

Higher Education Academic Regulations

Section 6 – Responsibilities of Academic Staff and Students

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6. Responsibilities of Academic Staff and Students

6.1 Duties and Responsibilities of Academic Staff

- I. The duties and responsibilities of academic staff are of a professional nature and wide ranging. They include:
 - a) teaching and tutorial guidance of students;
 - b) supervision of projects/dissertations;
 - c) student work placement supervision;
 - d) research and other forms of scholarly activity;
 - e) reach-out and income generation activities;
 - f) curriculum development;
 - g) educational management and administration;
 - h) recruitment and admission of students;
 - i) participation in quality assurance procedures and the democratic processes of the institution.

- II. The specific responsibilities of academic staff as they relate to academic management, quality assurance and standards are set out in this section.

6.2 The Responsibilities of the HE Academic Registrar

- I. The HE Academic Registrar is responsible to the Vice Principal for Higher Education, Commercial and Adult. In discharging responsibilities for academic quality assurance, the role of the HE Academic Registrar is:
 - a) To lead UCAB in all aspects of academic governance.
 - b) To ensure regulatory compliance, specifically in relation to the Office for Students and all other external agencies.
 - c) To take responsibility for the compliance to, and management of, contracts with validating partners.
 - d) To monitor HE Key Performance Indicators and ensure timely reporting to the senior team and appropriate committees.
 - e) To lead on the development and implementation of a robust quality enhancement programme.
 - f) To lead on the development and achievement of the UCAB KPIs in the Access and Participation Plan.

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- g) To be responsible for, and lead on, ensuring APL and mitigating circumstance policies and procedures are followed and applied in the correct and appropriate way.
- h) To lead on the management of quality assurance and compliance functions for all matter related to higher education including student complaints, student data and records.

6.3 Head of HE Academic Services and Quality Assurance

- I. The Head of HE Academic Services and Quality Assurance is responsible to the HE Academic Registrar. The role of the Head of HE Academic Services and Quality assurance is:
 - a) To have oversight of key elements of UCAB Academic Services in order to satisfy the needs of the University Centre and its Foundation Degree Awarding Powers including learning support, service administration, student admissions, enrolment and registration and assessment boards.
 - b) To provide oversight of key data returns in relation to HE Registry (Graduate Outcomes, NSS, Discover Uni).
 - c) To lead on development of key operational documentation and processes in liaison with key stakeholders which inform and support standardised high-quality provision.
 - d) To effectively liaise with validating partners and manage curriculum development and validation activities, and to build and maintain partnerships and inform the HE Academic Registrar.
 - e) To take a lead role in the quality assurance of higher education at the college, supporting the creation and development of an aspirational culture within the College's students and staff.
 - f) In collaboration with the HE Academic Registrar, contribute to the setting KPIs and to lead on monitoring activity.
 - g) To be responsible for the periodic review and modification processes for existing provision and the validation processes for new curriculum developments.
 - h) To work with the HE teaching Learning and Scholarship lead in the provision of quality assurance processes and data, which support and drive quality enhancements activities.
 - i) To assist the HE Academic Registrar in ensuring UCAB meets the regulatory and legislative requirements (including PSRB Accreditations) and play a lead role in maintaining and facilitating relationships with the DQB and other relevant organisations.

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6.4 The Responsibilities of HE Teaching, Learning and Scholarship Lead

- I. The HE Teaching, Learning and Scholarship Lead is responsible to the HE Academic Registrar. The role of the HE Teaching, Learning and Scholarship Lead is:
 - a) To work with members of the HE Management Group to identify and deliver on enhancement requirements which drive continuous improvements in teaching, learning, assessment and scholarship (TLAS), which improve student outcomes and experiences.
 - b) Support the implementation of regulations, policies, procedures and plans relating to TLAS to support positive student outcomes.
 - c) Contribute to quality assurance processes, including lesson observations, learning walks and be a key member of the UCAB Deep Dive process.
 - d) Act as a coach and mentor to lecturers, to support a culture of continuous improvement and high expectations, including mentoring of new staff and ensuring curriculum is research informed and embedded in delivery.
 - e) Lead on the planning and delivery of HE appropriate TLAS training for colleagues
 - f) Develop TLAS training resources for Higher Education (in liaison with cross College departments where appropriate).
 - g) Facilitate and drive development of innovative digital pedagogy/andragogy practices.
 - h) Provide support, advice and guidance to colleagues to maintain minimum standards in TLAS applications; including, but not limited to: MS Teams and ProMonitor.
 - i) Support positive behaviour management techniques and capabilities within curriculum departments.
 - j) To ensure all teaching staff meet the UK Professional Standards Framework and support applications for Advance HE Fellowships.
 - k) Liaise with the HE Management Group, to develop and coordinate an effective HE staff induction programme for colleagues new to teaching and new to UCAB.
 - l) In collaboration with the HE Academic Registrar, lead on TLAS initiatives which enhance the equality of opportunity for Higher Education students to drive positive student outcomes and experiences as part of the Access and Participation Plan.
 - m) Promote and share examples of TLAS best practice (in liaison with cross College departments, where appropriate), including facilitating the internal research and scholarship journal.

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6.5 The Responsibilities of Curriculum Area Managers (CAMs)

- I. The CAMs are responsible to the Vice Principal for Higher Education, Commercial and Adult. The CAM will be supported in their role by their Curriculum Team Leaders. The role of the CAMs is:
 - a) To ensure that the provision complies with the conditions, requirements and contractual obligations of the Higher Education Funding and Office for Students; where appropriate, fulfil our contracts with the respective local authorities; ensure that ILR (Individualised Learner Record) returns reflect service delivery and that KPI (Key Performance Indicator) targets are achieved as per the curriculum plan.
 - b) To take a lead in, and be accountable for, HE college business planning processes, proposing any ideas that may help to promote and extend the College's reputation and efficient running of the College, and the realisation of the College purpose, vision, and mission.
 - c) To have accountability and responsibility for the effective management of curriculum area budgets, ensuring their viability, contribution, value for money and effectiveness in line with the College strategy and curriculum plan.
 - d) To ensure all statutory, regulatory, and key operational issues related to the management of the curriculum across all areas of responsibility is adhered to. This includes effectively devising and mobilising appropriate timetables for all provision within the curriculum area that fully comply with audit, legal, funding and quality compliance requirements.
 - e) Be accountable for the management of health and safety (H&S) within the curriculum area, liaising with Estates and H&S to ensure actions resulting from operational H&S tours are completed.
 - f) To provide a broad, balanced and differentiated curriculum intent that meets the needs of local, regional, and national skills and aligns to the College strategy and curriculum plan.
 - g) Ensure the efficient and effective management of the equipment and physical resources allocated to the curriculum area.
 - h) Monitor assessment and internal verification and coordinate the preparation and administration of EQA and other awarding body documentation in conjunction with the Quality department.
 - i) Lead on the development of curriculum provision through both the College's own FD awarding powers and with relevant external validating partners.
 - j) Lead on the development of IoT provision.
 - k) Oversee, ensure and be accountable for the full and consistent implementation of all the College quality assurance processes, working closely with the Head of HE Quality Assurance and Head of HE Quality Enhancement

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- l) Secure high-quality teaching and learning within the curriculum area and promote continuous improvement in the standards of learning and progress for all students.
- m) Where appropriate act as key contact and oversight for PSRB relationships.

6.6 The Responsibilities of the HE Registry Coordinator

- I. The HE Registry Coordinator is responsible to the Head of HE Quality Assurance. The role of the HE Registry Coordinator is:
 - a) To act as coordinator of HE registry process within UCAB Academic Services in order to satisfy the needs of the University Centre and its Foundation Degree Awarding Powers including registry administration, student registration, assessment scheduling, moderation and examination, and assessment boards.
 - b) To coordinate key data returns in relation to HE Registry.
 - c) To assist the Head of HE Academic Services and Quality Assurance in the development and production of key documentation with supports effective processes, which streamlines and standardises practices across UCAB.
 - d) Ensure students registrations are accurate in relation to course and modules.
 - e) To effectively liaise with validating partners regarding student registrations (including PSRBs where required) and to ensure timely reporting and recording.
 - f) In collaboration with the HE Academic Registrar, contribute to the setting KPIs and to lead on monitoring activity.
 - g) To work collaboratively with HEMG to contribute to, and ensure compliance with, relevant policies, procedures and academic regulations.
 - h) To assist the Academic Services leadership in ensuring UCAB meets the regulatory and legislative requirements (including PSRB Accreditations where relevant).
 - i) To contribute to the update of academic regulations, policies and procedures as required.
 - j) Work collaboratively with MIS and other stakeholders to evolve and develop College based record keeping systems that can underpin the student journey through assessment boards to graduation.
 - k) Work with marketing to ensure timely and accurate prevision of data for graduation ceremonies.
 - l) Coordinate the production of award certificates and transcripts for progressing, graduating and exiting students.
 - m) To coordinate all aspects of external examination including recruitment and induction of examiners and collation of samples and systems access.
 - n) Lead the statistical evaluation of student survey data and produce reports that reflect trends and improvements, which can be used by members of the quality team and curriculum management to identify quality issues, good practice and drive enhancements.

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6.8 The Responsibilities of Course Managers and Course Teams

- I. The task of the course manager is wide-ranging, varied and challenging, but fundamentally it is to lead the course team in the recruitment of students, in ensuring that students understand the operational delivery of the courses for which they are responsible, to anticipate these operational requirements and to liaise with Section Leaders, Module Tutors, and others in seeing that they are fulfilled, to ensure that students understand their entitlement to support for their personal and academic welfare requirements, to appraise the delivery of the course on an on-going basis by both formal and informal means and to take the initiative in developing the course(s) in line with professional/industrial, economic, environmental and academic developments.
- II. The exact arrangement of these duties will vary from course to course, depending on the size of the course. Where cohorts are large course management duties may be divided between a number of course managers e.g., division into year one and year two cohorts.
- III. The list of responsibilities in **Table 6.1** has been considered by the Course Managers', and gives an indication of how these responsibilities might be shared between course managers and senior tutors within a course team. It is emphasised however, that the course manager and the team have discretion in organising these tasks to best effect. A short induction programme will be arranged for all new senior tutors and course managers, and mentoring support will also be offered to those who are new to this role.

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Table 6.1. Outline of responsibilities of Course Mangers and Course Teams

Responsibilities of course managers and course teams	Comment on typical division of responsibilities between course team members
The course manager is responsible for developing and leading the course team and for chairing the course committee except at the annual course monitoring meeting.	
The course team is responsible for fulfilling the following duties:	
1. The satisfactory operation of the course and for anticipating or identifying difficulties which may from time to time occur;	Course manager will typically take the lead here, with input from module tutors as regards their agreed areas of responsibility.
2. The personal and academic welfare of students on the course;	Typically, the course manager wilt take responsibility for this, but where cohorts are large responsibility will be divided e.g., into year groups.
3. The overall quality and coherence of the course and its development in relation to the needs of students and industry.	The initiative for this will normally rest with the course manager, although members of the course team may have specialist expertise in regard to specific subject areas, professional accreditation matters, underpinning research, and similar areas.
To fulfil these duties the course team will:	
a) participate in promotion, recruitment, and induction procedures for the course;	Course manager takes the lead, with input from the Dean of HE. In particular, the course manager will also act as Admissions Tutor for the course, taking decisions on offers of places in accordance with agreed entry requirements and exercising judgment with regard to mature students and others who may not satisfy our standard entry criteria.
b) ensure that the decisions of the course committee are implemented effectively;	Course manager has the overview responsibility.
c) revise and publish the course handbook each year;	Course manager normally but may be a shared responsibility where cohorts are large.
d) ensure that all students have received the course handbook and are briefed on assessment procedures and regulations;	Course manager normally but may be a shared responsibility where cohorts are large.
e) in consultation with module leaders monitor the assessment programme for each term with reference to the timing and nature of assignments;	Course manager normally but may be a shared responsibility where cohorts are large.
f) publish the assessment programme to students and staff teaching the course;	Course manager normally but may be a shared responsibility where cohorts are large.
g) liaise with Head of Department, on the visits of external examiners for the course;	Course Manager
h) present assessment results at the course assessments board and check the accuracy of records within the computerised student record system before and after course assessment boards;	Course manager normally but may be a shared responsibility where cohorts are large.

i) counsel students on module selection and allocate students to optional course modules and circulate module lists to module tutors;	Course manager normally but may be a shared responsibility where cohorts are large.
j) consider requests from students for extensions to assignment deadlines on the grounds of illness or other mitigating circumstances, to keep a record of extensions granted and to notify the relevant module tutor and academic support staff;	Course manager normally but may be a shared responsibility where cohorts are large.
k) notify students of assessments results with the support of the HE Registry Coordinator where appropriate and provide appropriate counselling where required;	Course manager normally but may be a shared responsibility where cohorts are large. including referral to the Learner Support Team where additional guidance on study strategies is identified as desirable.
l) notify the appropriate CAM if the curriculum is not being covered effectively;	Course manager normally but may be a shared responsibility where cohorts are large.
m) liaise where appropriate with staff from other institutions that contribute to the course;	Course manager normally but may be a shared responsibility where cohorts are large.
n) prepare an annual report for the course monitoring procedure;	Course Manager. Where there has been a change of course manager at the end of the year under review, the preparation of this report will normally be the responsibility of the outgoing course manager, with input from the new course manager and the course team to negotiate and agree the Action Plan which results from annual course reports.
o) prepare a critical review and resubmission of the course at appropriate intervals;	Course Manager in consultation with the Course Team.
p) ensure that students are aware of support available through Academic Support Services, including career advice, learner support, counselling, accommodation advice, chaplaincy, financial advice, sporting, or social services;	Course manager normally but may be a shared responsibility where cohorts are large.
q) monitor and guide the academic welfare and behaviour of students;	Course manager normally but may be a shared responsibility where cohorts are large, in liaison with members of the Learner Support Team and Student Services Team.
r) complete student withdrawal, transfer, or postponement of study forms, as appropriate and submit to the HE Registry Coordinator;	Course manager normally but may be a shared responsibility where cohorts are large.
s) review and counsel on career aspirations;	Course manager normally, but may be a shared responsibility where cohorts are large, in liaison with
t) liaise with relevant employers and professional bodies, including accreditation arrangements, where applicable.	Depending on team members and their characteristics, this may be undertaken by the course manager, a year tutor, or another member of staff. The course manager must maintain an overview of such liaison.

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6.9 The Responsibilities of Module Tutors and Module Leaders

- I. Module **tutors** are those staff involved in the delivery of course modules. Module **leaders** are those tutors responsible for the largest share of the teaching and, where there is more than one member of staff involved, has overall responsibility for ensuring the discharge of the responsibilities set out below. Module tutors are responsible to:
 - a) the Curriculum Area Manager and Curriculum Coordinator for the planning, delivery, and assessment of the module;
 - b) the course manager and/or year tutors of the course(s) to which the module is offered for the organisation and administration associated with that module.

- II. Planning, Delivery and Assessment
 - a) In conjunction with other staff teaching the module the module tutor will:
 - b) formulate module descriptors which are appropriate to course aims and outcomes;
 - c) prepare teaching schemes for the module appropriate to module outcomes and timetables for each module;
 - d) formulate assessment strategies and programmes for the module;
 - e) ensure that the curriculum for the module integrates with, or is complementary to, other modules in the course;
 - f) deliver the module using appropriate teaching and learning strategies;
 - g) contribute to the assessment of key skills where appropriate;
 - h) prepare coursework briefs and examination papers in compliance with the module assessment scheme and submit for moderation as required (**Section 5.3**);
 - i) ensure appropriate behaviour and attendance of students registered on the module and take agreed action (**College Policies SCA2 and SCA 11**) if this is not satisfactory;
 - j) enter module results in the student record system, check their accuracy, ensure that all zeros and incomplete grades are correct and sign the module assessment sheets to be submitted to subject boards to confirm checking;
 - k) attend meetings of subject assessment boards (**Section 5.7**) unless prior approval for absence has been granted (**Section 2, Annex 2.08**);
 - l) return marked work as soon as possible and ensure effective feedback to students;
 - m) evaluate modules and own performance (**Section 3.10**).

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III. Organisation and Administration

The module the Module Tutor will:

- a) notify academic support staff of room and student travel requirements;
- b) notify the HE Management Group of the performance of individual students in module assessments.

6.10 The Responsibilities of Students

- I. Generic outcomes of Askham Bryan courses include the expectation that graduates will:
 - a) display the competence, key skills, behaviour, and attitudes required in working life;
 - b) learn independently and display the skills of professional scholarship required for innovation, career management and lifelong learning.
- II. The achievement of such outcomes requires that students be regarded as trusted members of the academic community who have their own rights and responsibilities. This includes the responsibility for attending classes to make full use of the support available to help students succeed (**College Charter and Student Code of Conduct**).

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