Teaching and Learning Roles and Responsibilities Guideline

This Guideline is under review and has been updated to remove information that is now in the Teaching and Learning Roles, Responsibilities and Governance Procedure.

Section 1 - Purpose and Scope

Purpose

(1) The purpose of these Guidelines is to describe and identify the responsibilities of a range of roles that may be performed by academic staff in coursework teaching and learning at The University of Queensland (UQ).

(2) These Guidelines supplement the Teaching and Learning Roles, Responsibilities and Governance Policy and Procedure.

Section 2 - Roles, Responsibilities and Accountabilities

(3) See the Teaching and Learning Roles, Responsibilities and Governance Procedure for other roles and responsibilities of academic staff in coursework teaching and learning activities.

Year Coordinator

(4) The Year Coordinator's responsibilities may include but are not limited to the following.

Leadership and Management

(5) Management and administration of the curriculum for a particular year-level in a program or major, including liaison with Course Coordinators, the Heads of School, the Chair(s) of Teaching and Learning Committees and the Convenor(s) of the program(s) in which the major is offered.

(6) Aligning the particular year-level in a program or major and its constituent courses with Faculty and University policies and strategic objectives.

(7) Providing oversight of course offerings and timetabling to ensure student progression.

Quality Assurance

(8) Reporting on the particular year-level in a program or major to relevant Boards of Studies and/or Teaching and Learning Committees, including oversight of course and program changes associated with the major and strategic planning for the major.

(9) Refining the program’s coherence, academic standards, and program-specific graduate statement and learning

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outcomes through oversight of contemporary curriculum, assessment, and pedagogy.

(10) Liaising with external stakeholders, including professional associations, potential employers of graduates, graduates and alumni, secondary schools, and accreditation and registration authorities where appropriate.

(11) Participation as appropriate in the periodic review, under the Academic Program Review Procedure of the major or the program(s).

(12) Monitoring the student experience and program-specific graduate statement and learning outcomes through SECaTs and other internal and external quality assurance data sets/measures.

Student Engagement

(13) Working with students as partners in the planning and provision of curricula and co-curricular experiences.

(14) Providing course, program and careers planning advice for enrolled and prospective students including advice on pathways to Honours and postgraduate study where appropriate.

(15) Providing employability advice associated with the major or program and its potential program-specific graduate statement and learning outcomes.

Section 3 - Appendices

Appendix A – Roles and Responsibilities of School Teaching and Learning Committees

(16) The Chair of the School Teaching and Learning Committee is responsible for providing leadership to the Committee and to the School in promoting excellence in teaching and enhancing and assuring the quality of teaching and learning.

(17) The Chair is responsible for:

a. Leading activities relating to all aspects of the Committee's role.
b. Liaising with and providing advice to the Faculty Associate Dean (Academic), the Head of School, Chief Examiner and Program Convenors around issues related to teaching and learning.
c. Reporting to the Associate Dean (Academic) regarding the roles and responsibilities of academic staff.
d. Participating in the Faculty Teaching and Learning Committee and the School Executive or Management Committee.
e. Overseeing the preparation of teaching and learning-related documentation for quality assurance, accreditation or review purposes.
f. Seeking information, input and advice beyond the Committee and the School to facilitate decision making and initiatives on teaching and learning issues.

(18) School Teaching and Learning Committees are responsible for promoting excellence in teaching and enhancing and assuring the quality of teaching and learning in Schools. This includes:

a. Leadership
    i. Providing leadership and support to staff to improve teaching effectiveness and student learning in the context of University policy and strategic direction.
    ii. Leading, supporting and promoting the adoption of best practice and innovation in curriculum design, teaching and assessment.
    iii. Identifying emerging teaching and learning issues and opportunities of relevance to the School.

iv. Developing and implementing the School's teaching and learning strategic objectives in accordance with Faculty and University planning in this area.
v. Encouraging, recognising and rewarding high quality teaching and learning.
vi. Promoting and publicising teaching and learning achievements, awards, fellowships, initiatives and developments within the School, University and wider communities.

b. Quality Assurance
    i. Ensuring teaching and learning practices accord with University policy and University, Faculty and School procedures.
    ii. Implementing initiatives for students to provide input and feedback.
    iii. Assisting with Curriculum and Teaching Quality Risk Assessment (CTQRA) and Academic Program Review (APR) processes.
    iv. Preparing for program, course, shorter form credentials and School reviews, and accreditation where appropriate.
    v. Overseeing the checking of course profiles.
    vi. Monitoring all aspects of assessment including assessment design, compliance with examination processes, moderation of results, and finalisation of grades.
c. Management
    i. Overseeing all major changes to the School's shorter form credentials, courses, majors, fields of study and programs.
    ii. Providing the School with analysis and advice on pedagogical issues including teaching, curriculum design, assessment and evaluation.
    iii. Identifying and coordinating staff development to enhance the quality of teaching, learning and assessment, academic guidance and learner support.
    iv. Advising the Head of School where appropriate on resources required for teaching and learning, including the School's teaching and learning budget and allocation of teaching loads.
    v. Ensuring effective communication between academic and professional staff in the area of teaching and learning.
    vi. Ensuring effective communication between School, Faculty and central committees/offices around teaching and learning.

Appendix B – Checklist of Specific Responsibilities for Course Coordinators

(19) Before the commencement of the teaching semester, Course Coordinators are responsible for:

a. Liaising with the Program Convenor and School Teaching and Learning Committee Chair as appropriate regarding course objectives.
b. Liaising with Course Coordinators of prerequisite courses to establish expected prior knowledge of students.
c. Developing a coherent schedule/timetable for all learning activities and assessment in the course in collaboration with other contributors and in collaboration with Year Coordinators and Program Convenors, where appropriate.
d. Liaising with professional staff to ensure that appropriate locally controlled space is booked as required – e.g. tutorial rooms, computer laboratories as necessary.
e. Ordering textbooks and other learning resources at least 8 weeks prior to the commencement of a course.
f. Liaising with University librarians for course resource list at least 8 weeks prior to the commencement of a course.
g. Developing and submitting the Electronic Course Profile (ECP) for the course by the due date, in accordance with UQ policies and procedures.

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h. Ensuring that appropriate tutorial staff are appointed and briefed on duties and expectations.
i. Developing the Blackboard site for the course.
j. Checking on SI-net (UQ's Student Administration system) at the start of semester for any changes to the timetable and venues and for class lists.
k. Communicating in a timely fashion with all contributors (lecturers, tutors etc.) so that they are clear about the expectations of them in the course (including times, dates, places, deadlines).
l. Understanding the resources available to support the course to ensure their appropriate management.

(20) During the semester:

a. Ensuring all items of assessment (including central exams and deferred exams) are prepared in a timely manner, and checked carefully for accuracy and clarity.
b. Preparing a sample examination if exemption is sought from release of examination papers.
c. Ensuring that all submitted assessment items are consistent with advice given in the ECP and consistent with the stated goals of the course.
d. Managing the Blackboard site for the course.
e. Training sessional staff in course-specific elements of their teaching and learning work.
f. Ensuring that there are adequate opportunities throughout the course for students to evaluate their understanding through appropriate and timely formative feedback on work in progress, on progressive assessment tasks and other means.
g. Ensuring that assessment is marked and returned in a timely fashion with appropriate feedback.
h. Ensure examiners have arranged to provide the Examinations section with their contact telephone number, or the contact telephone number of a delegate, to answer questions in relation to possible errors or ambiguity in the question paper.
i. Taking overall responsibility for the quality of marking of exam papers, assignments and other summative assessment items and to give reliable final grades and ensuring that marks are appropriately moderated.
j. Ensuring marks and recommended grades are submitted by the due date.
k. Acknowledging notification of student Disability Action Plans.
l. Responding to student feedback in accordance with UQ policies and procedures.
m. Referring incidents of suspected misconduct to an Integrity Officer or the Academic Registrar according to the Student Integrity and Misconduct Policy.
n. Responding to requests from Faculty and Central Administration with regard to student progress and participation to inform decisions on withdrawal without academic and/or financial penalty.

(21) After the semester:

a. Providing students with access to examination scripts and papers.
b. Marking deferred exams.
c. Setting and marking supplementary assessment.
d. Managing the process of approved re-marking items of assessment in a fair and equitable manner.
e. Finalising incomplete results within the required timeframes.
f. Responding to student feedback from SECaTs and other tools in the development of the next offering of the course.
g. Reviewing the course description for the following year.

(22) Other tasks may be required in some courses, for example:

a. Ensuring that the Risk Assessments and other compliance requirements for the course are current.

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b. Recognising possible ethical issues likely to be raised in the course and being prepared to address student concerns in this area.

Appendix C – Checklist of Specific Responsibilities for Academic Advisors

Study Planning

Advise students on	More information
The current program structure and rules of the program/major for which you are advising as well as previous structures and transition arrangements which may apply to continuing students	www.uq.edu.au/study
Issues related to course prerequisites, co-requisites, incompatibles, (note: published in electronic course profile)	www.uq.edu.au/study
Requirements and issues around admission to dual programs	Dual degree programs
Overseas exchange partners and study plans	Global Experience

Make recommendations to relevant decision makers on	More information
Possible credit for previous study	Credit for previous study
Overseas exchange study plans and mobility scholarships	Global Experiences
Cross-institutional enrolments if appropriate	Cross-institutional enrolment

Participate in	More information
Relevant orientation and discipline-based activities	

Enrolment Related Activities

When advising students, be aware of and account for	More information
Important enrolment dates	Enrolment and Class Sign-On
Dates and processes for withdrawal from courses	Enrolment Procedure
Processes and contacts for applications for fee remission	Student Central
Privacy	Privacy Management Policy

Assessment and Student Progress

When advising students, be aware of and account for	More information
Examinations procedures	Examinations Procedure
Special/supplementary assessment eligibility and application requirements and timelines	Eligibility is strictly in accordance with the criteria in the Assessment Procedure. Refer queries to Student Administration, School & Faculty
Labels for approved calculators for use in examinations	Approved Calculators
Policy and procedures for feedback on assessment	Querying a Result
Policy and procedures for remark of Assessment	Assessment Policy and Assessment Procedure
Policy and procedure (including show cause) for managing academic progression and at risk students	Academic warnings and showing cause

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Refer students including at risk students as appropriate to	More information
Advice on University procedures, processes, critical dates, forms	my.uq.edu.au
Academic Integrity	Academic Integrity and Student Conduct
Student Support and Wellbeing Services Personal, career, learning, disability advisers, Chaplaincy, University Health Service, Accommodation services	Student Support
Faculty – Associate Dean (Academic)	
School Administration Team	
UQ Union	www.uqu.com.au

Record Keeping

Activity	Contact
Record outcomes of student interviews and recommendations to students in SI-net or copy emails to the Data Strategy and Governance unit	SI-net Training (see training manuals) or e-mail uqcentralrecords@uq.edu.au
Attend relevant information sessions and ensure currency of knowledge of programs, policy and the operational environment	

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