

FACULTY EDUCATION DIRECTOR

Dept / Address: Not applicable

Academic Faculty/ Support Services Division:

Faculties of Arts, Engineering, Medical & veterinary Sciences, Medicine & Dentistry, Science, Social Sciences Law

Main Job Purpose

- In collaboration with other Education Directors, the Academic Directors for Graduate and Undergraduate Studies and the PVC (Education & Students) to develop the University's long term educational priorities and future opportunities, which are articulated in the University Education Strategy, and other associated strategies which feed into institutional planning
- To provide leadership at faculty and Institutional level to ensure that the faculty's and the University's educational offerings are distinctive, innovative, high quality and internationally competitive
- To provide leadership and oversight at faculty level of the operational dimension of all educational matters
- To be aware of the activities of the various external agencies concerned with the Higher Education (QAA, HEA, etc) so as to be alert to potential developments that may impact on the University as well as to identify strategic opportunities for obtaining external funding to support innovation in teaching and learning.

Statements of Responsibilities

Each faculty has two Education Directors, who share responsibility for the strategic aspects of the role. In addition, one has major operational responsibility for all postgraduate issues, while the other has operational responsibility for all undergraduate issues. Therefore, while both have responsibilities under section A, one will also have those under section B and the other those under section C depending on whether they are the Undergraduate (B) or Graduate (C) Education Director for the Faculty. The Graduate Education Directors will work with the Bristol Doctoral College (BDC) and the Director of the BDC on areas pertinent to doctoral students.

A Strategic Responsibilities

1. to contribute to the development of the University's long term policy (5 yearly cycle) on all aspects of education (including the development of the Teaching and Learning Strategy) through membership of appropriate committee's and working groups,
2. to lead specific working parties at Institutional level, set up to address educational issues facing the University, either as a result of internal policy developments or external influences,
3. to represent the University and the Faculty at educational fora and raise the profile of the Faculty within the organisation and externally, nationally or internationally,
4. to work with the Academic Directors for Graduate/Undergraduate Studies and Education Directors of all faculties to identify and share areas of innovation and good practice in order to raise the quality of the educational experience for students,
5. to support and facilitate the implementation of the University's Education Strategy and other policies on undergraduate and postgraduate education within the faculty and to deal with associated correspondence and casework,
6. to work with the other Education Director and the Research Director, Faculty International Director and the Dean in the faculty, contributing to the overall academic strategy of the Faculty and developing the faculty's Education Strategy encompassing both undergraduate and postgraduate education and to champion the development of new initiatives that will support this strategy, including having strategic oversight for the development of new programmes a process which typically takes 3 years from planning to approval and implementation,
7. to support the Dean of the Faculty in the aim of optimising performance in any internal/or external assessment of teaching quality and enhancement. To advise and have oversight of the allocation of any education development funds. To advise the Dean on the strategic planning of administrative resources devoted to educational matters and to support the Dean in maximising the efficiency of utilization of core University funding,
8. to be a member of the Faculty Senior Management Team, including Faculty Board, in order to identify strategic approaches to enhance the generation of income from teaching and ensure the long-term financial stability of the Faculty through contributing to thinking on maximising the efficiency of teaching,
9. to work with the Faculty Research Director to identify strong research areas within the faculty that can inform programme development as well as to achieve an appropriate balance between research and education activity and workloads for academic staff within the Faculty, and the Faculty International Director as appropriate;
10. networking and relationship management within the faculty; working with Heads of School, FQETs, heads of learning & teaching, TeLan Advisers and colleagues in pursuit of teaching excellence, sharing of good practice and the development of new initiatives within the faculty. This is a key role requiring highly developed skills in persuasion and negotiation,
11. leading on managing relationships with the student body at faculty level, including responding to the results of student feedback information notably that obtained through the national students survey.
12. to deputise for the Dean as required e.g. chairing Faculty committees or panels, attending University-level

committees such as University Planning and Resources (UPARC) or University Promotions Committee, or by acting as Dean in the Dean's absence for example at graduation.

B Operational responsibilities – Undergraduate Education

Through membership of University and Faculty level committees (and chairing of relevant faculty committees concerned with undergraduate education and reporting on their activities to the faculty board and other relevant committees) :

1. To liaise with schools in the faculty in order to encourage consistency in arrangements underpinning undergraduate education throughout the faculty and implementation of University arrangements
2. to oversee undergraduate programme and unit approval and to approve the arrangements for delivery of teaching between teaching blocks,
3. to liaise with the faculty quality enhancement team (FQET) and support implementation of their recommendations relating to undergraduate education,
4. to have lead oversight of the examinations process within the faculty,
5. to take a leading role in monitoring and guiding decisions related to undergraduate student progress at faculty level
6. to provide academic and pastoral advice to undergraduate students referred by schools and to advise staff within schools who have undergraduate student advisory roles, Senior Tutors and Personal Tutors
7. to deal with casework on issues involving undergraduate student progress, appeals, individual complaints and representations from groups of students about units or programmes,
8. To lead the development of educational innovation, enhancement and enrichment, including the embedding of flexible pedagogies within the overall strategy of the Faculty

C Operational responsibilities - Postgraduate Education

The Graduate Education Directors will work closely with staff within the Bristol Doctoral College on issues relating to Postgraduate Research Students (PGR). On a day to day basis activities will be around membership of University and Faculty level committees, chairing relevant faculty committees concerned with postgraduate education and reporting on their activities to the faculty board and other relevant committees:

1. To have oversight of the effective delivery of all postgraduate programmes within the faculty, and to lead in the development of educational innovation, enhancement and enrichment including the embedding of flexible pedagogies
2. To liaise with faculty quality enhancement teams and support implementation of their recommendations relating to postgraduate education;
3. to take the lead in the development of new programmes of postgraduate study and to determine the appropriate route for postgraduate programme and unit approval;
4. to maintain an overview of skills development programmes for postgraduates within the faculty;
5. to approve the appointment of internal and external examiners for research degrees within the faculty and to make academic decisions involved in the process of examination for research degrees, at faculty level, and also at University level through membership of the Research Degrees Examination Board;
6. to guide decisions relating to postgraduate student progress, to take a leading role in monitoring postgraduate student progress at faculty level and to approve extensions and suspensions of postgraduate study;
7. to provide academic and pastoral advice to postgraduate students referred by schools, including helping students to access appropriate funding opportunities, in consultation with the appropriate central support services;;
8. to deal with casework on issues involving postgraduate student progress, appeals, individual and group complaints and representations from groups of students about programmes and units;
9. to advise academic staff with postgraduate student supervisory roles within the faculty;
10. to have oversight of the postgraduate admission process within the faculty and to oversee the updating of information provided by the faculty for current and prospective postgraduate students, including the faculty entry in the Postgraduate Prospectus.

Your Line Manager:

Please provide your line manager's job title Dean of Faculty

Line Manager to, where appropriate: Not applicable

Please provide the job titles of employees directly reporting to you

Internal Contacts:

All Education Directors work closely with their Dean of Faculty, the Academic Directors for Graduate and Undergraduate Studies, the Pro Vice-Chancellor responsible for Education and Students, the other Faculty Education Directors, the Director of the Bristol Doctoral College, the Deputy Registrar (Education and Students), the Academic Registrar and both the Deputy Academic Registrar fostering links within and between the Faculties and to ensure consistency of approach across the organisation.

Faculty Education Directors are members of the Faculty Board and will have close contact with Heads of School in order to advise them on educational matters.

All FEDs will work with Faculty Research Directors (FRDs) to achieve a balance and co-ordination between education

and research activity, and the GEDs will work closely with FRDs on postgraduate research matters. Similarly the FEDs will work with the Faculty International Director (FIDs) on matters relating to the international agenda.

All FEDs will work closely with the members of the faculty's committees that they chair.

Close contact with Faculty Education Managers (and in some faculties with Graduate School Managers), Faculty Managers and administrative staff within the Faculty at all levels, to provide appropriate leadership, motivation and guidance in relation to Education Strategy and other educational issues

Staff at all levels across the Support Services (including but not limited to the Academic Registry, Admissions, Careers Advisory Service, International Office, Finance, Personnel, Research & Enterprise Development, Academic Quality and Partnerships Office, Secretary's Office, Health and Safety Office, Disability Unit), on issues related to students education, negotiating where necessary to seek the most appropriate outcome for the School/Faculty.

External Contacts:

Leaders of Education at other HE institutions - policy issues; to facilitate benchmarking and sharing of best practice; External Examiners and assessors (Graduate Education Directors mainly);

Interaction with professionals and academics within HEFCE (Higher Education Funding Council England), HEA (Higher Education Academy) and QAA (Quality Assurance Agency) as appropriate

Interaction with senior staff of Research Councils and professional and statutory regulating Bodies

Contact with distinguished visitors to the institution on issues relating to education.

Qualifications, Skills, Knowledge and Experience:

Education/Professional Experience

1. Educated to postgraduate level and able to demonstrate a strong academic reputation gained in own academic discipline.
2. A scholarly approach to education, reflecting the importance of research-informed learning and its implications for the overall student experience.
3. Up-to-date knowledge and extensive experience of teaching, learning and assessment of undergraduate or postgraduate students, or both and experience of programme development and educational leadership within own subject area.
4. Relevant experience outside home school and faculty, e.g. involvement in international, national or University initiatives relating to learning, teaching or assessment.
5. The level of knowledge and experience required would normally only be attained through at least 10-12 years experience as an academic in an HE Institute with typically 3-5 of those years working in increasingly demanding educational leadership roles

Knowledge - Strategic Awareness

1. High degree of awareness of current external development and strategic issues, policies and processes relating to education, teaching, learning and assessment, including the 14-19 agenda, WP, internationalization, employer engagement, skills and the use of new technologies (TEL - technology enhanced learning).
2. Recognition of the need for graduate employability and the integration of skills development in the curriculum, reflected in appropriate assessment methods.
3. Ability to develop and implement coherent and comprehensive strategies to support the University and the Faculty in maintaining and enhancing its reputation for distinctive, innovative, high quality education.

Leadership Skills

1. Possess the personal stature to engage with and earn the respect and good will of peers and more senior colleagues.
2. the vision to inspire and enthuse others, ready and able to take the lead in educational development at faculty level, driving forward initiatives and, working with others, provide a dynamic educational environment for students. This will include an approach to education within the faculty that enables individuals to pursue activities for which they have an aptitude and enthusiasm.
3. Prepared to support, develop and, when appropriate, lead educational initiatives at institutional level, working with other members of the University as appropriate.

Communication and Interpersonal Skills

1. Articulate, confident and politically adept communicator, able to present ideas and concepts clearly equally effectively, orally or in writing.
2. A consummate team player at Faculty and University level who is can also lead initiatives that support institutional objectives,
3. Committed to the highest professional standards, while remaining sensitive to the needs of individuals and subjects, to deal effectively with difficult situations, able to resolve conflict, with excellent powers of persuasion and the highest level of negotiation skills.

Work Examples

- 1. Member of University Education Committee** – as appropriate, but attending Education away days and oversight of the implementation of the University's Education Strategy and the development of the Teaching and Learning Strategy. Its remit includes devising plans to facilitate and optimise the education and the student experience. This has encompassed encouraging innovation, spreading good practice and encouraging knowledge transfer and collaborations with outside institutions, including industry. Detailed work is undertaken by working groups set up to address specific issues and education directors variously serve on these.
- 2. Membership of Major University Committees and projects:** Faculty Education Directors (FED's) are involved in many University committees where educational knowledge and experience is needed. They agree with the PVC Education who will join which board. They variously serve on such groups as : Assessment Standing Group, Student Experience Committee, Student Partnership and Representation Group, Transition Group, Student Recruitment Committee, etc. FED's may attend school review panels and are nominated to Senate. Education Directors also lead on assessing applicants for various awards such as Faculty Teaching awards, NTFs applications, ORS Scholarships, etc. Education Directors are responsible for promoting and helping to select who should be nominated for these awards. This involves extensive consultation within the Faculty with Heads of School and other relevant individuals and then collective discussion to finalise institutional priorities.
- 3. Leadership of many of the major review groups or working parties** within the University - ad hoc reviews and short term working groups may be set up to ensure that the University is particularly aware of those developments that may present challenges for the University. These are usually led by Education Directors : e.g. Assessment Standing Group, Student Affairs Committee, Student Survey Group, University External Partnerships Group, etc
- 4. External work : In addition** Education Directors represent the University in the ongoing consultations over the future direction of the Research Councils (AHRC, ESRC, EPSRC, BBSRC, NERC, STFC) and other sources of funding, such as ORS (working, for example, with government consultants, the Knowledge Partnership). This is an instance of direct interface with government that is of increasing importance and appears now to be established as a key channel of communication between HEIs and 'the centre'.
- 5. Faculty work:** Chairing various committees and ad hoc working groups at related to educational matters, dealing with both quality assurance and quality enhancement issues including Faculty committees concerning education (Undergraduate Studies, Teaching and Learning, Student Progress, Faculty Examination Board) and advising members of those committees on an ad-hoc basis; oversight of activities with Faculty Admissions Tutor, TeLan advisor and FQET Chair. Education Directors are also members of Faculty Board, Progression and Promotion Panels, and Faculty WP Forum; collaboration with other Faculty officers and administrative staff through Faculty Officers' Group. Some assist with the assessment of applications and short-listing (sometimes interviewing) for academic appointments, all chair internal selection panels for University of Bristol and externally-funded studentships including ORS and DfID awards. □

Background Information:

The University's overall objective is to be an internationally competitive research-intensive university, carrying out research that is world-leading in terms of originality, significance and rigour.

The University Plan is underpinned by the strategies for research, for education and for enterprise.

The University's Education Strategy creates the physical and cultural environment that will enable it to continue to offer a high quality student learning experience. The first Education Strategy 2004-2008 specifically identified the creation of Education Directors. In the light of experience it has been recognized that the role is so wide ranging that two individuals one with undergraduate focus and one postgraduate focus (subsuming the roles of undergraduate and graduate dean respectively) now best serves the needs of the University and its faculties.

Organisation Chart:

See attached □ chart

Any Other Information:

Term of Office

Tenure of these roles will be three years, with the possibility of re-appointment for one further term.

*Updated February 2015
Pro Vice Chancellor Education/ Deputy Director HR*