PROGRAMME DIRECTOR ROLE DESCRIPTION

Approved by the University Board for Teaching and Learning on 14 June 2016.

1. The primary responsibility of the Programme Director is to ensure the design and delivery of high quality learning opportunities for students on the programme. The Programme Director has a key role to play in providing strategic oversight and direction of the programme, so the tasks below are carried out effectively within the context of programme and the principles of the Curriculum Framework. The Programme Director provides the 'glue' between modules by supporting and bringing together Module Convenors to facilitate the design and delivery of cohesive programmes. Programme Directors will be supported in their role by the SDTL.

2. Whilst this role description seeks to articulate the role of Programme Director more clearly, it is recognised there will be variation in practice depending on implementation and administrative structures within Schools and factors such as the size of the programme. In some Schools, for example, there are designated members of staff who coordinate the various 'Parts' of the student experience across programmes. For some programmes, a Programme Adviser exists as a separate role to that of Programme Director. The role of Programme Adviser could, for example, be useful in large programmes, with the Programme Adviser dealing with the day-to-day smooth running of the programme, whilst responsibility for the academic leadership and direction of the programme sits with the Programme Director.

3. This role description therefore does not intend to provide a prescriptive list, but does provide what is hoped will be useful guidance in terms of indicative responsibilities.

4. Responsibility for the programme and for fulfilling the indicative responsibilities ascribed to Programme Director applies to the design and delivery of the programme whether in the UK or at a branch campus. For more information, see the duties and responsibilities of Programme Directors and Programme Leads for Branch Campuses.

5. In cases where a module is core to more than one Programme, a named Programme Director could be designated for the module. It would then be the responsibility of this named Programme Director to collaborate with other Programme Directors in respect of changes to individual modules. It may be that a module is core to programmes both within and outside of the School which owns the module; in such cases, the named Programme Director would need to collaborate with other Schools on changes to individual modules.

Programme design

(Carried out in collaboration with the Module Convenors contributing to the programme)

(a) Benchmark the programme against cognate programmes at other institutions.

(b) Set the programme aims and learning outcomes to ensure that the programme communicates a strong programme identity, and is aligned with the University's Graduate Attributes, FHEQ, relevant subject benchmark statements, and PSRB requirements (where relevant).

(c) Ensure that the progression towards achievement of the programme outcomes is facilitated through the design and delivery of component modules of the programme.

(d) Ensure that teaching and learning methods (to include contact-time and guided independent study) across the programme are planned so as to progressively support learning towards, and achievement of, the programme learning outcomes.

(e) Consider, in consultation with the Head of School and SDTL, the resource issues and cost effectiveness of programme delivery.

(f) Devise assessment at programme-level to measure student progression towards achievement of the programme learning outcomes.

(g) Plan an appropriate balance of formative and summative assessment methods across the programme so as to progressively support students' assessment literacy and self-awareness.

(h) Consider deadlines to assessments so that student and staff workload can be coordinated across the programme.

(i) Take proactive account of the needs of different learners in the programme learning outcomes, delivery and diversity of assessment methods.

(j) Ensure that the module diet is commensurate with the University's credit and qualifications framework.

(k) Liaise with colleagues in student support services, such as Study Advice, the Library and Careers, in order to embed and develop, in context, a range of academic skills, and personal and professional attributes for lifelong learning and employability.

(l) Promote flexibility in the undergraduate curriculum to provide students with opportunities to undertake placements, work based learning, language learning and study abroad.

(m) Ensure effective liaison, where relevant, with other Schools with regards to the design and delivery of combined programmes or shared modules, and communicate changes to programmes and individual modules well in advance.

(n) In line with the University's established deadlines for Programme Management (and any subsidiary School deadlines) prepare the Programme Specification and Further Programme Information, and liaise with the SDTL regarding the appropriate approval process.

Academic leadership

(a) Ensure the programme fulfils the University's aims for teaching and learning, as set out in the University Strategy and the University's Learning and Teaching Strategy.

(b) Ensure the programme fulfils the School's learning and teaching strategy and associated policies, practices and processes and their implementation.

(c) Foster collaboration and shared ownership of the programme by ensuring the Module Convenors are involved in decisions relating to the curriculum.

(d) Facilitate effective liaison between the Module Convenors, to ensure that subject knowledge, skills, and attributes outlined in the module learning outcomes are integrated with other modules on the programme.

(e) Act as the first point of contact in mediating, assessing and solving problems relating to the design and delivery of the programme.

(f) Liaise and maintain relationships with external bodies, alumni, industry contacts and PSRBs, as appropriate.

(g) Support the continuing professional development of staff contributing to the programme by providing opportunities to share good practice.

The student journey

(a) Collaborate with the designated Admissions tutor in the implementation of an effective recruitment strategy for the programme.

(b) Actively engage in student marketing and recruitment activities, such as representing the programme at University Visit and Open Days; preparing course publicity and prospectus material; widening participation; liaising with external bodies; and international recruitment.

(c) Write (or contribute to) the Programme Handbook in accordance with the University template and update as required.

(d) Contribute to the planning and delivery of Welcome Week and Week 6.

(e) Assist other colleagues (e.g. SDTL, School Director of Academic Tutoring, Module Convenors, Academic Tutors and Disability Representative) in providing academic and pastoral support (for example, on aspects of degree structure and module options/pathways; changes to degree programme, suspensions and withdrawals; extenuating circumstances; academic engagement or fitness to study/ fitness to practise; and any individual adjustments for students with protected characteristics), as and when appropriate, to students on the programme.

(f) Liaise with the Placement/Careers Officer regarding opportunities and student support for placements.

(g) Liaise with the Study Abroad Coordinator regarding opportunities and student support for study abroad.

(h) Contribute to decisions relating to assessment for prior (experiential) learning.

(i) Represent the programme at Graduation ceremonies and receptions.

Assessment and feedback

Programme Directors have wide-ranging responsibilities in relation to assessment and feedback. These include collaboration with Module Convenors to ensure that assessment is devised at programme-level, and monitoring (in collaboration with the SDTL) the implementation of policies in this area to ensure standards and consistency of marking and feedback across the programme.

Programme Directors will also need to liaise with the Examination Representative, who is likely to have clearly delegated responsibilities in this area.

In particular, Programme Directors could also:

(a) Encourage peer review of assessment briefs, in-class tests, and exam papers between staff contributing to the programme.

(b) Contribute to the SDTL's response to the External Examiner.

(c) Attend Programme Examiners' Meetings.

Programme evaluation and enhancement

(a) Undertake some form of student programme evaluation, at end-of-Part and/or on completion of the whole programme, on an annual basis.

(b) Provide opportunities for all staff contributing to the programme (and students if desired) to reflect on and synthesise student module and programme evaluations in order to identify good practice and potential future enhancements to the programme, which can then inform the Annual Programme Report.

(c) Promote the dissemination of good practice within the programme.

(d) Ensure that any issues raised by student module and programme evaluations are dealt with appropriately and in a timely manner, and that students receive informative and timely feedback on the actions taken (or not).

(e) Attend Student-Staff Liaison Committees (SSLCs) on behalf of the programme and ensure SSLCs receive and discuss the results of student module and programme evaluations.

(f) Attend Boards of Studies on behalf of the programme.

(g) Monitor student retention, progression and performance on the programme and reflect on the performance levels of students from different demographic groups.

(h) Write (or contribute to) the Annual Programme Report via the Board of Studies.

(i) Contribute to the preparation of programme-specific documentation for reviews undertaken both internally (e.g. Periodic Review) and externally (e.g. accreditation), if requested to do so.

Personal development

(a) Keep up to date with sector developments, University Strategy, the subject/discipline area and its pedagogy, and adapt the programme accordingly.

(b) Engage in continuing professional development to refresh and develop leadership skills.