

Responsibilities of School Directors of Teaching and Learning

With effect from 1 August 2021, School Directors of Teaching and Learning will be responsible for:

Strategic planning

Working with the relevant Teaching and Learning Dean:

- ensure that the School plays its full part in fulfilling the University's aims for teaching and learning, as set out in the University Strategy and the Strategy for Teaching and Learning;
- ensure that the School is engaging fully in University initiatives;
- develop and take responsibility for the School's teaching and learning strategy and associated policies, and their implementation in collaboration with the relevant School Management Board;
- support the development of Schools as inclusive and diverse teaching and learning environments.

Quality assurance and quality enhancement

- lead the School's Teaching and Enhancement Action Plans (STEAP) process including writing and/or overseeing the writing of the STEAP, working closely with appropriate staff and students, Action Plan Leads and Student Partners, and monitoring the implementation of the Action Plan in collaboration with the relevant Senior Management Board and Boards of Study and Student Experience;
- engage with university and School level data, including module and programme evaluation, to monitor the quality of teaching and learning, using data to identify areas for improvement and to lead developments to enhance the quality of the teaching, learning and assessment processes;
- promote the use of technology-enhanced learning to support the teaching, learning and assessment experience;
- promote the development, identification and dissemination of good practice in the School's teaching, learning and assessment processes;
- support the Head of School in monitoring the educational portfolio offered by the School, including the success of programmes and modules through appropriate means of evaluation and advise on resource issues and cost effectiveness of module and programme delivery;
- oversee School level processes for self/peer review of learning and teaching, and/or peer projects to enhance teaching, learning and assessment processes;

- monitor the quality, appropriateness and timeliness of feedback to students within the School, liaising with Student Staff Partnership Groups (SSPG) Chairs and Student Reps and Partners as appropriate;
- manage Periodic Reviews within the School; writing the response, action plan and one-year follow up report; ensuring actions are undertaken.

Student experience and support

- Liaise with the School Director of Academic Tutoring (SDAT) to support the student engagement process to ensure it is reflected across teaching and learning strategy and policy in the School;
- Liaise with the Chairs of the SSPG and Senior Reps as necessary to ensure effective running of SSPGs;
- Together with the HoS and/or members of senior management, meet on a termly basis with the School Senior Reps to update on School priorities in teaching and learning and to discuss issues raised by the Senior Rep not covered, or resolved, via the SSPG and module and programme evaluation process;
- Liaise with RUSU about the selection processes for Senior and Course reps;
- Liaise with the SDAT on School-level responsibilities in relation to policy and procedures relating to academic engagement and fitness to study as appropriate and on School specific professional standards;
- undertake School-level responsibilities in relation to policy and procedures on academic misconduct (except in HBS, where the responsibility is delegated);
- make decisions on waiving penalties for late submission of coursework, in accordance with University policy;
- Support the handling of student complaints;
- make School-level decisions relating to assessment for prior (experiential) learning for students who wish to transfer in credits to a programme (RPEL).

Programme management

- chair (or delegate) Boards of Study and Student Experience (BoSSE) within the School and ensure smooth and effective running of the BoSSE;
- providing support for Programme Directors, and where relevant Departmental Directors of Teaching and Learning, to enable them to take strategic oversight of programme design, delivery and enhancement;
- work with the Head of School and the Teaching and Learning Dean (TLD), in line with the established principles of the Portfolio Review, to identify programmes which the School should revise and withdraw, and to identify opportunities for growing existing or developing new undergraduate and taught postgraduate programmes and supporting their development;

- oversee the programme approval, amendment and withdrawal process, including submission of documents to the relevant Teaching and Learning Dean and the University Programme Board as appropriate;
- ensure compliance with Professional and Statutory Regulatory Bodies (PSRBs) and any other accreditation bodies as appropriate;
- as appropriate, oversee and facilitate joint initiatives in teaching and learning across subject areas within the School and with other Schools;
- oversee the process of the return of marks and feedback in accordance with the 15 day turnaround and moderation policy, in liaison with the HoS, as appropriate;
- oversee the effective running of the School's assessment and examination process, in liaison with the School or Departmental Examination Officer;
- undertake the responsibilities of SDTLs in relation to External Examining as outlined in the Code of Practice on the External Examining of Taught Programmes;
- oversee the workload framework for a school and the workload of students to ensure these are appropriate, working closely with relevant programme directors/leads;
- overseeing the Schools balance of teaching by sessional (Associate Lecturer) staff;
- liaise with Support Centres and Student Support Centres to ensure the operations of the School are efficient and effective;
- liaise with central University functions to facilitate the timely and smooth running of School and University operations, such as timetabling, module updates, amendments to programmes and welcome week and other annual activities and events.

Citizenship

- engage with the SDTL Community of Practice;
- engage in professional development opportunities, including scholarship/research and links with discipline-specific forums;
- engage with University committees such as SCAM and SCAEFS.

Person Specification

• Job Title	• School/Department
• School Director of Teaching & Learning (SDTL)	•

• Criteria	• Essential	• Desirable
• Skills Required	<ul style="list-style-type: none"> • Ability to encourage innovation and reflection • Ability to identify and tackle issues • Strong administrative and organisation skills • An ability to work and influence across all disciplines in the School 	<ul style="list-style-type: none"> • Ability to articulate strategic direction and vision • Ability to communicate School and University priorities in a clear, consistent and effective way • Demonstrate effective leadership qualities • An ability to analyse problems and broker solutions
• Attainment	<ul style="list-style-type: none"> • Appropriate academic credentials to be able to lead teaching and learning developments in the areas covered by the School • Fellowship of the Higher Education Academy 	<ul style="list-style-type: none"> • Senior Fellowship of the Higher Education Academy
• Knowledge	<ul style="list-style-type: none"> • A good understanding of the School's T&L provision • A good understanding of the major issues affecting HE in general • A good understanding of the key T&L-related challenges faced by the School • An empathy for subjects across the whole School range 	<ul style="list-style-type: none"> • A good understanding of University policies and procedures relating to T&L • An interest in T&L pedagogy
• Relevant Experience	<ul style="list-style-type: none"> • A previous administrative role within the Department or School • Personal innovation in T&L • Track record of effective teaching 	<ul style="list-style-type: none"> • Programme directorship • external examining or other external engagements that relate to T&L • Implementing successful T&L change

	<ul style="list-style-type: none"> • Module/programme design 	
<ul style="list-style-type: none"> • Disposition 	<ul style="list-style-type: none"> • Inspire and motivate others • Committed to enhancing the effectiveness of T&L and tackling difficult T&L issues • Be a role model of University Values and Behaviours 	<ul style="list-style-type: none"> • Interested in developing further in a leadership role • Proactive approach to issues

Version	Keeper	Reviewed	Approved by	Approval date	Effective date
1	CQSD	Every three years	UBTLSE	16 March 2021	01 August 2021