**Faculty of Humanities**

**Overview of Faculty responsibilities - Teaching and Learning Director/ UG Director/ PGT Director**

**1. Introduction and Context**

The Terms of Reference for the Faculty Teaching and Learning Committee (FTLC) make it the principal body within the Faculty for strategic consideration of all teaching and learning activity. Approval of all undergraduate and postgraduate taught programmes has been devolved to the Undergraduate and Postgraduate Sub-Committees of FTLC.

In line with the terms of reference and membership, this document has been produced to outline the responsibilities of School Teaching and Learning Directors (or UG/PGT Directors as applicable, although within this document we will refer to ‘T&L Director’ from now on) from a Faculty perspective. In practice, the role may be undertaken by more than one academic member of staff as appropriate. However, it is strongly recommended that Schools take the opportunity to appoint a single director of Teaching and Learning, ensuring that the appointment is made at a senior level equivalent to a Head of Discipline, reporting directly to the Head of School, and with the authority to act on behalf of the Head of School. The T&L Director is required to ensure appropriate academic input into:

* strategy and policy development for teaching and learning
* implementation and monitoring of quality management and teaching and learning enhancement activities and processes

Reflecting the varied structures within Schools in the Faculty, the necessary roles, responsibilities and activities of the Teaching and Learning Director from a Faculty perspective have been defined (outlined below). This approach does not prescribe a specific job title or organisational structure but allows Schools flexibility to implement the most appropriate structures.

This is a significant role, and this should be taken into consideration in terms of provision of an honorarium and reduction of workload/other duties within the School to account for the role, (for example 50%), and when considering such colleagues for promotion (providing there is evidence that the role has been performed well).

The responsibilities listed in this document are those relating to requirements of membership of the Faculty’s teaching and learning committees. However, it is recognised that Directors will have a separate job description listing School-level responsibilities, and therefore this overview of responsibilities is expected to exist alongside such a document. In practice, there may be some delegation of the roles and responsibilities listed here within Schools, similarly the T&L Director may be required to deputise for the Head of School in some matters, as agreed.

**2. Roles**

Teaching and Learning Directors will work in collaboration with the Faculty Teaching and Learning Team and Associate Deans (for Teaching,Learning and Students and/or Graduate Education as required), as well as the internal support structures within the School. It is expected that the T&L Director should be a member or chair of the relevant school Committees 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
* enhancement and promotion of teaching and learning activity

**3. Responsibilities of the Teaching and Learning Director** / UG Director / PGT Director

* 1. Teaching and Learning Enhancement
* 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;
  + eLearning, blended learning and distance learning;
  + student representation, and obtaining feedback from students;
  + the provision of support for students’ learning, including academic guidance, Academic Advising, pastoral support, student peer support, including peer mentoring and Peer Assisted Study Sessions activities etc.
  + the provision of resources to support learning, including rooms and spaces for teaching and learning; AV support, etc.
  + the management of published information about provision in Humanities.
* Input to development, implementation and monitoring of the Faculty of Humanities Teaching and Learning Strategy and review of its success against key performance indicators.
* Contribute to the development of a programme of Faculty-level events to encourage the enhancement of learning, teaching and assessment that meets the needs of the School and Faculty.
* Disseminate information and examples of teaching and learning practice from elsewhere in the Faculty to members of staff in the School.
* Channel ideas and examples of teaching and learning practice from schools to the relevant Faculty committees.
  1. Communication and General Support
* Oversee and monitor the implementation of teaching, learning and assessment strategies and action plans.
* Within schools, encourage and pursue opportunities for funding to support the development of teaching, learning assessment and the student experience.
* Facilitate opportunities for development of inter-school/inter-disciplinary activities.
* Provide input to development of strategy and procedures for recruitment and admission to programmes in the Faculty.
* Conveying 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.

3.3 Quality Management

* Play an active role in providing guidance on 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.
* Provide advice and guidance on all NPP1 stage new programme proposals, within the Faculty and input to major programme amendments and NPP2 proposals where appointed as Internal Advisor (further advice for FTLC members is provided inthe document ‘Guidance on approval of new/amended programme proposals’).
* Act as Internal academic adviser (appointed on a rotational basis, for UG/PGT programmes as appropriate) for major programme proposals and programme amendments recommended by Schools, including those delivered by partner institutions, to determine whether they are academically appropriate and financially sustainable, and make recommendations regarding approval to the Committee accordingly (further advice for FTLC members is provided in thedocument ‘Guidance on approval of new/amended programme proposals’).
* Attend Periodic Reviews in other Schools in the Faculty (and occasionally in other Faculties/Partner Institutions) as a panel member on a rotational basis, including providing comments on material drafted in advance of the events and attending the review meeting (usually 2 full days).
* Have oversight of quality assurance procedures within own School (including annual monitoring, periodic review) and provide advice and guidance to colleagues.
* Input to development of the School’s Student Experience Action Plan and attend bi-annual meetings with Faculty representatives to discuss the plan.
* Provide input and advice to decisions regarding the approval of collaborative activity within the Faculty with organisations external to the University.
* Provide input and advice to attempts to seek accreditation/validation for programmes from external bodies, where applicable.
* Monitoring and analysis of feedback from students via Unit Survey Questionnaires, National Student Survey, Student Barometer and other mechanisms.

**4. Meetings – attendance requirements**

a) Faculty Teaching and Learning Committee (FTLC)

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 Undergraduate Sub-Committee of FTLC\*

Meets three times per year in November, February and May.

c) Faculty Postgraduate-Sub-Committee of FTLC\*

Meets three times per year in December, February, March and May.

d) eLearning Strategy Sub-Group (Membership and mode of operation of the eLearning Strategy Sub-group is detailed in separate terms of reference)

d) School Boards/Committees as appropriate

\*Members of FTLC who have distinct UGT and PGT responsibilities should attend the appropriate Sub-Committee meetings. Members of FTLC who have distinct UG responsibilities need not attend the PGT Sub-Committee meetings, and vice versa.

**Document Control**

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| **Policy Title:** | **Overview of Faculty responsibilities - Teaching and Learning Director/ UG Director/ PGT Director** |
| **Date Approved:** |  |
| **Approving Body:** | **Faculty of Humanities, Teaching and Learning Committee**  **Faculty of Humanities, Policy and Resources Committee**  **Faculty of Humanities, Humanities Deans Advisory Group** |
| **Version:** | **1.0** |
| **Supersedes:** | **N/A** |
| **Previous Review Dates:** | **September 2012** |
| **Next Review Date** | **September 2013** |
| **Related Statutes, Ordinances, General Regulations:** |  |
| **Related Policies:** |  |
| **Related Procedures:** |  |
| **Related Guidance and/or Codes of Practice:** |  |
| **Related Information:** | **Faculty of Humanities Teaching and Learning Director Handbook** |
| **Policy Owner:** |  |
| **Lead Contact:** | **Humanities Teaching and Learning Office** |