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

Roles and Responsibilities

Course Team

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.

Dean of School or their nominee

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;

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