

## Roles and Responsibilities of Course Directors

The New Academic Model (NAM) places a new emphasis on programme/course level coordination, planning and oversight. This role descriptor sets out the roles and responsibilities that the University will have of Course Directors within the New Academic Model. Whilst this role description seeks to define the role of Course Director in more precise terms, it is not intended to provide a prescriptive list and it should be noted that the precise responsibilities attached to the role may vary in some cases (e.g. in particular schools or in relation to certain professional courses) or may be subject to negotiation with the Head of School concerned. In some schools, for example, the HoS may require the Course Director to oversee the submission of requests for Associate Tutor contracts. In others, the Course Director will have duties that relate to the 'professional' status of the course and PSRB-related processes and requirements. The role will therefore inevitably be subject to some necessary variation but the role description provides what is hoped will be useful guidance with respect to what the role could potentially entail.

The role of the Course Director is an important one within the University and this Role Description is intended to 'empower' Course Directors to explore the full range of opportunities that the role provides to positively influence the enhancement of programmes and the quality of the student experience.

**The responsibilities of the Course Director commonly include those in the list below.**

### Course leadership and organisation

- Provide 'academic leadership' of the course in terms of:
  - Curriculum design, revision & the on-going development of the tutor team.
  - Effective delivery of the course concerned, ensuring that the teaching team (and in particular module convenors) are properly briefed, and liaising with DoS, School DLO, and Senior Adviser as necessary.
  - Keeping abreast of developments likely to impact on the course they direct (e.g. changes in UEA policy, Professional Body requirements/constraints, QAA audit etc).
- Identify themselves to students early on in the course and ensure, thereafter, that they become a familiar 'face' to students as the person responsible for the management of the course.
- Encourage student representation on their programmes on School SSLCs and attend, where possible, if asked to do so by SSLC Officer in the School.
- Ensure that the course conforms to the requirements of the New Academic Model.
- Ensure that when they delegate responsibilities to another colleague that the persons responsible are clearly identified.
- Provide information to undergraduate students on aspects of degree structure, options under 'defined choice', etc and provide guidance to LTS on concession requests (e.g. intercalations).
- Assist in provision of information for room bookings and the management of any subsequent changes in room allocations (in liaison with module organisers).
- Liaise, as necessary, with the School Teaching Director to enhance the quality of the student experience and maximise good honours outputs.

### Induction and student support

- Assist, as appropriate, in the organisation and delivery of an appropriate induction programme for new students (the Course Director's input is likely to vary according to the programme and school concerned).

- Consider and address (as appropriate) the induction needs of returning students (i.e. those progressing to Year 2/3/4).
- Assist other academic colleagues and role holders in the School (e.g. module organisers, advisers, senior adviser, dissertation supervisors, etc) in providing pastoral support, as and when appropriate, to students on their course.

### **Assessment & feedback**

- Manage marking and moderation allocations and processes.
- Ensure that the assessment strategy is informed by School-level guidance/policy and designed in such a way that it enables students to demonstrate achievement of published course outcomes. The assessment strategy (which includes formative assessments, summative assessments, synoptic assessments, clinical/practical assignments and exams) should be informed by discussions with relevant Module Convenors and Faculty and School priorities with respect to employability.
- Ensure that the feedback strategy is informed by discussions with Module Convenors and by School policy. It should be designed in such a way that it builds student learning, skills and confidence. Course Directors should monitor the quality of feedback provided to students as part of the annual Course Update process.

### **Quality management and enhancement**

- Oversee the annual Course Update process and lead on drafting of Course Review document.
- Attend the relevant Exam Board for their course.
- Assist, as appropriate, in the development of papers/evidence for Course Review purposes.
- Assist the Chair of Examiners, as appropriate, in the process of identifying appropriate external examiners for their course.
- Provide the Director of Teaching & Learning in the School with update course profiles and liaise with the Director of Teaching & Learning in relation to the Module and Course Update process (e.g. if seeking approval for amendments to individual modules or the Course).

### **Effective liaison**

- Assist the Director of Admissions in the School, as appropriate, in the implementation of an effective recruitment strategy for the course.
- Ensure effective leadership on Joint Degree courses. Where the course is a joint degree course, run in partnership with another School of Study, there will be a Course Director from the school which owns the course, and a Deputy Course Director from the other school. The Course Director will meet with the Deputy Course Director at least once per semester in order to ensure that:
  - students on joint courses are being treated consistently by the two Schools concerned.
  - students on joint degree courses are receiving the same level of support as student on single honours courses.

In cases where the Course Director and Deputy Director disagree on an issue, the Course Director in the School which owns the joint degree programme shall have the final say.

- Assist module organisers in maintaining an effective learning environment (including Blackboard) relating to their course and/or the modules within it.
- Liaise with the Faculty Librarian in cases where learning resources are identified which are additional to module requirements.
- Provide relevant information on the course when requested by the Head of School or the School Director of Teaching & Learning.

**PSRB Compliance**

- Ensure that the course is compliant with relevant PSRB requirements.
- Assist in supporting any relevant PSRB-related validation and/or re-validation processes.
- Liaise as necessary with practice-based colleagues\_(e.g. practice leads, workplace mentors, practice educators) in organising and overseeing quality of placement opportunities and workplace learning, where the latter is applicable and/or required by a PSRB.

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