic Registry staff to ensure that the Faculty sets and meets appropriate targets for the number and quality of students admitted to taught programmes, and appropriate targets for widening access, in accordance with University policies and procedures; and, where input is required, to support the Faculty's recruitment and educational liaison activities, working closely with the Department of Widening Participation and Outreach and the Faculty Marketing Officer.
9. To ensure, working with Heads of Schools/Departments, that the teaching portfolio is maintained and refreshed according to the Faculty's Learning and Teaching Strategy whilst ensuring that the University's key strategic goals for learning and teaching are adhered to.
10. To work with Associate Deans, Education in other Faculties to ensure that appropriate opportunities are taken for cross-Faculty working and to agree service-teaching requirements as part of the planning process and on an ad hoc basis where required.

11. To be responsible for ensuring, with Heads of Schools/Departments, that the Faculty makes appropriate bids for external funding in support of its teaching development.
12. To be responsible for disseminating experience and evidence of good and innovative practices in teaching and learning, and for monitoring the effectiveness of their operation.
13. To strengthen the links between learning, teaching and research by identifying new opportunities for each to influence and interact with the other.
14. To work with the Associate Dean (International) to develop the international focus of the Faculty with respect to programmes and curricula.
15. To ensure that equality and diversity are respected throughout the student body of the Faculty and to demonstrate a 'duty of care' regarding the overall well-being of the student population.
16. To line manage staff as appropriate.
17. To work with the Faculty Finance Manager to ensure that expenditure on the teaching and learning budget is kept within agreed limits.
18. To work with Faculty Executive Board/Heads of Schools/Departments with regard to the distribution and fairness of academic teaching and administration loads.
19. To ensure that the Faculty's programmes receive appropriate external accreditation.
20. Working with other senior colleagues, to have a 'duty of care' regarding the academic staff within the Faculty with regard to issues of career development in learning and teaching.

School/Department

The Director role is not a requirement (e.g. it may not be necessary in small units and one of the Programme Leaders may take on these responsibilities), but where such roles exist they should use this title.

Director of Learning and Teaching

Role description

The Director of Learning and Teaching will be responsible to the Head of School/Department and will have overall responsibility for overseeing and co-ordinating the efficient organisation and management of all teaching, quality and associated duties within the School/Department. They will also have a dotted reporting line to the Associate Dean, Education. They will be a member of the Faculty Education Committee (FEC).

The responsibilities of the role are as follows:

1. To encourage and promote new taught programmes, both undergraduate and postgraduate, and identify areas in which new programmes might be introduced.
2. To ensure that the School/Department plays its full part in fulfilling the University's aims for teaching and learning, as set out in the Education Strategy.
3. To take responsibility for the implementation of the Faculty's learning and teaching strategy and associated policies within the School/Department.
4. To take overall responsibility for quality management and enhancement of taught provision in the School/Department.
5. To maintain an overview of programmes, through the Annual Review process to ensure the continued currency of programmes and to identify opportunities for development.
6. To promote the identification and dissemination of good practice in the School's/Department's teaching and learning.
7. To facilitate the development and use of technology enhanced learning.
8. To liaise with professional and statutory bodies and any other accreditation bodies.
9. To liaise with the relevant members of teaching teams on matters relating to the Personal Tutor system and student development activities.

In Faculties with large Schools/Departments there may be a need for an overview role below the level of Director of Learning and Teaching to take an overview across programmes. This role is known as "Programme Co-ordinator".

Programme Leader

This role was previously known as Director of Studies or Programme Director.

Role description

Every award-bearing programme should have a designated Programme Leader who is responsible to the Director of Learning and Teaching. A Programme Leader may be responsible for more than one programme. The Programme Leader has the same overall responsibility as the Director of Learning and Teaching but restricted to undergraduate or postgraduate teaching within the School/Department. In the absence of a Director one of the Programme Leaders will be a member of the FEC.

The responsibilities of the role are as follows:

1. To take overall responsibility for the management and quality assurance of the programme.
2. To promote the development of the programme, taking into account developments within the discipline and relevant good practice identified across the School/Department/Faculty/University.
3. To annually review and revise the programme specification and programme handbook.
4. To liaise with students and Module Leaders for feedback on the programme, including module questionnaires and other mechanisms and with students and Personal Tutors in the event of problems or grievances.
5. To oversee the assessment processes.
6. To monitor the work and attendance of all students on the programme.
7. To provide a response to external examiners in response to the external examiners' reports in consultation with the Chair of the Board of Studies, Director of Learning and Teaching and Head of School/Department.
8. To take account of and try to meet the special needs of individual students in collaboration with Disability and Neurodiversity.
9. To prepare documentation for annual reports and periodic reviews.

It may be appropriate and desirable, especially for large programmes, to have in addition separately designated year leaders who would have a key role in relation to liaison with the students of that year; for example, in staff/student liaison groups.

Some Professional, Statutory and Regulatory Bodies (PSRBs) may additionally require specific roles to lead in particular curriculum/subject areas.

Module Leader

This role was previously known as Module Co-ordinator.

Role description

Modules may be developed, taught and assessed by one or a range of individuals, one of whom will be identified as the Module Leader. The Module Leader will be responsible to the Programme Leader and will have overall responsibility for the design, operation and evaluation of the module and normally will also be involved in the teaching and assessment of the module. The Module Leader will be the point of reference for students regarding all aspects of the module.

Whilst Associate Tutors (see [Code of practice for Associate Tutors, Guest Speakers and Visiting Academics involved in teaching](#)) may be heavily involved in the delivery of modules, the designated Module Leader should always be an academic member of staff.

The responsibilities of the role are as follows:

1. To produce and review the module descriptor and associated information for its publication annually in the University's Module Catalogue.
2. To ensure that the module is delivered and assessed in line with the module descriptor and that all due quality checks are carried out at each stage of the assessment process, including assessment design, evaluation, and internal checks of assessment scripts
3. To identify opportunities for enhancement of the module taking into account developments within the discipline and relevant good practice identified across the School/Department/Faculty/University.
4. To ensure that all revisions to the module are presented to Board(s) of Studies for approval and outcomes communicated to Academic Quality Services.
5. To serve as the point of contact for students who have queries concerning the module.
6. To ensure that issues raised by students are addressed appropriately and the outcomes of such considerations reported back to students.
7. To evaluate the module on an annual basis including preparation of reports to the relevant Board of Examiners, Board of Studies and Staff/Student Liaison Committee as required.
8. To recommend to the Programme Leader responses to external examiners' comments, as appropriate.

Academic Integrity Officer

1. The Academic Integrity Officer (AIO) for taught programmes is a member of staff (academic and teaching track) responsible for ensuring that the University's [Regulations for academic integrity](#) are followed within their School/Department. The Head of School/Department will normally appoint the AIO's.
2. In accordance with the current University workload allocation model the role is allocated 50 hours per academic year. The hours will not be evenly distributed throughout the year and can be allocated pro-rata for part-time staff. It is expected that an AIO will make themselves available to attend formal interviews with students as part of investigations concerning suspected academic misconduct and to sit as a member of an Academic Misconduct Panel.
3. Prior to taking on the AIO role, the staff member must undergo process training. This is provided by Academic Registry, who maintain a list of all panel trained staff. An AIO will be expected to update their training as and when necessary.
4. The term of office for an AIO is normally three years, with a maximum of one further term of office.
5. At the end of the term of office the AIO will remain listed in the pool of trained Panel members so that they are available for invitation to sit as a member of other University student-facing panels.
6. There are no alternates for the role. Schools/Departments are expected to allocate sufficient AIO's to ensure that caseloads are reviewed in a timely fashion within the hours allocated for each AIO.
7. The principal duties of an Academic Integrity Officer are to:
 - (i) Attend and lead the formal discussions, as requested by the Faculty Hub Contact, with students suspected of academic misconduct. Following the formal discussion the AIO will complete the Formal Discussion Notes template and return it to the Faculty Hub Contact. This will include making a judgment as to whether:
 - The work in question is not the product of misconduct and no further action is required, or
 - The work in question is the product of poor academic practice and only advice is necessary, or
 - The work in question may be the product of academic misconduct and that an Academic Misconduct Panel should be convened to consider the matter further.
 - (ii) Sit as a member of an Academic Misconduct Panel for cases involving students they have not dealt with at the formal discussion stage.

Additionally, an AIO is expected to:

- (iii) Participate fully in the Academic Integrity Forum.
- (iv) Promote good practice in academic writing and share best practice across the University in order to reduce the number of cases of plagiarism and academic misconduct.

- (v) Promote awareness of the University's [*Regulations for academic integrity*](#).
- (vi) Serve as an academic integrity adviser to colleagues and students including the correct use of TURNITIN® reports where these are relevant to the assessment.

Postgraduate research student support

Faculty

Associate Dean (Doctoral College)

Role description

The Associate Dean (Doctoral College) acts on behalf of the Pro-Vice-Chancellor, Executive Dean of Faculty and is responsible for the overall management of postgraduate research provision within the Faculty. The responsibilities of the role are as follows:

1. To work with Marketing, Recruitment and Admissions to oversee the application and admission procedures.
2. To oversee the models for allocating student funding within the Faculty.
3. To work with marketing to ensure programmes and funding opportunities are being effectively marketed through the website and other means.
4. To ensure that appropriate induction arrangements are in place within the Faculty and contribute to the central induction.
5. To approve the appointment of supervisory teams, ensuring that supervisory loads are not exceeded.
6. To monitor supervisory arrangements within the Faculty and be responsive to any issues that might arise.
7. To oversee the provision of training within the Faculty.
8. To oversee the organisation of Faculty level events such as conferences, summer schools and social events.
9. To work with Doctoral Training Centres to oversee the provision of required training to satisfy funding conditions.
10. To work with the Academic Registry and the Admission, Progression and Examination Sub-committee to monitor student progress - including cases of unsatisfactory academic progress - and changes to students' registration status including the review and recommendation of requests for temporary withdrawal, and for extension.
11. To recommend examination panels for the final *viva voce* examination to the Admission, Progression and Examination Sub-committee.
12. To Chair the Faculty Research Degrees Committee.
13. To oversee feedback mechanisms within the Faculty, such as the Postgraduate Research Student Engagement Forum, and ensure that appropriate action is taken in response to student feedback.

14. To provide support and guidance to students experiencing academic and/or pastoral issues including referral to services within the University which can provide additional support.
15. To serve on committees relevant to the role.
16. To oversee strategic developments in Faculty level postgraduate research provision, including the development of new programmes.
17. To serve as the communication link between the central University functions and the Faculty on postgraduate research matters.
18. To contribute to strategic initiatives and policy development.

School/Department/Centre

Postgraduate Research Directors

The Associate Dean (Doctoral College) is supported in their role by the appointment of a Postgraduate Research Director who is responsible for the operational aspects of postgraduate research provision within their School, Department or Centre.

The responsibilities are as follows:

1. Leading the induction activities for their School/Department/Centre.
2. Contributing to the postgraduate research handbook for their School/Department/Centre using approved templates.
3. Working with the Associate Dean (Doctoral College) to ensure that appropriate supervisory teams are in place.
4. Working with the Associate Dean (Doctoral College) to monitor supervisory arrangements and to deal with any issues that might arise.
5. Managing the progress review procedures within the School/Department/Centre ensuring that reviews are completed and paperwork returned by specified deadlines.
6. Monitoring the training provision and research environment within the School/Department/Centre ensuring that postgraduate research students are given opportunities to participate in seminars and present their work.
7. Supporting the Postgraduate Research Student Engagement Forum.
8. Providing support and guidance to students experiencing academic and/or pastoral issues including referral to services within the University which can provide additional support.
9. Discussing PRES results with students and proposed actions.

