MANAGEMENT OF ACADEMIC PROVISION FRAMEWORK

1.   This framework identifies the key roles and responsibilities involved in the effective management of University of Suffolk courses in order to ensure that the student experience is of a high quality. This framework should be read alongside other University policies and procedures which define particular aspects of course provision and activity and the roles and responsibilities associated with these. Key policies include:

- Admissions Policy [defining the roles and responsibilities of Admissions tutors];
- Assessment Board Policy
- Learning, Teaching and Assessment Strategy;
- Procedures for Validation and Re-approval of Courses;
- Personal Academic Coaching Policy [defining the roles and responsibilities of Personal Academic Coaches];
- Course Monitoring processes [defining course representative roles and Student Voice Forum terms of reference and operation];
- External Examiner Policy [defining the role and processes associated with external examining]
- Student Representation and Student Voice Policy [defining student representation roles and processes].
- Recognition of Prior Learning (RPL) Policy [defining role of RPL Adviser]
- Student Complaints Procedure

2.   While courses are generally managed and delivered by a defined course team within a particular academic school, it is important to acknowledge that these teams will need to work collaboratively with other University departments in order to enable the effective and smooth operation of the course. In particular, teams will need to liaise closely with the Student Life and Registry Services and Library and Learning Services teams to enable all students to gain an appropriate individual learning experience, and with the Estates and Digital and IT teams to enable student access to facilities and specialist resources. In addition, many teams will need to work with external bodies in order to provide students with work-based or placement experiences, and in order to enrich the curriculum provided.

3.   This framework is also applicable to University partner institutions, recognising that roles may carry different titles according to the nature of the partner. These roles are captured within the organisational responsibilities agreed with each partner at validation and reviewed through the respective Partnership Management Group.

4.   This framework captures the standard annual activity associated with the delivery of courses, and also encapsulates those key roles associated with managing and delivering courses. However, there will also be extra-ordinary course related activity that is beyond the scope of this framework, such as:

- initial course proposal and marketing activity;

- preparation for and involvement in validation events;

- preparation and involvement in re-approval events;

- preparation for and involvement in activities associated with Professional, Statutory, and Regulatory Body accreditation or approval;

- course representative roles such as membership of school committees and task-and-finish groups, and school or subject involvement in external engagement activities.

5.   Support for staff undertaking roles outlined in this framework is provided through both local areas (school and professional service department), the [Quality Manual](#) and the corporate staff development programme.

Course and Modules

6.   A course is a programme of study which leads to a discrete named award. Courses will include Foundation Programmes, Certificates and Diplomas of Higher Education, Higher National Certificates, Higher National Diplomas, Foundation Degrees, Higher and Degree Apprenticeships, Honours and Ordinary Degrees, Postgraduate Certificates, Postgraduate Diplomas and Master's Degrees. A course is divided into self-contained parts which are usually called modules. Some courses include named pathways which enable students to take a specified set of modules to allow a named specialism to be included within their award title.

Student Voice Forums

7.   The Student Voice Forum is the body with defined responsibilities for gathering and responding to student feedback, and for ongoing course evaluation, monitoring and enhancement. This will include Course Team members, the Academic Administrator, Student Experience Ambassador(s), and Student Representatives along with, where appropriate, other representatives such as librarians and employers' representatives. There will normally be at least two Student Voice Forums each academic year. The Student Voice Forum takes a central role in contributing to the University's course monitoring processes.

Roles and Responsibilities

<u>Course Team</u>

8.   A Course Team constitutes all staff (academic and professional services) involved in delivering, administering and managing a course within the current academic year. It is expected that course teams will meet together informally to co-ordinate course delivery and assessment, to discuss approaches to teaching and learning, and to explore course performance indicators and stakeholder feedback to monitor and enhance provision in accordance with the RiME processes. Such meetings should occur as required to ensure smooth operation and monitoring of the course, and at least twice each academic year.

9.   While each member of the course team will be allocated one or more roles as set out in this framework, all team members share responsibilities for the ongoing professional and informal activities that are integral to ensuring a course runs smoothly, robustly, and in the best interests of the students. For example, all course team members are responsible for:

i.   contributing to activity put in place to ensure business and provision continuity (such as when members of the team are prevented from fulfilling their responsibilities);

ii.   providing effective first contact personal and professional support for students, and facilitating further specialist support through referrals and signposting;

iii.   being proactive in monitoring student behaviour to identify risk with respect to safeguarding and student health and wellbeing, and in liaising with course and professional staff in response to any concerns noted or raised;

iv.   contributing to cross-course activities such as course and subject recruitment and admissions processes and annual student induction programmes;

v.   acting in a collegial manner in supporting other members of the course team, providing counsel and advice, and modelling good practice in all aspects of course operation and delivery.

<u>Dean of School or their nominee</u>

10.   The Dean of School is responsible for:

i.   maintaining oversight of course delivery, quality, and outcomes;

ii.   being proactive in addressing concerns and ensuring business continuity;

iii.   agreeing allocation of course responsibilities and roles, and confirming the assignment of individual staff to those roles;

iv.   oversight of the business and financial management of the School, including course resource planning and development.

Associate Deans

11.   Deans of School will appoint an Associate Dean for Learning, Teaching and Student Experience and an Associate Dean for Research and Knowledge Exchange within their school. The Associate Deans will either assist the Dean in leading, managing and implementing the University Learning, Teaching and Assessment strategy or research and knowledge exchange activity within the School by working closely with the Director of Learning and Teaching, Pro-Vice Chancellor Research, and Pro-Vice Chancellor Business and Entrepreneurship. The Associate Dean's overarching role is to:

i.   to contribute to the academic leadership of learning, teaching and student experience; research and knowledge exchange; or business and entrepreneurship activities within the School;

ii.   work with the Dean of School and other senior members of the institution to ensure that the curriculum is pedagogically informed and research informed and industry relevant;

iii.   work with the Dean of School and other members of the School Executive in the management of resources and the development of the school's strategic activities;

iv.   develop and implement strategies to improve student experience, success and progression and enhance the University's performance in Access and Participation (APP), the Teaching Excellence Framework (TEF) and B3 Student Outcomes or to develop and implement strategies to improve the School's research and knowledge exchange environment;

v.   chair assessment boards and student voice forums as required;

vi.   line manage staff within the school.

Head of Subject

12.   Deans of School may appoint senior academic staff as 'Head of Subject' (or equivalent) to take delegated responsibility to manage groups of courses in cognate fields of study. Where such arrangements are instigated, it should be clear as to which responsibilities have been delegated and how these are to be managed. In all such situations, the Dean of School retains overall responsibility for the quality and effective management of the courses involved. The Head of Subject's overarching responsibilities are to:

i.   provide leadership, strategic direction and in some cases, line management of staff within a particular subject area;

ii.   encourage and enable consistent learning, teaching and assessment practices across courses within the subject area;

iii. be the 'face' of the subject area for internal and external communications and processes – with students, University staff, and external agencies and bodies;

iv. Chair Student Voice Forums;

v. work with the Dean of School and Associate Deans to manage resources within the subject area and develop the school's strategic objectives.

Course Leader

13. The Course Leader is the formally identified leader of the course team, appointed by the Dean of School. The Course Leader's overarching role is to:

i. be the academic lead for the course, guiding the development, enhancement and innovation within the course's curriculum and its learning, teaching and assessment strategies;

ii. encourage and enable consistent learning, teaching and assessment practices across the courses' modules, and encourage and enable student engagement with these;

iii. lead and co-ordinate cross-course activities and events such as the annual student induction programme;

iv. support the maintenance of course related documentation, providing revised and updated content as required for student and external facing documents and online provision;

v. be the 'face' of the course for internal and external communications and processes – with students, University staff, and external agencies and bodies;

vi. ensure effective operation of key course quality and assessment processes.

14. Appendix 1 encapsulates the responsibilities of a Course Leader within the delivery of a course, indicating how the various course related activities are allocated to the course team members. While Appendix 1 captures the majority of Course Leader responsibilities, it should not be seen as an exhaustive list. In particular, it does not include non-annual activities such as external examiner appointments, working with Marketing, Communications and International staff to update marketing materials, and activities relating to the various policies noted in paragraph one where they may be required to represent the course.

Academic Administrator

15. Each course will have an identified Academic Administrator who will work closely with the course team and students to effect efficient and smooth operation of the course. The Academic Administrator's overarching responsibilities are to:

i. provide administrative support, and proactively engage with the course team, to enable the effective operation of the course;

ii. organise, administer and co-ordinate team meetings, student voice forums and assessment board and pre-board processes, ensuring student assessment results are properly reported, and monitoring the correct application of University processes and policies;

iii. liaise with course team members to facilitate timely and effective student communication and information provision;

iv. liaise with University data management teams in order to seek to ensure the completeness and accuracy of the course dataset;

v. be a central contact point for staff and students for course operation, sharing course information, responding to enquiries, and liaising with other University professionals as required.

Module Leader

16. The Module Leader is the formally identified leader of each module. They are responsible for:

i. leading the provision of all teaching and learning sessions and opportunities associated with the module;

ii. ensuring the module provision aligns with University and course expectations, strategies, policies and quality standards;

iii. ensuring the effective provision to students of module information, and of teaching and learning materials (usually through Brightspace);

iv. ensuring the effective and timely completion of module assessment activity and processes, and that accurate and complete module results are reported to the assessment board;

v. working with other members of the course team to provide a coherent learning experience for students;

vi. ensuring that suitable academic tutorial support can be accessed by students both during module delivery and following completion of the module;

vii. completing module evaluation processes and contributing to course and module development, enhancement and innovation activities.

17.   Appendix 2 encapsulates the responsibilities of a Module Leader within the delivery of a module, indicating how the various activities are allocated to the module and course team members. While Appendix 2 captures the majority of Module Leader responsibilities, it should not be seen as an exhaustive list.

Personal Academic Coach

18.   The formally identified personal academic coach to an agreed number of students on a course as defined in the Personal Academic Coaching Policy.

Admissions Tutor

19.   The formally identified member of the subject area responsible for working with the University's Admissions team to ensure effective and timely completion of admissions processes.

Student Representatives

20.   It is usual for there to be an elected Student Representative, organised by the Students' Union, from each cohort of students on the course.

School Roles

21.   In addition to the specific roles defined above, each School has the discretion to appoint to other roles to support the management of academic provision.

Professional Services Roles

22.   In addition to those listed above, members of University professional services teams will also play a key role in the support of students' learning, development and wellbeing. In some cases, specific individuals will be associated with courses (such as subject specialist librarians); whilst in others the course team and students will work with professional services staff on a case-by-case basis.
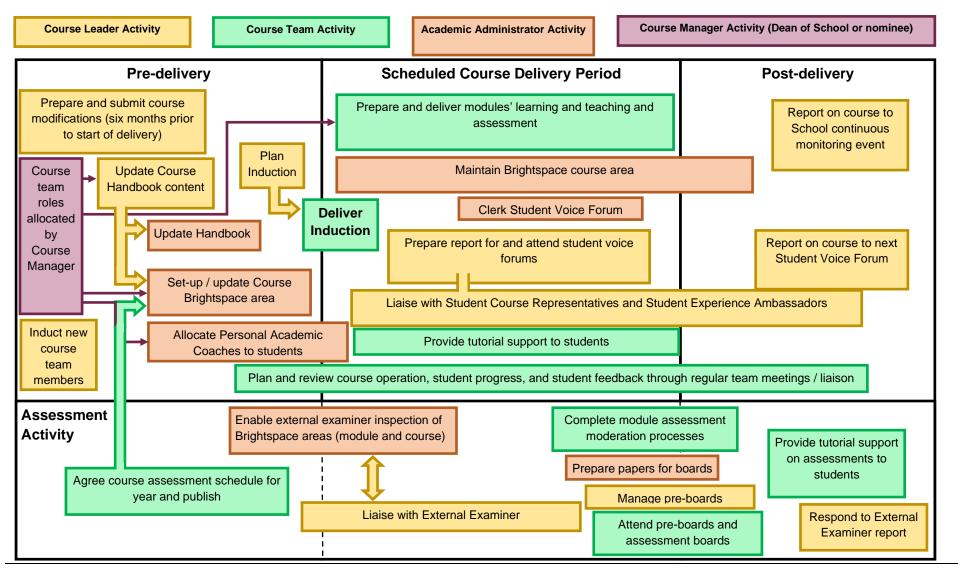
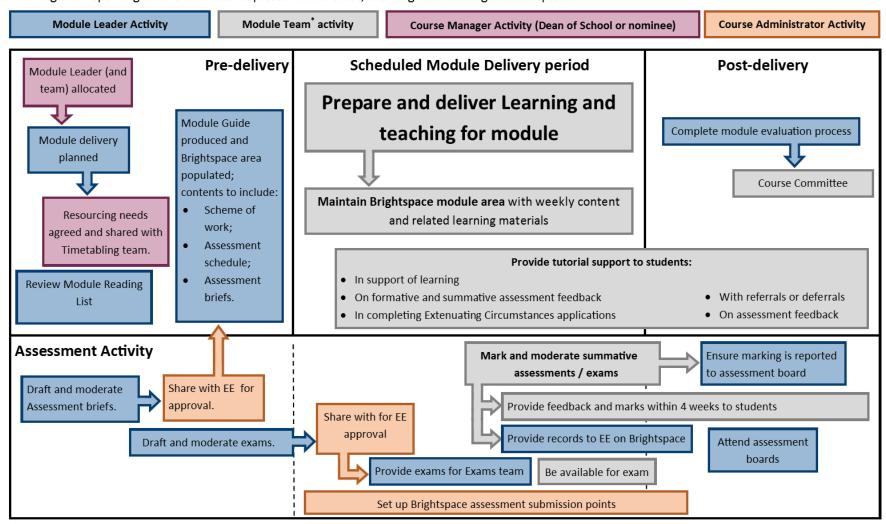## Appendix 1: Course Leader Responsibilities

The diagram below portrays the activities associated with course delivery. Each course will have a Course Leader who is responsible for managing, monitoring and reporting on the activities detailed in this chart, working with colleagues as depicted.

Appendix 2: Module Leader Responsibilities

The diagram below portrays the activities associated with module delivery. Each module will have a Module Leader who is responsible for managing, monitoring and reporting on the activities depicted in this chart, working with colleagues as depicted.

*The Module Leader along with other members of academic staff involved with the delivery of the course