**Faculty of Humanities**

**School of** Click here to enter text.

**Director of Teaching, Learning and Students**

**Overall purpose**:

The School’s Director of Teaching, Learning and Students is responsible for developing and achieving a strategy for Teaching and Learning and the Student Experience in the School in accordance with the Faculty’s and University’s overall strategy, and for providing leadership to colleagues in support of the strategy. The Teaching and Learning strategy will cover the delivery of teaching, the creation and enhancement of appropriate learning environments. The post holder will be responsible for ensuring that the School delivers on its goals in relation to these areas.

The post-holder will be the School lead in this area and will work with School Senior Management Team (SMT) colleagues and the Faculty’s Vice Dean for Teaching, Learning and Students to deliver the School’s contribution to this agenda.

The post-holder will be a member of the School’s Senior Management Team and will interact extensively with other members the team, including Heads of Division/Department and Directors of other School Functions.

**Responsible to**: Head of School with secondary “dotted line” professional accountability to the Faculty’s Vice Dean for Teaching and Learning

**Key Duties and Responsibilities:**

Directors will work in collaboration with Faculty Teaching and Learning Support Services, the Vice Dean (Teaching, Learning and Students) and relevant Assistant Associate Deans, as well as staff within their School. It is expected that the Director should chair the relevant school Committee(s) dealing with teaching and learning and quality management in order that the following can be achieved:

* communicating decisions and information from School to Faculty, and from Faculty to all relevant areas of the School
* implementing developments in policy and procedure
* gaining input and gathering opinion on matters for consultation
* enhancing and promoting teaching and learning activity.

To play an active role in the development, promotion and monitoring of University, Faculty, School and, where applicable, external strategy and policy in relation to teaching, learning and the student experience, including:

Teaching and Learning Enhancement

* ensuring a higher quality experience for all our students, as measured by the NSS[[1]](#footnote-1)
* overseeing student support including academic advice and guidance, pastoral support, student peer support and peer mentoring
* improving the employability of our students, as measured by the national DLHE survey[[2]](#footnote-2)
* developing eLearning and, where appropriate, distance learning
* monitoring the provision of quality learning resources (teaching spaces, study rooms and facilities for teaching and learning (including audio-visual support, information systems facilities and support etc.))
* encouraging and pursuing opportunities for funding to support the development of teaching, learning assessment and the student experience
* contributing to the development, implementation and monitoring of the Faculty of Humanities Teaching and Learning Strategy and reviewing its success against key performance indicators
* contributing to the shaping of University and, where applicable, external policy concerning taught provision
* contributing to and promoting the twice-yearly Faculty Teaching and Learning Showcase

Communication and General Support

* overseeing and monitor the implementation of teaching, learning and assessment strategies and action plans (involving liaison with assistants and/or ‘Leads’ for teaching and learning activity, such as admissions, academic advising, employability, eLearning etc. in order to ensure awareness of activity in these areas and that practice is shared appropriately and actions agreed)
* communicating information and decisions made at Teaching and Learning Committee to all relevant areas of the School, and ensuring that a representative School perspective is conveyed at relevant Faculty meetings
* playing an active role in the dissemination and discussion of data relating to the quality of teaching, learning and the student experience as part of Continuous Monitoring
* channelling ideas and examples of teaching and learning practice from schools to the relevant Faculty committees, and vice versa

Quality Management

* leading the Continuous Monitoring process in Schools, including the production and regular updating of School-level Student Experience Action Plans (SEAPs) and attend twice-yearly meetings with Faculty representatives to discuss the plan
* overseeing the management of published information about taught provision in Humanities, e.g. Key Information Set.
* ensuring effective systems are in place to encourage and respond to student representation and feedback
* overseeing preparation for internal and external audits, receipt and consideration of reports, and identification of good practice for dissemination
* contributing towards the formulation and implementation of new policy, procedures and guidance issuing from the Faculty, University, HEFCE, QAA and other external bodies, that affects taught provision in the Faculty.
* providing advice and guidance on all NPP1-stage new programme proposals and Major Amendments brought to PASC for approval (and ensuring that all proposals from their own School have been thoroughly scrutinised and signed-off to indicate School-level approval before they are put before PASC)
* providing advice on the approval of collaborative activity brought to PASC for approval
* acting (or nominating colleagues who could act) as Internal Adviser (appointed on a rotational basis) for NPP2-stage programme proposals and, where appropriate, Major Programme Amendments proposed by Schools, to determine whether they are academically appropriate and make recommendations regarding approval accordingly
* acting as Internal Panel Member for internal Periodic Reviews on a rotational basis, including providing comments on material drafted in advance of the events and attending the review meeting (usually two full days)
* monitoring and analysis of feedback from students via the Unit Survey, National Student Survey, Postgraduate Taught Experience Survey, DLHE survey and other mechanisms
* responding to reports to HTLC from the Peer Review Sub-Group
* Maintaining an overview of any issues of academic malpractice within the School as it relates to teaching and learning.

**Meetings – attendance requirements**

a) Humanities Teaching and Learning Committee (HTLC)

Normally meets monthly during the semester, in line with the University’s Teaching and Learning Group. Meetings will be cancelled if there is insufficient business.

b) Faculty Programme Approvals Sub-Committee of HTLC

Normally meets monthly during the semester, alternating with HTLC. Meetings will be cancelled if there is insufficient business.

c) Faculty Programme Approval Panels (for consideration of NPP2, “Approval in Full”)

Convened as and when required by the relevant Teaching and Learning Officer supporting the proposal.

d) PAG

e) Faculty Teaching and Learning development/strategy events

**Person Specification**

The post-holder must possess the following experience, skills, knowledge and qualities:

* A successful record of undertaking academic administrative roles at School level.
* Proven academic leadership and management skills or the demonstrable potential and willingness to develop them.
* The ability to represent the School in an effective manner at Faculty level fora.
* A clear vision of the Teaching, Learning and Student Experience goals of the University and Faculty, as well as the current context in which the HE sector operates.
* A good understanding of the approach the University takes to Quality Assurance and Enhancement as it relates to teaching and learning.
* A significant profile in teaching and learning matters and an understanding of such issues across the range of the School’s academic disciplines.
* A proven record of excellence and a commitment to innovation in teaching.
1. Manchester 2020 [↑](#footnote-ref-1)
2. Manchester 2020 [↑](#footnote-ref-2)