Role Statement Course Convenor

Approving authority	Academic Committee
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Description	This policy describes the appointment of the Course Convenor, the role and responsibilities of that position.

Related documents

Assessment Policy

Assessment Submission and Return Procedures

Assessment Types in Use at Griffith University

Conflict of Interest Policy

Reasonable Adjustments for Assessment – Students with Disabilities

Griffith University Disclosure Statement

End of Trimester Centrally Administered Examination Policy and Procedures

Proctoring of Examinations Policy

Governance of Assessment and Academic Achievement Standards

Group Assessment, Self-Assessment and Peer Assessment Guidelines

Standards for First Year Assessment

Course Approval and Review Process

Course Catalogue, Coding and Other Course Attributes Policy

Course Improvement Plan

Course Profile Requirements

Course Profile Template

Guidelines for preparing a Statement of Resources

Higher Duties Allowance Lecturer/Course/Program Directorship Application Form

Higher Duties and Course and Program Directorship - Academic Staff Policy

Risk Management Policy

Student Academic Misconduct Policy

Institutional Framework for Promoting Academic Integrity Among Students

Student Misconduct Policy

Student Misconduct Procedures

Student Administration Policy

Student Experience of Courses (SEC) and Teaching (SET)

Student Review and Appeals Policy

Student Review and Appeals Procedures

Student Complaints Policy

Student Complaints Procedures

Office for Learning and Teaching *'Just in time, just for me' narrative support for unit coordinator's website*
http://learningleadersupport.com/

1. INTERPRETATION

In this policy, reference to Academic Group, School, Group Pro Vice Chancellor, Dean or Head of School / Deputy Head of School shall have the meaning set out in "*Structure and Governance of Academic Groups of the University* policy".

2. DEFINITIONS

Course Convenor refers to the academic staff member designated by the Head of School who is responsible for the management, conduct, teaching and assessment of a course. Where a course is offered on more than one campus (including transnational program locations) one Primary and multiple Campus convenors may be appointed. References below to Course Convenor shall apply to both Primary and Campus convenors, with the Primary Convenor having a leadership and management role. Course Profile refers to a document that specifies course requirements within the format specified in the Course Profile System and the Course Profile Template.

Course Profile System refers to a repository for storage, review and approval of Course Profiles.

Head of School refers to the academic staff member appointed by the University Council and responsible for the performance of the School/Department in teaching and learning, research and external engagement; and for planning and aligning financial and staff resources with the University's strategic objectives. Reference to Head of School in this document includes Deputy Head of School where the Deputy Vice Chancellor (Academic) has approved such an appointment.

Program Director refers to the academic staff member appointed by the Group Board to provide curriculum leadership for and quality enhancement of one or a suite of the University's programs, while working collegially with the Head of School/ Deputy Head of School, academic and professional staff to ensure an effective and positive student learning experience. There shall only be one Program Director for a program.

Blended Learning Advisor (BLA) refers to the professional staff member appointed by an academic Group to support individual staff and teams with developing and integrating blended learning into courses and programs.

Group Curriculum Consultant refers to the professional staff member appointed by an academic Group to provide guidance to individual staff and teams in the revision and development of the curriculum for their course and/or program.

3. APPOINTMENT

Each course is required to have a duly appointed Course Convenor who is responsible to both the Program Director and the Head of School for the coordination of the course (e.g. course planning, course design and development, course delivery, planning and selection of educational resources, assessment, students' learning outcomes and course review). The Course Convenor has a key role in assuring the quality of Griffith academic courses and programs and facilitating student success at the University.

The Course Convenor is normally appointed by the Head of School or element hosting the course (the Host School), from among the continuing full-time, part-time or fractional academic staff (at Level B or above) of the School. Where a course is offered on more than one campus a Campus Course Convenor may be appointed by the Head of School.

The teaching time commitment of the Course Convenor role will be considered as contributing to teaching and the administrative time commitment of the role will be considered as contributing to service. The balance of these commitments will be taken into account by the Head of School in determining the staff member's academic workload.

This document aims to be a comprehensive statement of the Course Convenor role.

4. BROAD ROLE

The Course Convenor has an integral role to play in assuring the quality of the University's courses and works closely with the Program Director, the teaching team, the First Year/Commencing Student Coordinator, the SAO/PSO, the Group Curriculum Consultant and Blended Learning Advisors to ensure a positive student experience.

The Course Convenor is responsible to the Program Director and the Head of School for the management, conduct, teaching and assessment of a course. The Course Convenor demonstrates leadership by:

- Ensuring quality assurance and quality enhancement of the course
- Engaging with the Industry / Profession
- Facilitating and guiding the teaching team
- Managing the course
- Providing recommendations on student enrolment and progression
- Providing advice to the Head of School/Department on resource planning matters.

The Course Convenor should ensure that the course is:

- conducted in a manner that is consistent with the approved Course Profile,
- conducted within the resources that are available,
- reviewed after every offering by reflecting on student and peer feedback for the purpose of improvement,
- modified, if appropriate, in response to its routine review, and
- conducted in accordance with University policies and procedures, particularly those related to assessment and the assurance of the achievement of student learning outcomes;

in order that all students may have an effective learning experience and an equal opportunity to learn.

To undertake this role, it is important that the Course Convenor maintains their own discipline-specific knowledge and skills, ensures the ongoing relevance of the course to the program and the program learning outcomes, and builds and maintains effective relationships with service providers, including the relevant senior scientific/technical staff in the Academic Group and in Learning Futures in the development and modification of the course.

5. DETAILED RESPONSIBILITIES

The Course Convenor has responsibility for the following:

5.1 Quality Assurance and Quality Enhancement of courses

5.1.1 Course Development

- Develop course learning outcomes which are aligned to The Griffith Graduate attributes and the program/s learning outcomes;

- select, in collaboration with the teaching team, contemporary content to develop the knowledge, skills and experiences consistent with the course's learning outcomes and its purpose (broadening or deepening) within the program;

- organise course content coherently and at a level appropriate to the student group and level of study;

- integrate field work and other off-campus activities, such as professional/service/work-integrated learning placements into the curriculum, where appropriate;

- prepare and/or create learning materials including resource based materials (e.g. paper-based text, video, audio or computer-based multimedia)

- undertake self and peer (internal or external to the course) review of the course's assessment plan to ensure the assessment regime and tasks are appropriate to the learning outcomes of the course;

- use the Course Profile system to assure:

  o course alignment with the University's strategic directions in learning and teaching (for example: the use of consensus moderation in assessment; internationalisation; work-integrated learning and blended learning);

  o alignment of course learning outcomes to assessment and The Griffith Graduate attributes.

5.1.2 Enhancing Course Quality

- Review the course after each offering, modify the Course catalogue entry and the Course Profile as appropriate;

- review and prepare a Course Improvement Plan for the course after its first offering, after any major revision or where concerns are raised by students and then on a routine basis, , communicating relevant information about the course review to the Program Director and to future students via the Course Profile.

5.2 Engaging with the Industry / Profession

- Maintain knowledge and skills by keeping current with scholarship in the discipline;

- use contemporary literature, texts and include emerging themes in the discipline within the course;

- integrate their research and experience as a researcher in the course content and assessment tasks;

- where appropriate, maintain professional registration by continuing to meet the requirements of the standards for registration in the profession;

- where appropriate, continue to practice the profession.

5.3 Facilitating and guiding the teaching team

- Lead the teaching team, including sessional teaching staff by demonstrating scholarly approaches to teaching, learning and assessment;

- provide to the teaching team an induction to the course, the resources (e.g. Blended Learning Advisors) to support them in undertaking their teaching responsibilities and access to professional development;

- ensure the teaching team and examiners have the appropriate skills and access to resources to undertake the course's teaching and assessment tasks e.g. Learning@Griffith, My Marks, online marking tools and text-matching software;

- recruit, mentor, support and monitor the performance of sessional teaching staff;

- develop in collaboration with the teaching team and examiners marking guides/rubrics specifying predetermined criteria so the bases for marking are consistent and communicated to both students and examiners;

- calibrate examiners prior to the marking of assessment using annotated exemplars and/or at the end of a course by reviewing assessment exemplars across different grades to assure consistency of assessment judgements;

- oversee the process of teaching evaluations for all members of the teaching team;

- liaise with colleagues teaching prerequisite and subsequent courses to ensure coherence in the program of study, in collaboration with the teaching team.

5.4 Managing the course

5.4.1 Preparing for a new course offering or reviewing and modifying an existing course

- Develop, prepare and have approved by the School Committee the course's Statement of Resources, which includes the course's requirements for technical staff, equipment, space resources required for laboratory activities and any delivery infrastructure requirements, including those necessary to ensure health and safety of students and staff;

- prepare and have approved by School Committee and the Group Board the Course Profile, which includes information relating to every offering of the course (at multiple campuses), the course's objectives, content, organisation, learning and teaching strategies, texts and supporting materials, assessment requirements and strategies for course communication;

- provide the Course Profile to both the Program Director and the Head of School;

- ensure the approved Course Profile is cloned for all offerings of the course and published by the dates specified in the *Course Profile Requirements* policy;

- develop and maintain a student centred and up-to-date Learning@Griffith course site;

- in consultation with the School Administrative Officer ensure the course catalogue entry in the PeopleSoft Student System accurately describes the course content and other course details, including the learning mode. Refer to section 13 of the *Course Catalogue, Coding and Other Course Attributes Policy* for information about Learning Modes;

- work with the School Administrative Officer to establish class scheduling requirements;

- ensuring any health and safety risks associated with delivery of the course have been assessed, and appropriate control measures determined;

- provide clear advice to students via the Course Profile about:
  - the aims and objectives of the course,
  - attendance and placement requirements e.g. field work, off-campus activities, residential requirements, dress code, health and police checks
  - the assessment requirements, the relationship between the assessment methods and the expected learning outcomes,
  - the criteria against which individual assessment tasks are judged and their relative weight.

5.4.2 Assessment

- Ensure assessment tasks are designed and conducted to demonstrate students' achievement of the learning outcomes, including minimising opportunities for breaches of academic integrity;

- ensure the Course Profile states all of the assessment requirements for the course, including due dates, submission requirements, weighting, and assessment criteria for each item;

- provide additional information about assessment on the course's Learning@Griffith site, for example information about group assignments, the topics for individual assessment items, and where appropriate more detailed information about the criteria and standards against which individual assessment items are judged and the way in which the assessment of individual assessment items are combined to give an overall grade;

- advise Assignment Handling Services, via the Course Profile System, of the assignment collection and distribution services required;

- report all concerns about breaches of academic integrity, manage Tier 1 cases and refer Tier 2 cases to the Dean (Learning & Teaching) in accordance with the *Institutional Framework for Promoting Academic Integrity Among Students*, and with the *Student Academic Misconduct Policy*;

- arrange for the secure collection, marking and return of assessment items;

- retain all uncollected hard copy assessment items, examination booklets and other assessment materials for a minimum of six months from the date of issue of results;

- specify examination requirements and resources for Central end of trimester examinations organised by Exams & Timetabling via the School Administrative Officer;

- manage the conduct of School-based assessment;

- maintain assessment records and ensure these are available for consideration by the School Assessment Board at the end of the study period;

- recommend grades and grade cut-offs for a course to the School Assessment Board;

- ensure that a final grade is recommended for all students enrolled in the course;

- document the moderation process/es used with the teaching team and provide in conjunction with the recommended grades, for consideration by the School Assessment Board.

5.5 Student enrolment and progression

Note: in the following duties, the Campus Course Convenor may undertake initial meetings with students where necessary and advise the Primary Course Convenor accordingly.

5.5.1 Course Enrolment

- Assess applications from students for waiver of pre-requisite or co-requisite conditions of enrolment;

- consult with students and advise them of likely success of credit applications prior to the submission of formal applications;

- monitor class enrolment arrangements (enrolment capacities versus enrolments) and liaise with SAO/PSO when amendments are required;

- permit students to enrol in a course after the last date for adding courses;

- liaise with the relevant Student Administration Centre about day-to-day student matters e.g. enrolment, credit, special circumstances and examinations;

- report concerns to the Program Director in relation to students' fitness to undertake a course which has work-integrated learning, service learning or professional placement requirements.

5.5.2 Counselling and Support

- Provide students with advice concerning accepted standards of academic conduct in the area of the course, for example conventions on referencing and bibliography, behaviour whilst on a professional, work-integrated or service learning placement;

- counsel students on course related matters;

- identify and negotiate whether necessary and reasonable accommodations and adjustments can be made to enable students with disabilities and/or health conditions to undertake required learning activities within the course.

5.5.3 Assessment

- Approve extensions for assessment items and impose penalties for late submission in accordance with University policy;

- award students the opportunity to resubmit an assessment task in accordance with the Assessment Policy;
- recommend to School Assessment Board that supplementary assessment be awarded to a student who meets the conditions specified in the Assessment Policy;
- consider assessment application requests, including applications for deferred assessment and examinations (school-based assessment only), special consideration and review of grades;
- consider incident reports of student behaviour in examinations from invigilators;
- recommend final grades and grade cut-offs to the relevant School Assessment Board.

6. COURSE CONVENORS CHECKLIST

This checklist is to be used by Course Convenors and Campus Convenors to ensure that all necessary arrangements are in place for the effective delivery of a course:

Tick	Each checklist item is identified as to whether it is relevant to all (ALL) courses or whether it may be more relevant, but not limited to: New courses (N); Existing Courses (E); New Course Convenors (NC) and Existing Course Convenors (EC)		Timeframe
☐	Obtain a copy of the **program proposal** in which the new course is proposed to identify its purpose within the program and to view its course description which will be inserted into the Course Catalogue.	N	PRIOR TO THE TEACHING PERIOD
☐	Arrange a meeting with the Program Director about the **purpose of the course** within the program and how the course's learning outcomes contribute to the rest of the program.	N, NC	
☐	Liaise with the Head of School/Department to provide advice to assist them with School/Department **resource planning**	All	
☐	Attend a Learning Futures professional development program "**Designing Course Profiles**".	NC	
☐	Advise the SAO/PSO that **you will be the Course Convenor** so they can ensure your name is recorded in the PeopleSoft Student System, enabling access to University systems, including the Course Profile System, the Academic Integrity System and the Faculty Centre at which you can obtain information about students enrolled in the course.	N, NC	
☐	Arrange **meetings of the teaching team** to discuss the purpose of the course in the context of the program, including guidance to transnational staff about issues of equivalence and comparability in terms of course delivery and outcomes, and - for new courses to commence the course design process - or for existing courses to arrange a hand over with the previous convenor.	N,E, NC	
☐	**Design and develop the course** with other members of the teaching team using the Course Profile Template available on the Policy Library and submit for approval in accordance with the Course Approval and Review Processes.	N	
☐	Determine with the teaching team the approaches to moderation of assessment that are to be conducted within the course.	All	
☐	Prepare marking guides and rubrics	All	

Tick	Each checklist item is identified as to whether it is relevant to all (ALL) courses or whether it may be more relevant, but not limited to: New courses (N); Existing Courses (E); New Course Convenors (NC) and Existing Course Convenors (EC)		Timeframe
☐	For new courses provide the SAO/PSO with a copy of the approved Course Profile which contains information required to establish a **PeopleSoft Course Catalogue** entry. For existing courses advise the SAO/PSO of any revisions required to the _Course Catalogue_ entry, including any changes to learning (instruction) mode.	N	
☐	Perform a **Health and Safety Risk Assessment** for course activities, if appropriate, and determine appropriate control measures*	All	
☐	Liaise with Learning Futures about issues of **teaching pedagogy and practice**.	N, NC	
☐	Liaise with Learning Futures, Blended Learning Advisors, Curriculum Consultants and Educational Designers about appropriate educational resource selection, modification or development.	All	
☐	Liaise with Library & Learning Services about **facilitating academic writing and other sessions** within your course.	All	
☐	Complete the Course Timetabling Requirements online form and liaise with the SAO for any queries about expected enrolment numbers for the course to facilitate **allocation of suitable teaching space/s**.	All	
☐	Liaise with INS Library and Learning Services staff to order the required course text and/or place relevant **library items** in Reserve or Short Loan Collection	All	
☐	Check the **digitised readings** for the course, if relevant.	All	
☐	Advise the Coop Bookshop of the **text books** that need to be ordered.	All	
☐	For **new courses** ensure the information contained in the approved **Course Profile** is entered into the Course Profile System, having used the template downloaded from the Policy Library and adding more detailed information as required. For **existing courses** review the **Course Profile,** including checking against the academic calendar to determine when public holidays may fall, and update as required. Submit the **Course Profile** for approval.	All	
☐	Ensure the **Course Profile is published** in the Course Profile System in accordance with publishing timelines and made available to students via the course's Learning@griffith site.	All	
☐	Access and assess the **previous trimester's/year's SEC data**, evaluation report [New Convenors may need to obtain this data from the HOS/HOD]	E	
☐	Alert the relevant senior scientific/technical staff in the Academic Group of any technical support requirements for the course.	N, E	
☐	Alert Blended Learning Advisors in the Academic Group of any technological support requirements for the course.	N, E	
☐	Add/update content in the course's Learning@Griffith site.	All	

Tick	Each checklist item is identified as to whether it is relevant to all (ALL) courses or whether it may be more relevant, but not limited to: New courses (N); Existing Courses (E); New Course Convenors (NC) and Existing Course Convenors (EC)		Timeframe
☐	Monitor class timetabling arrangements (enrolment capacities versus enrolments) and liaise with SAO/PSO when amendments are required.	All	
☐	Consider and assess applications from students for waiver of pre-requisite or co-requisite conditions of enrolment.	All	
☐	Liaise with Disabilities Services about reasonable adjustments for students with disabilities enrolled in the course.	All	
☐	Confirm requirements for technical staff, equipment, space, resources required for teaching activities and any other delivery infrastructure.	All	
☐	Organise sessional staff arrangements and details, including the attendance of new sessional staff at the Learning Futures or School's Sessional Staff Teaching & Learning Program and other learning & teaching workshops as required.	All	
☐	Clarify the roles and responsibilities of sessional teaching staff within the course and establish strategies for maintaining contact with the sessionals and integrating them into the teaching team.	A;ll	
☐	Confirm arrangements for any guest lecturers.	All	
☐	Advise the Program Director and Head of School of arrangements for evaluating the course (using SEC) and evaluating teaching within the course (using SET).	All	
☐	Advise the SAO of any consumables required for the course (e.g. Mark sense cards for mid-trimester exams.)	All	DURING THE TEACHING PERIOD
☐	Place a notice advising students of your consultation hours for the teaching period in your Course Profile and Learning@Griffith course site .	All	
☐	Place a Welcome Notice in the Announcements section on the Learning@Griffith course site.	All	
☐	Conduct regular meetings of the teaching team (or some other form of communication or online discussion if course is delivered offshore in a transnational program) to review curriculum issues, teaching practices and learning activities within the course.	All	
☐	Consider requests and permit students to enrol in a course after the last date for adding courses.	All	
☐	Monitor students' attendance, achievement and retention in the course.	All	
☐	Direct students to Learning Services for assistance with academic, computing and library research skills.	All	
☐	Direct students to the University's student support services such as Student Services, Gumurrii Centre, Griffith International, Student Success Advisers and to relevant student support websites.	All	
☐	Maintain communication with students via Learning@Griffith.	All	
☐	Respond to correspondence from Student Administration about students enrolled in the course.	All	

Tick	Each checklist item is identified as to whether it is relevant to all (ALL) courses or whether it may be more relevant, but not limited to: New courses (N); Existing Courses (E); New Course Convenors (NC) and Existing Course Convenors (EC)		Timeframe
☐	Arrange marking of continuous assessment items including the provision of feedback.	All	
☐	Ensure all examiners record assessment results in My Marks in Learning@Griffith.	All	
☐	Conduct examiners meeting (or some other form of communication or online discussion if course is delivered across campuses and off-shore) to ensure calibration of examiners to ensure consistency, and/or implementation of the moderation approaches.	All	
☐	Approve extensions for assessment items and impose penalties for late assessment items.	All	
☐	Complete Marks Entry spreadsheet and Course Assessment and Moderation Report including data on student performance and the distribution of grades.	All	
☐	Submit examination scripts and specify examination requirements.	All	
☐	Oversee the conduct of student experience of the course and student experience of teaching surveys within the course.	All	
☐	Prepare a Course Improvement Plan as required.	All	
☐	Recommend final grades and grade cut-offs to the School Assessment Board, accompanied by the Course's evaluation report	All	
☐	Retain all uncollected essays, assignments, examination booklets and other assessment materials for a minimum of 6 months from the date of issue of results.	All	AFTER THE TEACHING PERIOD
☐	Communicate relevant information to the Head of School and the Program Director about the Course Improvement Plan to inform the Annual Program Monitoring Process.	All	

* Information about health and safety risk assessment may be found at https://intranet.secure.griffith.edu.au/security-safety-emergency/health-safety/hazard-identification-risk-assessment-control/risk-assessment