

School of Mathematics and Physics

Terms of Reference for Programme Directors

This document adapts the University ToR for Programme Directors to fit the needs of the School of Mathematics and Physics.

A. The role overview

A Programme Director at the School of Mathematics and Physics (SMP) is responsible (in conjunction with other Programme Directors where appropriate) to the Dean for the development, organization and leadership of a UG or PG programme. The Programme Director would normally have a well-proven record of teaching and where relevant research experience in the relevant discipline. They should also take the initiative to work with students to promote their learning experience on that programme. A Programme Director must be an appointed current member of the University's academic staff and hold a position with clearly articulated teaching responsibilities.

Programme Directors will be members of the School Learning and Teaching Committee (SLTC). Programme Directors are expected to play an active role in the development of the portfolio of programmes within the School and the enhancement of the academic and educational experience of students through the SLTC and other forums. S/he should coordinate the effort of module leaders in order to improve the programme. S/he should be in charge of liaising with University of Liverpool (UoL) and students through the Student-Staff Liaison Committee (SSLC).

B. Main duties and responsibilities

A Programme Director will be responsible for:

1. Acting as academic lead for the programme teaching team (e.g. module leaders for optional and compulsory modules); ensuring that the programme is academically coherent and that it remains informed by the latest research developments, contemporary events and other initiatives in the field concerned and in accordance with the established assurance of learning and continuous improvement processes within the University and School, as well as external bodies such as the UK Quality Assurance Agency for Higher Education (QAA), Chinese Ministry/Department of Education or professional organizations.
2. Representing the programme at the SLTC, Boards of Examiners and other committees as appropriate (and, if necessary, as directed by the Dean) and to liaise with colleagues in other XJTLU academic units and/or at the UoL to deal with programme-specific issues and matters as they arise (including, but not confined to, applications for the following: programme validations and approvals, Chinese degree awarding powers, institutional accreditations, and professional accreditations);

4. Developing the programme offering in a way that is responsive to market needs and that stakeholders' views (including those of students and employers) and, where appropriate, accrediting bodies inform the ongoing review and development of the programme and its continuous improvement;

Ensuring that development and changes to the programme take into account University guidelines, including timing, through consultation with the Education and Quality Assurance (EQA) Office.

6. Keeping up to date with learning and teaching developments and being alert to best practice, for example, through University activity (XJTLU and UoL), higher education authority websites, QAA, teaching-related conferences, and professional bulletins and journals;

7. Ensuring that programme-specific learning outcomes, in all years, are clear and appropriate for the level of the award in accordance with the assurance of learning process of the University;

8. Ensuring that the modules which comprise core and optional elements of the programme provide a coherent whole that is appropriate for the achievement of programme-specific learning outcomes (including monitoring and addressing overlap and underlap of content, and the syllabus and coverage of component modules across the programme);

9. Liaising and working with module leaders, as appropriate and when necessary, to amend existing and/or design new module specifications for modules delivered on the programme such that they are aligned with programme-level aims and learning outcomes;

10. Ensuring that the learning and teaching mission and strategy of XJTLU in terms of student-centred learning, research-led learning and teaching, technology-enhanced learning, business engagement, innovative teaching practices, China contextualisation, and a broad educational experience for our students (evidenced, for example, by internships, work-placement opportunities and other co-curricular activities) can be evidenced across the programme as appropriate;

11. Ensuring that the overall assessment requirements at the module and programme level satisfy the University's requirements as expressed in the Academic Policies and Procedures Handbook and allow for the achievement of learning outcomes to be assessed and measured, and for formative feedback to be provided to students;

12. Undertaking an annual review of the programme that feeds into the Annual Programme Review report of the SMP in accordance with the University policy, including the chairing of teaching team meetings, working with relevant staff to oversee analysis of student progression and performance, to respond to student feedbacks collected internally and externally (e.g. via SSLC and Module Questionnaires), and to act on programme-level issues raised by, inter alia, the Boards of Examiners, external examiners' reports, the Annual Programme Review, and the University Learning and Teaching Committee (ULTC);

13. Responding to programme-related academic queries from students;

14. Overseeing that appropriate and effective academic and pastoral support for students is in place, including for final year projects/dissertations, study abroad, work placements, and internships;
15. Ensuring that appropriate Additional Learning Activities are provided (in the case of postgraduate taught programme), and that all stakeholders are aware of the choices, and that they are effectively assessed and moderated;
16. Monitoring of student performance on the programme, and suggesting any possible actions to the appropriate School/Academy or University committee;
17. Working in conjunction with professional support staff to ensure that evaluation of modules and programmes, and the monitoring of student satisfaction, is managed effectively and (as appropriate) ensuring that all elements of the programme and its management are aligned to the specifications and requirements of the University and appropriate accreditation bodies;
18. Ensuring that all programme-specific documentation (including the preparation of module handbooks) is accurate and consistent with that approved by the SLTC and ULTC, and is provided in a timely way to students in accordance with the arrangements of the University and the needs of its students;
19. Raising any concerns about the running of the programme and/or delivery of constituent modules with the Dean and ADLT.
20. Providing academic input into student recruitment and marketing activities, as well as into resource allocations in connection to the effective delivery of the programme. This is expected to involve working with relevant departments and offices (e.g. University Marketing and Communication, XJTLU Global, Student Admissions and Career Development Office, and Registry) to design and implement strategies for effective student recruitment and retention.

C. Period of Appointment

The normal period of appointment to the role of Programme Director is three years in the first instance and the maximum period of appointment is six years.

APPROVAL AND REVISION LOG

Date	Approval	Description
Apr 15, 2025	SSMT	Approved