ROLE DESCRIPTION
Director of Excellence in Learning and Teaching

Context
Newcastle University is committed to offering students the opportunity to engage with an up-to-date and coherent programme, designed and delivered by subject experts, to recognised external and professional standards. Whilst it is recognised that the Head of Academic Unit has overall responsibility for ensuring that all duties and responsibilities listed below are fulfilled, current practice in most academic units relies on an approach where responsibility is devolved to other staff.

The role of Director of Excellence in Learning and Teaching (DELT) is designed to support the Head of Academic Unit and provide leadership on all matters related to learning, teaching and the student experience. Directors of Excellence in Learning and Teaching must feel they have sufficient authority to complete their responsibilities with the support of the Head of Academic Unit.

It is recognised that existing structures within Faculties and Academic Units mean it is important that there is flexibility in the scope and the identity of this individual. For example the Director of Excellence in Learning and Teaching may have additional responsibilities as the Director of Undergraduate Studies in some schools in the Faculty of Humanities and Social Sciences and in Research Institutes in Medical Sciences this person will be referred to as a Head of Excellence in Learning and Teaching. However where the following duties and responsibilities are not held by the Director of Excellence in Learning and Teaching there must be clarity as to whom responsibility is delegated within the academic unit.

To ensure that the Director of Excellence in Learning and Teaching can fulfil this role it is recommended that the minimum term of office is three years, with the opportunity for reappointment if appropriate since this will allow the Director of Excellence in Learning and Teaching to make a significant positive impact in the Academic Unit. However, it is recognised that where governance in an Academic Unit is organised around subject discipline, the term of office may be less to allow for appropriate representation on FLTSEC by subject directors.

Principles
The following principles underpin the Director of Excellence in Learning and Teaching role:

- Work to support and advise the Head of Academic Unit on all matters regarding teaching, learning and the student experience to develop and maintain the academic unit’s reputation for excellence.
- Play a lead role overseeing the quality of the academic unit’s programmes.
- Actively promote the development and implementation of innovation in teaching, learning and student experience.
- Contribute to the wider leadership within the Faculty.

These principles shall be effected through the following duties and responsibilities but it is recognised that there may be occasions/circumstances in an academic unit where elements of the below role description may not be applicable.
<table>
<thead>
<tr>
<th>Main Duties and Responsibilities</th>
<th>Indicative activities</th>
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<tr>
<td><strong>Leadership and Strategic Direction</strong></td>
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<td>1. To lead the strategic development of learning and teaching within the academic unit, taking account of developments within the discipline(s), changes in the market, Professional, Statutory and Regulatory Body (PSRB) requirements and best practice in learning and teaching.</td>
<td>• Maintain and develop programme portfolio: new programmes, adaptation of existing programmes, withdrawal of others&lt;br&gt;• Keep up with relevant developments in discipline, profession, employment sectors, learning and teaching that impact upon programmes and delivery&lt;br&gt;• Monitor and evaluate the academic unit’s teaching activities in relation to comparable academic units both within and outside the university using internal and external data e.g. league tables, NSS outcomes&lt;br&gt;• Identify and advocate introduction of appropriate new teaching methods, such as e-learning, and new modes of delivery, such as part-time or distance learning</td>
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<td>2. To take a strategic overview of the development of any teaching in the academic unit, supporting the development of new programmes and the withdrawal of others where desirable.</td>
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<td><strong>General Academic Management</strong></td>
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<td>3. To be an active member of the academic unit’s management team/executive.</td>
<td>• Ensure that the academic unit implements the Student Charter, complies with the University’s Learning, Teaching and Student Experience strategy and keeps up-to-date with policies and procedures.</td>
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<td>4. To represent the academic unit on the relevant Faculty Learning, Teaching and Student Experience Committee and play a role in developing Faculty strategy.</td>
<td>• Gather and represent the views on learning and teaching of staff at faculty and institutional level&lt;br&gt;• Feed back and disseminate information from Faculty and institutional bodies to raise awareness of and implement institutional and faculty expectations&lt;br&gt;• Contribute to the development of University and Faculty strategy and policy</td>
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<td>5. To represent the academic unit at the Directors of Learning and Teaching Forum and share best practice from across the institution.</td>
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<td>6. To be an ex-officio member of the academic unit’s Board(s) of Studies to maintain an overview of processes.</td>
<td>• Ensure programmes are being managed in accordance with University expectations, including regular ongoing review using defined evidence base</td>
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<td>7. To maintain an overview of the effectiveness with which students’ views are heard and engaged with in the academic unit.</td>
<td>• Oversee promotion of and response to key surveys, including NSS, ISB, PTES and module evaluation&lt;br&gt;• Ensure Staff Student Committees are operating effectively and in accordance with the Student Representation policy&lt;br&gt;• Meet regularly with School Representatives&lt;br&gt;• Ensure that communication loops back to students on what has happened with issues they have raised are closed</td>
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**Staff Management**
8. To liaise with students, DPDs, senior tutors, others with responsibility for learning and teaching matters e.g. Director of PG Studies, administrative colleagues, within the academic unit.

- Facilitate dialogue between teaching colleagues to share effective teaching practice and raise awareness of
- Encourage staff and student to take up opportunities to develop their programmes and teaching, such as internal and external funding opportunities and programmes

9. Be involved in recruitment of teaching staff

- Play a role in the recruitment process for new staff with a significant teaching role e.g. teaching fellows

10. To support the Head in his/her annual workload allocation duties with respect to teaching duties

- Provide information and advice with respect to duties required to support teaching and leaning in the academic unit

11. To play a role in the induction of new members of staff and support development of existing staff.

- Ensure new staff are connected with appropriate development opportunities, such as mentor, CASAP
- Ensure new staff know what is expected of them in teaching, e.g. Newcastle ‘offer’, teaching code of practice, QSH

**Recommended Workload Allocation:**
The average workload allocation for this will vary depending on the size of the school and the individual’s circumstances. This is subject to discussion with the Head of the Academic Unit.

**Recommended Person Specification:**

1. **Key knowledge**
   a. First degree and post-graduate qualification
   b. Significant experience of teaching at Higher Education level
   c. An active interest in current development in teaching, learning and the student experience

2. **Skills**
   a. Well developed leadership and organisational skills
   b. Ability to work effectively as part of a team and to develop a close and effective working relationship with senior and junior colleagues from diverse backgrounds
   c. Proven ability to use initiative, to think strategically and to adopt an active approach to problem solving
   d. Strong interpersonal skills including, motivational, negotiating, influencing and networking
   e. Ability to respond and implement new policies and procedures
   f. Excellent communication skills
   g. Genuine interest and enthusiasm for the teaching and learning agenda within Higher Education
   h. Ability to manage conflicting priorities
   i. Ability to present ideas to diverse audiences

3. **Experience**
   a. As a Degree Programme Director (essential)
   b. Of module/course development and/or module/course management.