Teaching and Learning Roles, Responsibilities and Governance Guideline

Section 1 - Purpose and Scope

(1) The purpose of this Guideline is to:

a. provide more detailed guidance for course coordinators, academic advisors, and School Teaching and Learning Committees, and
b. describe other teaching and learning roles that may be useful for faculties, schools, and coordinating units.

(2) This Guideline supplements the Teaching and Learning Roles, Responsibilities and Governance Policy and Procedure.

Section 2 - Guidance

Part A - Coordinating Unit or School Teaching and Learning Committee

(3) Teaching and Learning Committees (TLCs) are responsible for promoting excellence in teaching and enhancing and assuring the quality of teaching and learning in coordinating units and schools. This includes:

a. Leadership
    i. Provide leadership and support to staff to improve teaching effectiveness, student learning, and student experience in the context of University policy and strategic direction.
    ii. Lead, support, and promote the adoption of best practice and innovation in curriculum design, teaching, and assessment.
    iii. Identify and provide evidence-based advice on emerging teaching and learning issues and opportunities of relevance.
    iv. Develop and implement teaching and learning strategic objectives in alignment with faculty and University strategic objectives.
    v. Encourage, recognise and reward high quality teaching and learning.
    vi. Promote and publicise teaching and learning achievements, awards, fellowships, initiatives, and developments within the organising unit or school, University, and wider communities.
b. Quality Assurance
    i. Ensure teaching and learning practices align with UQ policies and procedures.
    ii. Identify areas that could be strengthened (e.g., poorly performing courses) and provide appropriate support for the purposes of improvement.
    iii. Monitor course failure rates and provide appropriate support to outliers if appropriate.
    iv. Respond as appropriate to information from Integrity Officers regarding trends in misconduct.
    v. Prepare for program, shorter form credential, coordinating unit or school reviews, and accreditation

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where appropriate.

vi. Assist with the Annual Quality Assessment (AQA) and Academic Program Review (APR) processes.

vii. Implement initiatives for students to provide input and feedback.

c. Management

i. Oversee major changes to shorter form credentials, courses, plans, fields of study, and programs.

ii. Ensure effective communication between academic and professional staff in teaching and learning.

iii. Ensure effective communication between coordinating unit/school, faculty, and central committees/offices around teaching, learning and student experience.

Part B - Course Coordinators

(4) The following table provides a checklist for Course Coordinators.

Time	Course coordinator duties/ responsibilities
Before semester	a. Liaise with: i. the Program Convenor and Director of Teaching and Learning as appropriate regarding course learning outcomes and assessment, ii. Course Coordinators of prerequisite courses to establish assumed prior knowledge of students, and iii. professional staff to ensure that appropriate space is booked (e.g., tutorial rooms, computer laboratories etc.). b. Develop a schedule/ timetable for learning activities and assessment. c. Order textbooks and learning resources at least 8 weeks prior to the commencement of a course through Talis. d. Develop and submit the course profile in accordance with UQ policies and procedures. e. Ensure that all course contributors (e.g. guest lecturers, casual academic employees, etc.) are appointed and briefed on duties and expectations including times, dates, and places. Provide course-specific training as necessary. f. Develop the course Learning Management System site. g. Check SI-net for class lists. h. Check the timetabling system for any changes to the timetable and venues.

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Time	Course coordinator duties/ responsibilities
During semester	a. Manage the course Learning Management System site. b. Acknowledge and respond to Student Access Plans. c. Deliver course activities. d. Provide opportunities for students to evaluate their understanding through: appropriate and timely formative feedback on work in progress, progressive assessment tasks, and/or other means. e. Respond to student queries in a timely manner in accordance with UQ policies and procedures. f. Manage assessment including: i. the timely preparation and release of assessment tasks ii. checking assessment tasks for accuracy and clarity iii. ensuring consistency of assessment tasks with advice given in the course profile and the stated goals of the course iv. ensuring that assessment items are marked and returned in a timely fashion with appropriate feedback v. for any central or deferred examination, providing contact numbers in case of student questions during the examination vi. ensuring quality marking, moderation, and timely grade finalisation vii. submitting marks and recommended grades by the due date, and viii. referring suspected academic misconduct to an Integrity Officer according to the Student Integrity and Misconduct Policy. g. Respond to requests from faculty and central administration about student progress and participation to inform decisions on withdrawal without academic and/or financial penalty.
After semester	a. Provide students with access to marked examination scripts, papers, and any other assessment items not released before grades. b. Mark deferred examinations and assessment items with extensions. c. Set and mark supplementary assessment. d. Manage approved re-marks in accordance with UQ policies and procedures. e. Finalise incomplete results within the required timeframes. f. Reflect on student feedback (e.g., from SECaTs and other tools), assessment outcomes (e.g., failure rates etc.) and incorporate findings in the development of the next offering of the course.
Other tasks	a. Ensure that any risk assessments and other compliance requirements for the course are current. b. Recognise possible ethical issues likely to be raised in the course and be prepared to address student concerns in this area. c. Provide evidence and other relevant information to integrity investigation meetings as requested. d. Respond to removal from course and transfer credit requests.

Part C - Academic Advisors

(5) The following table contains links to resources necessary for academic advising.

Study planning	UQ website	Policy/procedure
Credit for previous study	Credit for previous study Transferring credit between UQ programs	Credit and Recognition of Prior Learning Policy and Procedure
Cross-institutional enrolments	Cross-institutional enrolment	
Dual programs	Dual degree programs	

Study planning	UQ website	Policy/procedure
Overseas exchange partners Overseas study plans Overseas mobility scholarships	Global Experiences	
Program structure / rules Previous structures and transition arrangements Course prerequisites, co-requisites, incompatibles (also in course profile)	Study Options (Ensure correct year is selected.)	
Enrolment	**UQ website**	**Policy/procedure**
Enrolment dates	Enrolment and class allocation	
Fee remission processes/contacts	Student Central Refunds	
Privacy	Student Privacy at UQ	Privacy Policy
Withdrawal dates/processes	Withdrawing from a course or program	Enrolment Procedure
Assessment	**UQ website**	**Policy/procedure**
Academic integrity	Academic integrity and student conduct	Student Integrity and Misconduct Policy and Procedure
Examinations	Exams at UQ	Examinations Procedure
Labels for approved calculators for use in examinations	Approved calculators	Examinations Procedure
Re-marks and querying a result	Querying a result	Assessment Procedure
Special/supplementary assessment eligibility and application requirements and timelines	Supplementary assessment	Assessment Procedure
At risk students	**UQ website**	**Policy/procedure**
Managing academic progression	Progression alerts and interventions	Academic Progression Procedure
Personal, career, learning, disability advisers, Chaplaincy, University Health Service Accommodation services	Student support	Support for Students Policy
Support with appeals and grievances	UQ Union	
Record keeping	**UQ website**	**Policy/procedure**
Record outcomes of student interviews and recommendations to students in SI-net or copy emails to the Records Governance unit	SI-net Training	Information Management Policy Records Management Procedure

Section 3 - Other roles

(6) The roles in the following table are not mandatory but may be useful for specific cases and for organisational units, schools or faculties. They are assigned by the Executive Dean or Head of School per clause 6 of the Teaching and Learning Roles, Responsibilities and Governance Policy.

Role	Responsible for the:
Year level coordinator	strategic oversight and coordination of a year in a program
Discipline convenor	strategic oversight and leadership of programs and plans offered in a discipline

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