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

Academic year 2026/27

Contents

Contents 2
Introduction 1
Learning and teaching 2
Faculty 2
Associate Dean, Education 2
School/Institute 4
Associate Head of School, Education 4
Head of Discipline 6
Programme Leader 7
Module Leader 8
Link Tutor / Institutional Lead Link Tutor 9
Academic Integrity Officer 10
Postgraduate research student support 11
Faculty 12
Associate Dean (Doctoral College) 12
School/Centre 14
Postgraduate Research Directors 14
Appendix 1 – Associate Head of School, Education in the School structure 15

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
- Associate Head of School, Education
- Head of Discipline – Where there are multiple academic disciplines in a School, the Head of School may seek to appoint Heads of Discipline, pending approval by the Pro-Vice-Chancellor, Executive Dean. Note that this role is ultimately at the discretion of the Pro-Vice-Chancellor, Executive Dean; many Schools will have leadership teams where this role is absent

Programme
- Programme Leader – undergraduate/taught postgraduate
- Module Leader

Postgraduate research student support

Faculty
- Associate Dean, Doctoral College

School/Institute/Centre
- School/Institute/Centre Postgraduate Research Director

In addition, there are other roles which provide a supporting function. 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 is responsible for shaping and driving the successful implementation of ambitious University and Faculty-level education strategies which are designed to provide our students with a world-class education. They additionally play key roles in developing, leading, and implementing university and Faculty-wide actions, liaising closely with the Pro-Vice-Chancellor Executive Dean and the Pro-Vice Chancellor Education, the Heads of Schools in FHMS, the Associate Heads, Education in FHMS, and the Associate Deans, Education in other Faculties to ensure that institutional and Faculty practices are innovative and responsive to both sector-level and local factors. It is anticipated that discharge of these responsibilities will occupy 80% of the working time of the role-holder and has an associated allowance. The role is appointed for a period of three years initially, with the possibility of extending by a further two years.
The post reports directly to the PVC Executive Dean and has a dotted reporting line to the Pro-Vice-Chancellor Education. The Associate Dean, Education is a member of the Faculty Executive Board and works closely with the Pro-Vice-Chancellor and Executive Dean and Heads of Schools. The postholder has dotted line management responsibility for the Associate Heads, Education to oversee the delivery of and innovative and inspiring education and student experience across the Faculty.

Specific responsibilities

1. To lead and oversee the implementation of the Faculty's Education Strategy, ensuring:
    (a) that annual action plans are developed and monitored by Faculty Education Committee (FEC) and reported to the University Education Committee (UEC);
    (b) that the education portfolio is reviewed and developed in accordance with the Faculty and University strategies;
    (c) that curricula, teaching and assessment practices are reviewed and developed in line with sector best practice, including drawing on quantitative and qualitative data to recognise and address issues which contribute to a lack of inclusivity or to gaps in progression and/or attainment between different student groups;
    (d) that evidence of good and innovative educational practices is disseminated, and that the effectiveness of new or experimental practices is evaluated;
    (e) that the Faculty's programmes are designed and delivered in accordance with any requirements for external accreditation;
    (f) that curricula draw on expertise from relevant professional/industry partners, and that programmes develop an accessible range of opportunities for students to gain career-relevant knowledge and experience;
    (g) that programmes are designed to embed research expertise and skills and to be appropriately oriented towards global/international issues, via interfaces with other Faculty and University strategies (e.g. relating to research and global engagement);
    (h) that the Faculty's student body is effectively engaged in dialogue about, and where appropriate the design and evaluation of, its educational provision; and that student feedback is systematically gathered, reviewed, and responded to
    (i) that School and Faculty actions support the delivery of the university's Access and Participation Plan
2. To chair the FEC and to represent the Faculty on the UEC and to ensure appropriate Faculty representation, on all University bodies concerned with education (e.g. sub-

committees, appeal panels).

3. To contribute fully and constructively to collective leadership of the Faculty as a member of the Executive Board.
4. To work closely with the PVC E, the other Faculty ADEs, and senior colleagues in academic and professional areas to develop and advance the University's educational provision
5. To stimulate and support Faculty-based research oriented towards the development of its educational practices, identifying and responding to any relevant funding opportunities.
6. To monitor the design, delivery, and quality assurance of the Faculty's undergraduate and taught postgraduate programmes, and to oversee the development of high-quality submissions to national evaluation exercises such as the Teaching Excellence Framework.
7. To advise the PVC Executive Dean, Heads of School with regard to staff development requirements and to contribute to the evaluation of teaching performance.
8. To support the Faculty's recruitment and admission activities including playing a key role within the annual confirmation and clearing activities for the Faculty.
9. To support educational liaison activities, engaging as appropriate with other university teams involved in widening participation.
10. To advise on the effective provision of support for students' wellbeing, drawing Faculty (e.g. personal tutors) and central services (e.g. Centre for Wellbeing).
11. To oversee and/or support relevant FHMS educational committees, including the Senior Personal Tutors Network and the Education Network.
12. To act as senior representative for the Foundation Year Programmes.

Please note that the above list is not exhaustive and outlines the core activities of the role. As the Faculty and the post holder evolve, the duties and focus of the role may change

School/Institute

The Associate Head of School, Education 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.

Associate Head of School, Education

Role description

The Associate Head of School, Education (AHE) will be accountable to the Head of School and will have strategic responsibility for overseeing and co-ordinating the efficient organisation and management of all teaching, learning, quality, and associated duties within the School/Institute. They will also have a dotted reporting line to the Associate Dean, Education. They will be a member of the Faculty Education Committee (FEC). For further information, please see Appendix 1.

The responsibilities of the role are as follows:

1. To ensure that the School plays its full part in fulfilling the University's aims for LT&A, as set out in the education strategy.

2. To take responsibility for the implementation of the Faculty's education strategy and associated policies within the School.

3. To develop and lead the execution of a School's level education strategy that is aligned to the University's strategy.

4. To take overall responsibility for quality assurance, including oversight of Boards of Studies and Boards of Examiners, and enhancement of taught provision in the School, including seeking synergies between disciplines for cross-disciplinary teaching.

5. To strategically plan and manage the key benchmarking surveys (including MEQs, NSS and PTES) and work with discipline leads and Programme Directors to drive response rates/engagement with these.

6. To maintain an overview of programmes through the Continuous Enhancement Review (CER) process to ensure the continued currency of programmes and to identify opportunities for development.

7. To oversee the ongoing portfolio management of taught programmes (including online programmes) at undergraduate and postgraduate and foundation year (where applicable) and identify areas in which new programmes might be introduced.

8. To oversee relationships with Professional and Statutory Bodies (PSRBs) and any other accreditation bodies.

9. To oversee the quality of partnerships including transnational education partnerships (where applicable work with AHE), including curriculum development and providing strategic leadership to ensure new and existing regulatory requirements are met.

10. To promote the identification and dissemination of innovative, inclusive and good practice in the School's teaching and learning.

11. To promote learning and teaching excellence throughout the School by supporting the development and innovation of pedagogic practices amongst staff and the PGR community.

12. To drive continuous improvement in the overall student experience within the School, encompassing academic, extracurricular, and personal development opportunities activities such as societies.

13. To drive continuous improvement in overall student outcomes within the School, monitoring performance against both benchmarks and OfS conditions of registration B3 thresholds.

14. To work with the Senior Personal Tutor team on matters relating to the Personal Tutor system and student development, engagement, and wellbeing activities.

15. To work within the School's executive group, and with the employability lead, to help to formulate and lead on the implementation of a School-wide employability strategy. To help embed sustainable employability initiatives across the School's curriculum to unlock KPI attainment and build and maintain relationships with employers.

16. To support the admissions process as needed in the School and student-related marketing activity, including programme web pages and open days.

In Faculties with large Schools there may be a need for a programme overview role below the level of the Associate Head of School, Education to take an overview across programmes. This role is known as "Head of Discipline".

Other information

This role is for a fixed term of 1 to 3 years (potentially renewable), it can exceptionally be ceased at any point (at the discretion of the Head of School and the Pro-Vice-Chancellor, Executive Dean). The role would normally be allocated 0.3 to 0.5 FTE, at the discretion of the Head of School. The Pro-Vice-Chancellor, Education will Chair, or delegate to the Head of School the chairing of, the Associate Head of School, Education interview and selection process.

Where there are multiple academic disciplines in a School, the Head of School may seek to appoint Heads of Discipline, pending approval by the Pro-Vice-Chancellor, Executive Dean. This role is ultimately at the discretion of the Pro-Vice-Chancellor, Executive Dean; many Schools will have leadership teams where this role is absent.

Head of Discipline

Role description

The primary function is discipline leadership i.e., championing discipline specificity for activities such as REF, academic staff and student recruitment, representing the discipline on panels and specialist committees, mentoring and developing colleagues. This function plays a pivotal role in fostering a collaborative spirit, building strong relationships with internal and external stakeholders, and aligning discipline activity in support of the overarching School vision. They may also have delegated responsibility for some additional management activities, such as conducting PDRs, academic probation and work allocation. The duties associated with the role are at the discretion of the Head of School.

Duties and Responsibilities

The Head of Discipline has overall responsibility for overseeing and coordinating the efficient delivery of their Discipline within the School. They report to the Head of School and are a member of the School's senior leadership team.

The responsibilities of the role are as follows:

1. Work with the Head of School and Associate Heads to deliver the School's teaching and research strategy within their discipline area.

2. Implement the workload allocation in their subject area, in collaboration with the Head of School.

3. Chair committees and/or be part of appointing panels for their discipline.

4. Represent the discipline at events including Open and Applicant days, staff recruitment etc.

5. Maintain an overview of programmes and research in their discipline through the Annual Review/Continuing Enhancement process to ensure the continued currency of activities and to identify opportunities for development.

6. Conduct staff PDRs as delegated by the Head of School.

7. Conduct target setting and probation meetings for new staff in the discipline as requested by the Head of School and provide leadership to colleagues in relation to career progression and/or performance management.

8. Other activities pertaining to 'head of unit' as required by the Head of School or Pro-Vice-Chancellor, Executive Dean.

Head of Discipline roles do not attract an additional management allowance; an exception here relates to Faculty of Arts, Business and Social Sciences (FABSS), where Heads of Discipline may receive an allowance for an agreed period.

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 Associate Head of School, Education. A Programme Leader may be responsible for more than one programme. The Programme Leader has the same overall responsibility as the Associate Head of School, Education (AHE) but restricted to undergraduate or postgraduate teaching within the School. In the absence of an Associate Head of School, Education 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/ Faculty/University.

3. To annually review and revise the programme specification and any other relevant programme information.

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, Associate Head of School, Education and Head of School.

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/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.

Link Tutor / Institutional Lead Link Tutor

This role is used for the University of Surrey's taught academic partnership provision in the UK and overseas (TNE).

Role description

The Link Tutor is a senior/highly experienced Surrey academic member of staff, appointed for the University of Surrey's award-bearing programmes delivered by its academic partner institution in the UK or overseas. The Link Tutor reports to the Associate Head of School, Education.

The Institutional Lead Link Tutor (one per each academic partner institution in the UK or overseas for taught programmes, leading to the University of Surrey award) is selected from a pool of existing Link Tutors.

The responsibilities of the role are as follows:

1. Academic quality: To provide support regarding learning and teaching processes in the academic partner institution's staff and to reassure the University of Surrey on the application of the University's regulations and procedures for assessment and quality assurance (in respect to taught programmes leading to the University of Surrey's degree award(s)).
2. Academic oversight: through activities such as second marking (marking moderation) and evaluation of the programme/modules on an annual basis.
3. Support for new programme development: to support the programme team with queries relating to programme development and enhancement.
4. Collaboration: Link Tutor will take part in the academic partner institution's Induction/Orientation programme for new students and graduation ceremonies during either the annual visit to the academic partner's campus or remotely. These visits will include opportunities to meet with students and programme faculty, as well as participate in peer review of teaching to support educational quality and alignment with University of Surrey standards.
5. Academic governance: Link Tutor is a full member of the Board of Examiners and Board of Studies (equivalent) at the partner institution. If unable to attend (virtually), views to be provided in writing.
6. Engagement: Link Tutor is expected to visit the academic partner at least 3 times a year (normally held as virtual meetings, with 1 physical visit per year) to attend key meetings of Boards of Studies and Examiners, Graduation ceremonies, informal discussions with the programme team and students, etc.

The Institutional Lead Link Tutor (one per each academic partner institution in the UK or overseas for taught programmes, leading to the University of Surrey award) is selected from a pool of existing Link Tutors. The Institutional Lead Link Tutor reports to the Associate Head of School, Education (AHE) and the Associate Dean Education (ADE). The key responsibilities include providing support and advice to Link Tutors, especially during programme validation and periodic enhancement events, writing an institutional Annual Programme Enhancement Review (APER) report for approval by the University Education Committee (UEC), participating in the Joint Academic Management Boards/Committees.
Please note that the above list is not exhaustive and outlines the core activities of both roles. As the Faculty and the post holders evolve, the duties and focus of the roles may change.

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 misconduct* are followed within their School. The Head of School 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 the Chief Student Officer (CSO) Directorate, 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 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 misconduct*.

(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.

Senior Academic Integrity Officer: Taught Programmes

The Senior Academic Integrity Officer will undertake the standard Academic Integrity Officer responsibilities, alongside providing additional support and coordination for AIOs within their School. The Senior AIO will work closely with the **Lead AIOs and Academic Misconduct Lead** to support consistency, communication and good practice across the Academic Integrity process.

The principal duties of the Senior AIO are to:

1. Act as a key point of contact for AIOs within their School, providing advice and support where appropriate.
2. Attend regular meetings with the **Lead AIOs and Academic Misconduct Lead** to receive updates, discuss issues and share information relevant to their School.
3. Share relevant updates, guidance and information with AIOs within their School.
4. Support consistency in the application of the University's Academic Misconduct Regulations and procedures.
5. Identify and raise common issues or trends for improvement with the Lead AIOs and Academic Misconduct Lead.
6. Support the sharing of good practice and contribute to the ongoing development and improvement of the Academic Integrity process.
7. Provide support to AIOs dealing with more complex cases where appropriate.
8. Encourage effective communication and collaboration between AIOs, Academic Administration and the wider School.

Duration of Role

The Senior AIO role will initially be for one academic year. The role will be reviewed at the end of this period, including consideration of the ongoing requirements and structure of the role.

The Senior AIO responsibilities will be undertaken within the existing maximum allocation of 50 hours per academic year for the AIO role.

Postgraduate research student support

Faculty

Associate Dean (Doctoral College)

Role description

The Associate Dean (Doctoral College) (ADDC) is appointed to support the Pro Vice Chancellor and Executive Dean (PVCED) and the senior leaders in the Doctoral College in delivering strategic objectives of the Faculty and University. The ADDC will be appointed for a three year term with the possibility of renewal for a further two year period. It is anticipated that discharge of these responsibilities will occupy up to 50% of the working time of the ADDC and has an associated allowance. This is a discretionary appointment and can be terminated by the PVCED or the post holder with due notice (normally a minimum of four weeks) at any time during its operation. Terms of reference for the role are as follows:

1. To report directly to the Pro Vice Chancellor and Executive Dean, with dotted line reporting to the Dean of the Doctoral College.
2. Contribute fully and constructively to collective leadership of the Faculty as a member of the Executive Board
3. Provide line management of the Faculty Studentship and Administration Manager.
4. To support the faculty and university strategy, including all PGR-related targets from the faculty and Doctoral College.
5. To represent the interests of PGRs and ECRs within the Faculty senior management group, including oversight of the PRES survey and any action plans to address PGR issues identified within the survey.
6. To provide leadership, strategic direction and dotted line management to the School PGR Directors in order to ensure a consistently excellent PGR experience across the Faculty.
7. To provide strategic direction on PGR and ECR training opportunities within the Faculty ensuring that research council expectations are met.
8. To provide leadership and strategic direction at the Faculty-level for responding to calls for Doctoral Training Centres (DTC) and Doctoral Training Partnerships (DTP), completing annual reports, and playing an active role in representing the Faculty at DTC/DTP meetings.
9. Management of existing CDT and DTPs across the faculty as well as the strategic deployment of faculty studentships to benefit both the faculty and schools.
10. To provide leadership for managing and monitoring the PGR student lifecycle (admissions, induction, supervisory meetings, reviews, confirmation, examination) within the Faculty ensuring that timely action is taken to resolve problematic cases and that good practice is shared. This will involve working closely with Heads of School PGR Directors.
11. To provide strategic direction on the development of research activities that would build a strong and vibrant research culture for PGRs and ECRs. This will involve working closely with the Associate Dean (Research & Innovation), Associate Dean (International), Directors of Research, School, PGR Directors and research grant Principal Investigators.
12. To chair the Faculty Research Degrees Committee in order to formulate strategy for the Faculty relating to the development, evaluation and enhancement of PGR provision.
13. To provide pastoral support for PGRs and ECRs and to be a point of escalation for difficult and sensitive cases.
14. To provide strategic direction for the career and employability development of ECRs.

15. To contribute to external evaluations such as HR Excellence in Research, REF and quality assurance reviews.
16. To join the Faculty Executive Board as a member. Work to ensure the smooth running of the Faculty while providing leadership across the Faculty and deputising for the PVCED when required.
17. To work with the other Associate Deans (Doctoral College) in other Faculties to ensure that appropriate opportunities are taken for cross-Faculty working.
18. To have oversight, with the ADs (Education) and ADs (International), of the international focus of the Faculty with respect to programmes and curricula at UG, PGT and PGR levels.
19. To ensure that equality and diversity are respected throughout the student and staff body of the Faculty.

Further responsibilities, specific to the needs of the Faculty, will be agreed with the Pro Vice Chancellor and Executive Dean.
Please note that the above list is not exhaustive and outlines the core activities of the role. As the Faculty and the post holder evolve, the duties and focus of the role may change.

School/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 or Centre.

The responsibilities are as follows:

1. Leading the induction activities for their School/Centre.

2. Working with the Associate Dean (Doctoral College) to ensure that appropriate supervisory teams are in place.

3. Working with the Associate Dean (Doctoral College) to monitor supervisory arrangements and to deal with any issues that might arise.

4. Managing the progress review procedures within the School/Centre ensuring that reviews are completed and paperwork returned by specified deadlines.

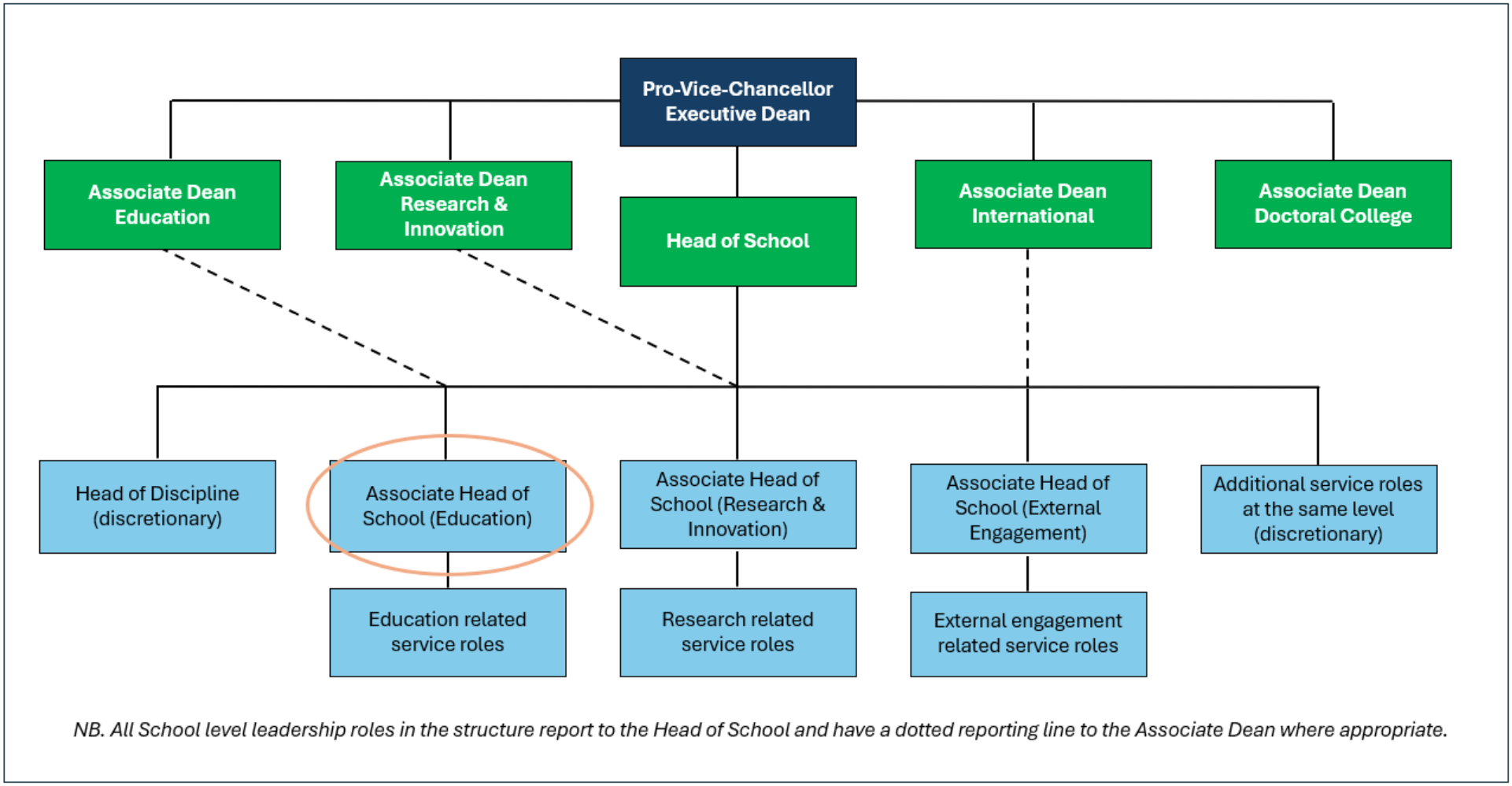
5. Monitoring the training provision and research environment within the School/Centre ensuring that postgraduate research students are given opportunities to participate in seminars and present their work.

6. Supporting the Postgraduate Research Student Engagement Forum.

7. Providing support and guidance to students experiencing academic and/or pastoral issues including referral to services within the University which can provide additional support.

8. Discussing PRES results with students and proposed actions.

Appendix 1 – Associate Head of School, Education in the School structure



NB. All School level leadership roles in the structure report to the Head of School and have a dotted reporting line to the Associate Dean where appropriate.