



Role description for Director of Education

Overview

The Director of Education is a senior academic leadership role within a Department. The role supports the strategic development of the department's educational provision (undergraduate, taught postgraduate and research degree programmes) in order to achieve excellence in this provision, and ensures that the department's provision is consistent with the University's framework for academic quality and standards. In this the Director supports the Head of Department as a member of the department's leadership team in achieving the department's vision and strategic objectives. The Director of Education chairs the departmental education committee.

Directors work closely with colleagues across their department, and are supported in their role by the department's administrative team. The Director of Education also works closely with senior faculty officers (particularly the Deputy Dean - Education) and relevant members of Professional Services (particularly but not exclusively the relevant Faculty Support Team and colleagues in Academic Section) to discharge her/his responsibilities.

Responsibilities

Working to her/his Head of Department, the Director holds the following responsibilities:

1. Supporting the Head of Department to develop the Departmental Strategic Plan in relation to undergraduate and taught postgraduate provision, and ensuring the effective implementation of the strategic objectives for education set out in this Plan.
2. Promoting and co-ordinating the on-going development and review of the department's undergraduate and taught postgraduate portfolio of courses to ensure that these remain current and valid in light of developments in the discipline(s) offered by the department.
3. Liaising with the Departmental Employability Director to ensure that appropriate opportunities are in place within and outwith the taught curriculum to allow students to develop the skills and qualities required to gain graduate employment and/or to undertake further study.
4. Ensuring that the department's taught undergraduate and postgraduate educational provision is effectively organised and delivered.
5. Reporting on student matters to the Departmental Meeting, and chairing the department's Staff-Student Liaison, Extenuated Lateness and Extenuated Circumstances committees.
6. Working with the Head of Department to ensure that appropriate learning resources are in place for the delivery of the department's taught undergraduate and postgraduate provision.
7. Ensuring that taught undergraduate and postgraduate students (and prospective students) receive current, relevant and clear information about the department, and on their course in a timely fashion.
8. Establishing and implementing effective arrangements for the induction of new students, and for the development of the study skills of undergraduate and taught postgraduate students.
9. Ensuring that the department has in place and implements effective arrangements to provide students with academic support and guidance (including feedback on assessed work) throughout their course of study, and to refer students to specialist student support services where appropriate.
10. Working with the Departmental Director of Employability to promote the availability of work and international placements within the department's undergraduate and taught postgraduate courses, and ensuring that effective measures are taken to prepare and support students undertaking such placements.
11. Liaising with the Director of Research regarding ethics approval where this is required in relation to taught courses or work by individual students.
12. Ensuring that appropriate and effective mechanisms are developed and implemented to monitor the academic progress of the department's taught undergraduate and postgraduate students, and

to support those students not making such progress (including referring such students to institutional student support services where appropriate).

13. To advise the Faculty on requests from the department's students to intermit, change course, to be permitted to follow a special syllabus or withdraw.
14. Ensuring that taught students are included in the department's decision-making processes where appropriate, and that effective mechanisms are in place for considering student feedback (including the results of University and national questionnaires); effectively responding to this feedback; and ensuring that the department's students are aware of how their feedback has been used.
15. Ensuring that the department (including student representatives) consider and respond appropriately to the reports of external examiners for taught courses.
16. Co-ordinating the department's annual review of courses, and its engagement with periodic review.
17. Where a department offers taught courses that are accredited by Professional Statutory or Regulatory Bodies, ensuring the department has appropriate engagement with external validating bodies.
18. Acting as the main point of contact for the faculty and University on education issues relating to taught provision.
19. Working to support the sharing of good practice within the faculty and the department in matters associated with Excellence in Education, and where appropriate engaging with national and international networks in support of enhancing education provision in the department.

Holders of the role may delegate specific activities related to these responsibilities to departmental colleagues. Where activities are delegated the role holder remains responsible for them; activities can be delegated, responsibility may not.

Good practice guidelines

Heads of Department should:

- Include an appropriate time allocation with the role holder's workload allocation to allow them to carry out the role.
- Ensure that appropriate administrative support from the departmental office is available to the role holder.
- Consider when appointing someone to the role the level of experience and seniority required to operate strategically and influence colleagues effectively.

Heads of Departments are encouraged to:

- Ensure that colleagues are appointed to the role for at least two years, and preferably three, to provide continuity and consolidate expertise.
- Where possible and appropriate, identify a successor a year before a holder of the role is due to end their term of appointment in order to allow the successor to shadow the role before taking up its responsibilities.

Role holders are encouraged to:

- Attend and engage with relevant faculty and University networks related to the role.
- Consider using their experience in the role as part of an application through CADENZA for Senior Fellowship of the Higher Education Academy (if they have not already achieved this) and/or Fellowship of the Leadership Foundation for Higher Education as appropriate.