

Role Statement Program Director

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Description	This policy describes the appointment of the Program Director and the role and responsibilities of that position. Specific responsibilities for an Honours Program Director are set out in the Role Statement Honours Program Director and the responsibilities of an HDR Convenor are set out in the Role Statement Higher Degree Research Convenor .

Related documents

[Academic Standing Progression and Exclusion Policy](#)
[Assessment Policy](#)
[Course Approval and Review Process](#)
[Credit and Recognition of Prior Learning Policy](#)
[Governance of Assessment and Academic Achievement Standards](#)
[Program Approval and Review](#)
[Inability to Complete Required Components of Professional Qualification Policy](#)
[Staffing Delegations – Academic Groups](#)
[Standards for First Year Assessment](#)
[Student Academic Misconduct Policy](#)
[Student Review and Appeals Policy](#)
[Student Review and Appeals Procedures](#)
[Staff Guidelines on Decision-making in Student Cases](#)
[Student Complaints Policy](#)
[Student Complaints Procedures](#)
[Structure and Requirements of Qualifications Awarded by Griffith University](#)
[Student Administration Policy](#)
[Student Charter](#)

[[Interpretation](#)] [[Scope](#)] [[Definitions](#)] [[Appointment](#)] [[Broad Role](#)] [[Detailed Responsibilities](#)]

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. SCOPE

A Program Director is to be appointed for all programs in accordance with this role statement except for:

- End-on Bachelor Honours programs, which are the responsibility of the relevant Honours Program Director, and
- Higher Degree by Research programs which includes the Masters (Research), Doctoral (Research) and Doctoral (Professional) degrees.

Specific responsibilities for an Honours Program Director are set out in the [Role Statement Honours Program Director](#) and the responsibilities of an HDR Convenor are set out in the [Role Statement Higher Degree Research Convenor](#).

3. DEFINITIONS

Program Cluster – a set of related programs for which a School/Department or an academic Group is the host element. Attributes used to determine that programs are related may include one or more of the following:

- the programs are within the same career (e.g. undergraduate or postgraduate);
- the programs are equivalent with offerings on different campuses (including the Digital campus), transnationally, internally, externally or in conjunction with a third party;
- the programs' learning outcomes are equivalent;
- the programs are from the same discipline area;
- there is a requirement to meet the accreditation and/or registration requirements of the same professional body;
- the programs form a nested qualification suite or articulation arrangement.

The purpose of the Program Cluster is to develop a cohort experience which facilitates student engagement through networking, the development of peer relationships, increased interpersonal connections and the development of a professional/discipline identity, to enhance student retention and program completion.

Program Director – the academic staff member (normally Level D or above), appointed by the Dean (Learning & Teaching) to provide curriculum leadership for and quality enhancement of one program or a Program Cluster 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. The Program Director may lead one or more program clusters.

Program Advisor – the academic staff member appointed by the Dean (Learning and Teaching) to support the Program Director in the management of students within the program by working collegially with academic and professional staff. There may be more than one Program Advisor appointed to assist with double degrees, multiple campus offerings (including the Digital campus) of the program or discipline areas refer to [section 4](#) below regarding appointment of Program Advisors. One of the Program Advisors is to be approved by the Dean (Learning and Teaching) as the Program Director's Standing Deputy to make student decisions in the Program Director's absence from the University.

Head of School/Department – the academic staff member appointed by the University Council who is 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 a delegate of the Head of School/Department in this document refers to the **Deputy Head of School/Department** where the Deputy Vice Chancellor (Academic) has approved such an appointment.

Group Academic Services Consultant – the professional staff member responsible for supporting the University's and the academic Group's strategic and operational program planning activities. The

role provides policy and procedural advice along with support for program planning, development, approval, review and the Group's quality assurance activities in accordance with external standards.

Manager, Group Program Services – the professional staff member appointed to manage and oversee program and course administrative support across the Group and contribute strategically to student engagement and retention at the Group level. The role facilitates consistency in service delivery, work practices and standards of performance across the team, plans and allocates resources to meet competing client needs and priorities; and ensures effective communication across the Group, facilitating knowledge sharing and continuous improvement and is the key point of contact for Academic Administration.

Program Support Officer (PSO) – the professional staff member responsible for providing and coordinating program administration support within a designated Program Cluster. The role is responsible for providing expert administrative support to the Program Directors for program development, review and renewal, making a key contribution to the effective delivery of programs in accordance with University policies and procedures. The role contributes to student engagement and retention through the use of learning analytics in the provision of advice to Program Director/s, and provides responses to more complex program enquiries, consistent with University policies.

Academic Support Officers – the professional staff member responsible for providing administrative support, within a designated Program cluster, to ensure effective academic planning and administration of matters relating to course management.

Program Support Team – the inter-professional team led by the Program Director comprising Program Advisor/s (where relevant), the Group Academic Services Consultant, Program Support Officers (PSO), Academic Support Officers (ASO), Learning and Teaching Consultants, Library and Learning Services, Student Administration, Peer and PASS tutors and other academic and professional staff deemed relevant to ensure program quality and coherence.

Program Teaching Team – the team of academic staff who are responsible for course planning, course design and development, course delivery, planning and selection of educational resources, assessment, students' learning outcomes and course review. These staff, referred to as Course Convenors, review in conjunction with the Program Director, the curriculum and assessment design in the context of the program's learning outcomes, for the purpose of recommending and implementing improvement plans.

4. APPOINTMENT

Each Program is required to have a duly appointed Program Director who shall be an academically qualified (normally Level D or above), continuing part-time, full-time or fixed-term staff member of the relevant academic element that is the host of the program (Host School/Group). The Program Director is appointed by the Dean (Learning & Teaching) responsible for the program on the recommendation of the Head of School/Department or their delegate and is responsible for the delivery of the Program to the Head of School/Department or their delegate and the Dean (Learning and Teaching) of the relevant Group.

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

Where a program is offered on a number of campuses (including the Digital campus) there should be a single Program Director. To ensure a coordinated and coherent approach across campuses to the offering of a program, a campus-based Program Advisor may be appointed to assist the Program Director for large programs. A Program Advisor may also be appointed to assist a Program Director who is responsible for a cluster of double degrees to ensure a coherent and coordinated student learning experience across the programs. Where a program is multi-disciplinary in nature or there are professional areas or areas of high specialisation within a program, Program Advisors may be appointed for each discipline to assist the Program Director to quality assure the majors and capstone courses within a program or a program cluster.

Where more than one Group is involved (for example, double degrees) the appointment of the Program Director and Program Advisor should involve consultation between the relevant Deans (Learning and Teaching).

The appointed Program Director and Program Advisor/s are entered into the University's PeopleSoft Student System by staff in Academic Services which provides them access to details about students enrolled in the program, and in the case of the Program Director to make decisions on student applications.

5. BROAD ROLE

The Program Director has a critical leadership role in learning and teaching innovation within the University. The Program Director is responsible for assuring the quality of the University's programs and in achieving the University's strategic performance expectations for learning and teaching.

The Program Director is responsible to the relevant Head of School/Department or their delegate for the design, delivery and review of the University's programs, as approved by the Programs Committee and published in the Programs and Courses Website, to ensure quality student learning experiences.

The University identifies the program as the focal point for the design and delivery of student support. The Program Support Team led by the Program Director is responsible for the coordination of student support ensuring that support activities and initiatives align with the strategic performance expectations of the University, Group and School/Department, including retention and student success.

The Program Director demonstrates leadership through:

- Designing, delivering and reviewing the program
- Promoting the inclusion of innovative, student-centred pedagogy
- Ensuring quality assurance and quality enhancement of the program, and ensuring alignment with University Learning and Teaching frameworks;
- Facilitating and leading the program's teaching team and the Program Support Team;
- Managing the program and engaging with Group and School/Department learning and teaching professional and support services
- Engaging with the Industry / Profession
- Making decisions on student admission and progression; and
- Monitoring student engagement, retention and graduate outcomes and addressing any identified deficiencies or issues.

The Program Director needs to maintain open communication about the program with Heads of Schools/ Deputy Heads of Schools and Course Convenors. The Program Director is to report any problems in program design, course offerings or student achievement standards and outcomes, including retention, engagement and graduate outcomes, as identified through program performance data and learning analytics, to the Dean (Learning & Teaching) in order to facilitate actions to resolve such problems.

The Program Director is a critical communication link between the academic operations and the student support and management functions of the program or program cluster for which he or she is responsible. The Program Director (or their designated acting Program Director during absences) should be available to respond promptly to requests for information and to make decisions in a timely fashion.

To undertake this leadership role, it is important that the Program Director maintains an awareness of contemporary national and international issues in their disciplinary area as well as the broader national higher education learning and teaching agenda.

6. DETAILED RESPONSIBILITIES

The Program Director, is a critical leadership role, which, under the direction of the Head of School or their delegate, has responsibility¹ for the following:

6.1 Leading the Program

- Seeking insights into the performance of the program and overseeing its quality and management.
- Guiding student support and the management of students within the program or the program cluster through engagement with the Program Support Team.
- Being the focal communication link between the academic operation of the program and Academic Administration.
- Collaborating with the Program Support Team to oversee the preparation of accurate enrolment and program information in QTAC/UAC Guides, Program Guides (International and Domestic) and the Programs and Courses website and verify program and academic plan data for the production of the Australian Higher Education Graduation Statement (AHEGS).

6.2 Quality Assurance and Quality Enhancement of Programs

▪ Program Development

When a Program Director is asked to lead the development of a program their role includes:

- Guiding the program level curriculum development and design process, including student assessment, learning and teaching approaches, in collaboration with the Program Support Team.
- Producing a [New Program Proposal](#) which is the curriculum design document, described in the *Program Approval and Review* policy in collaboration with the Program Support Team.
- Aligning the program development with Griffith University's strategic priorities.
- Supporting the Dean (Learning & Teaching) in presenting the [New Program Proposal](#) to Programs Committee.

▪ Enhancing Program Quality

For established programs the Program Director role includes:

- Maintaining program coherence and consistency of the curriculum and standards (on campus, across campuses, in the Digital campus, off-campus and offshore) in collaboration with Course Convenors and Academic Support Officers by reviewing changes to Course Profiles as required to assure the overall quality of course design, and providing advice to Course Convenors.
- Managing program arrangements such as articulations and twinning arrangements with partner organisations.
- Assuring that assessment requirements and standards are appropriately planned and implemented across the program.
- Utilising University systems to monitor program alignment with the University's strategic directions in learning and teaching (for example: internationalisation; WIL; blended learning and Griffith Graduate Attributes) with the assistance of the Program Support Team.
- Reviewing the performance of the program, on the basis of program performance data and course experience reports available via the Business Intelligence Portal and providing advice to Course Convenors, the Head of School/ Deputy Head of School (Learning and Teaching)/Director (Learning and Teaching) and Dean (Learning & Teaching), as appropriate, in relation to program improvements.

¹ For some of the activities, the Program Director has overall responsibility, but the activity is performed in conjunction with the Program Support Team.

- Conducting in-depth program reviews as requested by the Dean (Learning & Teaching) and Group Pro Vice Chancellor.
- Making recommendations, as appropriate, to the Dean (Learning & Teaching), the Head of School /Deputy Head of School (Learning & Teaching)/Director (Learning & Teaching) and School Manager, on the human, physical and financial resources required to deliver the program effectively.
- Recommending program or program cluster workforce plans to the Head of School for approval.
- Confirming with the Program Support Team that the courses required for the program, including electives, and courses owned by other Schools, are scheduled and available according to the approved program structure as recorded in the Programs and Courses website.
- Where changes to a program are required based on any of the above activities the Program Director role includes:
 - o Supporting the Dean (Learning & Teaching) in presenting a [Major Change to a Program Proposal](#) to Programs Committee; or
 - o Preparing Minor Change Proposals specifying program changes, where there are no variations to program requirements, for the approval of the Dean (Learning & Teaching).

6.3 Engaging with the Industry / Profession

- Developing productive relationships with the industry/profession (including the relevant Industry Advisory Board) to ensure the relevance of program design, development of graduate attributes and employability skills of graduates.
- Reviewing program content with industry partners to ensure relevance, the assessment is authentic and employability initiatives are embedded across the curriculum.
- Managing the preparation of documentation for external accreditation or recognition of the program by professional bodies.

6.4 Student administration and progression

Where a program is offered in more than one location and/or learning mode the Program Director may be assisted by the Program Advisor, except where the Program Director is specified in policy as the decision-maker.

▪ Admissions

- Making decisions to admit students to the program, where the program is a postgraduate coursework program or an undergraduate program other than an end-on or embedded Bachelor Honours program for which there is direct admission, in accordance with the entry requirements for the program.
- Approving a specific aspect of a student's program of study where the program requirements state that Program Director approval is required.
- Approving applications for credit in accordance with the *Credit and Recognition of Prior Learning Policy* on advice from Student Administration.
- Considering applications for readmission after exclusion and making decisions to readmit students to the program.
- Managing, in relation to masters coursework and extended programs, the approval of research proposals, appointment of supervisors, the time period over which the research proposal will be conducted; the requirements for submission and examination of dissertations/theses.

▪ Counselling and Support

- Providing academic advice to students enrolled in the program in relation to their program of study.

- Providing advice about other courses in which students may enrol when an alternative teaching activity cannot be designed to accommodate a conscientious objection to animal use activities.
- Providing support to Course Convenors and Deans (Learning & Teaching) in dealing with issues of student academic misconduct.
- Handling complaints in relation to the conduct of students in the program or in relation to program, course and teaching quality that cannot be resolved informally.
- **Assessment/Progression**
 - In collaboration with course convenors and the Program Support Team establishing assessment plans and processes for managing assessment tasks in first year undergraduate courses in accordance with the *Standards for First Year Assessment*.
 - In conjunction with course convenors establishing those assessment items for which resubmission or a re-attempt may be made available and the conditions for resubmission or a re-attempt in accordance with the *Assessment Policy*.
 - Approving student applications for cross-institutional study in accordance with the *Student Administration Policy*.
 - Reviewing student progression in reference to the maximum time to complete the program, notifying students of their status and considering applications for an extension, as specified in the *Student Administration Policy*.
 - Making decisions as to whether reasonable accommodations are to be made to facilitate a student's continued progress in the program or to impose an involuntary leave of absence in response to fitness to study concerns about a student.
 - Making decisions as to whether reasonable accommodations are to be made to facilitate a student's continued progress in a professional program or to restrict a student from undertaking or completing a required professional practice component in a course or the program or terminating the student's enrolment in the professional program.
 - Reviewing students who are under consideration for exclusion, making decisions as to which students should be excluded and making recommendations to the Dean (Learning & Teaching) on those students who should not be excluded on the grounds of exceptional or compassionate circumstances.
 - Establishing study plans for students who due to program changes by the University are unable to complete the program requirements in accordance with the Programs and Courses website and recommending to the Dean (Learning & Teaching) that the award be conferred on successful completion of the study plan.
 - Reviewing student applications for course substitutions and variations to program requirements for the purpose of making a recommendation to the Dean (Learning & Teaching).
 - Certifying students have completed all degree requirements and recommending to the Dean (Learning & Teaching) that the award be conferred.