

Teaching and Learning Roles, Responsibilities and Governance Procedure

Section 1 - Purpose and Scope

- (1) The purpose of this Procedure is to identify and describe the:
- key requirements of a range of roles and responsibilities that are performed by academic staff in coursework teaching and learning activities at The University of Queensland, and
 - relevant faculty and school committees.
- (2) This Procedure must be used within a coordinating unit, school or faculty to ensure:
- that all significant responsibilities in the teaching and learning space are formally allocated to a specific role, and
 - that the holder of that role is aware of the responsibilities they have been allocated.
- (3) This Procedure should be read in conjunction with the [Teaching and Learning Roles, Responsibilities and Governance Policy](#).

Section 2 - Process and Key Controls

- (4) Consistency of role definition and governance is important for both staff and students to navigate across programs managed by different schools and faculties.

Section 3 - Key Requirements

- (5) It is recognised that some of these roles require specialist knowledge and skills, and that appropriate induction and professional development opportunities should be considered for staff new to these roles.

Section 4 - Roles, Responsibilities and Accountabilities

Director of Teaching and Learning

- (6) The role of Director of Teaching and Learning is a senior academic position nominated by and reporting to the head of the coordinating unit or school.
- (7) Responsibilities of the Director of Teaching and Learning include but are not limited to:

- implementing UQ policy and strategy at a coordinating unit or school level
- leading the coordinating unit or school's teaching and learning activities including overseeing the coherence,

- quality and management of curriculum, pedagogy and assessment
- c. coordinating and chairing the coordinating unit or school teaching and learning committee (see Section 5) and reporting to the school executive committee
- d. liaising with and providing advice to the faculty Associate Dean (Academic), the head of the coordinating unit or school, Chief Examiner, Program Convenors, Plan Convenors, Integrity Officers, relevant professional staff, and other relevant stakeholders about issues related to teaching and learning, and accreditation and registration authorities where appropriate.
- e. leading the coordinating unit or school's contributions to the faculty teaching and learning committee and board of studies
- f. overseeing the preparation of teaching and learning-related documentation for new or improved offerings, quality assurance or review purposes to relevant committees
- g. seeking information, input and advice beyond the coordinating unit or school to facilitate decision making and initiatives on teaching and learning, and
- h. ensuring that matters concerning teaching and learning are communicated to all staff in the school.

Faculty Integrity Officer

(8) The Faculty Integrity Officer is nominated by the Executive Dean or their delegate.

(9) Responsibilities of the Faculty Integrity Officer include but are not limited to:

- a. investigating complex cases of misconduct relating to multiple schools, units or faculties
- b. applying penalties where appropriate or referring cases to higher misconduct bodies
- c. coordinating and chairing the faculty Misconduct Committee, and
- d. liaising with Coordinating Unit or School Integrity Officers.

Coordinating Unit or School Integrity Officer

(10) The Coordinating Unit or School Integrity Officer is a member of academic staff nominated by the head of the coordinating unit or school.

(11) Responsibilities of the Coordinating Unit or School Integrity Officer include but are not limited to:

- a. providing guidance to academic staff to enhance academic integrity
- b. investigating cases of general and academic misconduct
- c. determining penalties where appropriate or referring cases to higher misconduct bodies
- d. coordinating and chairing the school misconduct committee, and
- e. liaising with the coordinating unit or school Director of Teaching and Learning and the Faculty Integrity Officer in relation to misconduct matters.

Chief Examiner

(12) The Chief Examiner is a member of academic staff nominated by and reporting to the head of the coordinating unit or school.

(13) Chief Examiners work with Directors of Teaching and Learning and Course Coordinators to ensure:

- a. school compliance with University policies and procedures related to assessment
- b. that appropriate records of all assessment results and component parts are kept in accordance with University policy, and

- c. quality assurance in assessment in the coordinating unit or school, including setting assessment items, moderation, feedback, and compilation and review of grades.

(14) Chief Examiners are responsible for ensuring all examinations set by Course Coordinators have been checked and undertaken by a discipline peer where practicable.

Program Convenor

(15) The Program Convenor is a member of academic staff nominated by and reporting to the head of the coordinating unit or school.

(16) The Program Convenor's responsibilities include but are not limited to:

- a. leading the development, management, refinement, and review of the program in consultation with stakeholders and students, and in alignment with faculty and University policies, strategic objectives and contemporary teaching and learning practices
- b. liaising with Course Coordinators, the head of the coordinating unit or school, the Director of Teaching and Learning and the Plan Convenors where appropriate: this may include chairing a program management committee
- c. liaising with external stakeholders, including professional associations, potential employers of graduates, graduates and alumni, secondary schools, and accreditation and registration authorities where appropriate
- d. monitoring the student experience and program-specific graduate statement and program learning outcomes through internal and external quality assurance data
- e. participating as appropriate in the periodic review of the program, in accordance with the [Academic Program Review Procedure](#), and
- f. reporting on the program to relevant boards of studies and/or Teaching and Learning Committees.

Plan Convenor

(17) The Plan Convenor is a member of academic staff nominated by and reporting to the head of the coordinating unit or school.

(18) The Plan Convenor's responsibilities include but are not limited to:

- a. leading the development, management, refinement, and review of the plan in consultation with stakeholders and students, and in alignment with faculty and University policies, strategic objectives and contemporary teaching and learning practices
- b. liaising with Course Coordinators, the head of coordinating unit or school, the Director of Teaching and Learning and relevant Program Convenors
- c. liaising with external stakeholders, including professional associations, potential employers of graduates, graduates and alumni, secondary schools, and accreditation and registration authorities where appropriate
- d. monitoring the student experience through quality assurance measures, and
- e. reporting on the plan to relevant boards of studies and/or Teaching and Learning Committees.

Course Coordinator

(19) The Course Coordinator is a member of academic staff nominated by and reporting to the head of the coordinating unit, school, or faculty.

(20) The primary responsibility of a Course Coordinator is to oversee the design, planning, and delivery of a course in accordance with the [Course Design Policy](#).

(21) Additional responsibilities include but are not limited to:

- a. providing leadership in course and curriculum development and implementation, quality assurance and improvement, and course-related professional accreditation where required
- b. monitoring the student experience and course learning outcomes through SECaTs and other quality assurance measures
- c. developing the course profile and course learning management system site in accordance with university deadlines
- d. communicating information in a timely manner to relevant staff and students
- e. providing course-specific training for and management of tutors, markers, and other sessional staff associated with the course
- f. teaching into the course where required
- g. devising, providing, moderating, and ensuring integrity of course assessment, and
- h. assuring the quality and reliability of grades.

(22) In fulfilling the requirements of clauses (20) and (21), the Course Coordinator must liaise with all stakeholders including:

- a. students in the course,
- b. Course Contributors,
- c. Program Convenors and Plan Convenors relevant to the course,
- d. the Director of Teaching and Learning,
- e. the Chief Examiner, and
- f. relevant professional staff

(23) These responsibilities should be read in conjunction with the checklist of specific responsibilities for Course Coordinators as set out in the [Teaching and Learning Roles and Responsibilities Guideline](#).

Course Contributor

(24) A Course Contributor is usually nominated by the head of the coordinating unit, school, or faculty and usually reports to the Course Coordinator but may also report to the head of the coordinating unit, school, or faculty.

(25) Course Contributor responsibilities may include but are not limited to:

- a. assisting in the preparation, teaching, and assessment of courses
- b. supporting and leading student learning to the agreed expectations of the Course Coordinator
- c. referring academic integrity matters to the Course Coordinator, and
- d. where there is more than one Course Contributor, participating as part of the teaching team.

Academic Advisor

(26) Academic Advisors are usually members of academic staff, assigned by a faculty, coordinating unit or school, who are responsible for providing academic progress support to students.

(27) Responsibilities include but are not limited to:

- a. providing students with current advice on programs, study options, and academic progress
- b. making appropriate referrals to University services, and
- c. making recommendations to other decision makers in relation to a student's academic progress.

(28) These responsibilities should be read in conjunction with the checklist of specific responsibilities for Academic Advisors as set out in the [Teaching and Learning Roles and Responsibilities Guideline](#).

Section 5 - Governance

(29) The table below describes the core activities undertaken by the University's teaching and learning committees.

Committee (level)	Role:
Committee for Academic Programs Policy (CAPP) (University)	<p>Consider and advise the academic board on matters of academic significance, such as program requirements and policy relating to admission, enrolment and progression (excluding Postgraduate Research Awards).</p> <p>Maintain oversight of the academic program approval process and ensure program proposals are conducted in accordance with the following policies and associated procedures:</p> <ul style="list-style-type: none"> • Program Design Policy • Course Design Policy, and • Shorter Form Credentials Policy
Teaching, Learning and Student Experience Committee (TLSEC) (University)	<p>Advise and make recommendations to the Academic Board and/or other University bodies or officers as appropriate on matters relating to:</p> <ul style="list-style-type: none"> • teaching, learning and assessment • student experience, and • teaching and learning awards.
Board of Studies (Faculty)	<p>Provide strategic advice to the Executive Dean of the faculty relating to the development and performance of existing and new undergraduate and postgraduate coursework programs administered by the faculty.</p>

Section 6 - Monitoring, Review and Assurance

(30) This Procedure is reviewed by the Academic Board through the Teaching, Learning and Student Experience Committee every five years or as required.

(31) Compliance monitoring is conducted by the head of the coordinating unit or school, the Associate Dean (Academic), and Directors of Teaching and Learning.

Section 7 - Recording and Reporting

(32) Each of the roles has monitoring, recording and reporting responsibilities as outlined in the relevant policies, procedures and guidelines below:

- a. [Academic Categories Policy](#) and [Procedure](#)
- b. [Workload Allocation for Academic Staff Policy](#) and [Procedure](#)
- c. [Criteria for Academic Performance Policy](#)
- d. [Faculty, School and Institute Governance and Management Procedure](#)
- e. [Assessment Policy](#) and [Procedure](#)
- f. [Student Integrity and Misconduct Policy](#), [Procedure](#) and [Guideline](#)
- g. [Course Design Policy](#)
- h. [Program Approval Procedure](#)
- i. [Program Design Policy](#) and [Procedure](#)

Status and Details

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