

# ACADEMIC EXPECTATIONS

# AUT

Our reputation as a university is founded upon the learning experiences designed and delivered by our academic staff, the strength of the research, scholarship and/or advanced professional practice that informs our disciplines and our teaching, and the university environment and culture created by our academic leadership and citizenship.

Our professional relationships with students, colleagues and our communities reflect the University's values of tika, pono and aroha, bringing everyone to a positive, genuine and dynamic experience of education.

**As academic staff at all levels, we are expected to be actively engaged in:**

- course teaching, informed by relevant professional development
- supervision of students
- production of evidenced, peer-reviewed outputs from research, scholarship and/or advanced professional practice
- academic citizenship at AUT and beyond

AUT Directions outlines our vision for great graduates and for the desirability of the transformative contemporary educational experience we provide. This document supports the achievement of AUT Directions and is guided by the principles of Te Tiriti o Waitangi, our 'values in action' and articulating standards and expectations of all academic staff.<sup>1</sup>

<sup>1</sup> Applies to all salaried academics in faculties

# OUR VALUES IN ACTION

## THROUGH OUR TEACHING, RESEARCH & ACADEMIC CITIZENSHIP

AUT's values provide the foundation for guiding the behaviours of all staff in their dealings with one another, our students and others we interact with.

### OUR VALUES

#### WE ARE:

#### WE:

#### TIKA

##### GENUINE

provide honest and constructive feedback about students' performance and that of our colleagues

##### ACCOUNTABLE

are professionally current, digitally literate and technologically proficient

##### EFFICIENT

respond to all reasonable requests in a timely manner

#### PONO

##### COLLABORATIVE

adopt a collaborative approach when teaching, researching and engaging with others

##### INCLUSIVE

treat students and colleagues so they feel respected and valued, understanding that different people learn in different ways

##### OPEN

are open to ideas, innovation and change and maintain open lines of communication

#### AROHA

##### WELCOMING

are professional and approachable, as well as active listeners

##### HELPFUL

speak in a way that is understandable and appropriate and take time to answer questions

##### KIND

balance challenging and demanding with care and compassion

#### SUPPORTING ACHIEVEMENT

##### POSITIVE

are supportive, encouraging, sensitive and tolerant

##### AMBITIOUS

motivate students and colleagues to learn new knowledge and develop appropriate new skills and competencies

##### ASPIRING

facilitate students and colleagues to achieve success

# TEACHING & LEARNING

## EXPECTATIONS AND STANDARDS ACROSS DIFFERENT LEVELS

### AS LECTURERS, WE:

- adopt a scholarly approach to curriculum development and teaching
- consider the value of tikanga and mātauranga Māori to teaching and learning
- undertake independent teaching in our discipline or related area, including, potentially, full academic responsibilities of co-ordination and related administration of taught courses
- plan, teach assigned courses or classes, assess the achievement of learning outcomes, evaluate our teaching and report on its effectiveness
- complete teaching and learning related administrative tasks within nominated time periods
- contribute to pedagogical and curriculum-related developments in our discipline or related area
- integrate relevant innovations into courses to enhance the student learning experience
- engage in professional learning to support ongoing development of our teaching practice, including in the areas of pedagogy, student learning, assessment, curriculum and/or other aspects of higher education
- engage in ongoing reflective practice
- achieve the agreed feedback profile in the approved teaching evaluation approaches

### IN ADDITION, AS ASSOCIATE PROFESSORS, WE:

- demonstrate a sustained significant contribution and impact in teaching, assessment and curriculum design
- demonstrate significant scholarly learning and teaching at both undergraduate and postgraduate levels
- lead curriculum change and innovate at course and programme level to enhance the quality of the learning experience and/or learning outcomes
- make an outstanding contribution to teaching in our discipline or related area
- actively contribute to the development, delivery, review and quality assurance of courses, and/or programmes

### IN ADDITION, AS SENIOR LECTURERS, WE:

- undertake full academic responsibilities for the coordination and related administration of taught courses, including where relevant the co-ordination of large courses and teaching teams
- support colleagues, including teaching assistants through guidance, mentoring, or relevant professional development to carry out their teaching duties to an appropriate standard
- lead curriculum changes

### IN ADDITION, AS PROFESSORS, WE:

- demonstrate distinguished and internationally acknowledged leadership within our academic field in teaching, assessment and curriculum design
- make original, innovative and distinguished contributions to teaching in our discipline, and a commensurate contribution to the work of the University
- lead the development, delivery, review and quality assurance of courses and programmes
- actively contribute to the provision of appropriate academic standards and in the development of educational policy, pedagogy and teaching practice

## INDICATIVE EVIDENCE

- SPEQ (student feedback)
- Other alternative ways of student feedback (eg focus groups)
- Examples of student work
- Student completion rate
- Systematic monitoring of student learning outcomes
- Peer review of practice
- Impact of innovative activities on the faculty and University or beyond
- Impact of mentoring of peers and colleagues
- University, national and international recognition in teaching and learning
- Impact of Te Tiriti o Waitangi in our practice

# RESEARCH, SCHOLARSHIP & ADVANCED PROFESSIONAL PRACTICE

## EXPECTATIONS AND STANDARDS ACROSS DIFFERENT LEVELS

### AS LECTURERS, WE:

- plan and undertake research, scholarship and/or professional practice related to our discipline
- consider the value of tikanga and mātauranga Māori to research, scholarship and professional practice
- access and contribute to research and the scholarship of learning and teaching in our discipline
- ensure we have ethical approval for any research involving human or animal subjects
- disseminate research and scholarly findings through channels that maximise their impact, including, where appropriate, being available for use or viewing by other members of the scholarly community in AUT's open access repository
- contribute to the research and scholarship culture and reputation of the University at a faculty, institutional, national and/or international level
- mentor postgraduate students, supervise research projects and theses to completion and undertake required supervisor and researcher development
- engage with relevant external individuals or groups to maintain professional currency, inform our thinking and create opportunities in relation to research and scholarship
- engage with new forms of scholarship and publishing, including open access
- proactively pursue external research income
- maintain up to date records in research, scholarship and professional practice in the relevant university repository

### IN ADDITION, AS SENIOR LECTURERS, WE:

- develop research and scholarship programmes that produce quality outputs which contribute to academic knowledge and have an impact beyond AUT
- develop and share our research and scholarly expertise
- develop skills to lead, manage and contribute to projects
- contribute to larger projects and collaborate to create new insight and opportunities
- publish in outlets that are well-regarded internationally in our discipline
- contribute to the research environment and scholarly reputation of the University at a national and/or international level including through peer review, hosting of visitors, workshops and seminars
- seek to innovate, and, where appropriate, work with the University to commercialise outcomes
- have an emerging reputation in research and scholarship, through increasing numbers of research and scholarly
- outputs in appropriate quality outlets

### IN ADDITION, AS ASSOCIATE PROFESSORS, WE:

- demonstrate a sustained significant contribution and impact in research and/or practice
- are recognised as an authority at the national level and have an emerging reputation at the international level in research and/or professional practice
- develop significant research programmes and maintain a current portfolio of high-quality research outputs that make an appreciable contribution to academic knowledge and are impactful
- publish in outlets that are regarded as among the best in a discipline
- show intellectual advances in our discipline or related area, and demonstrate academic uptake and citations of our work
- create and sustain research collaborations and partnerships which have significant outcomes
- take a lead in mentoring less experienced colleagues and make significant contributions to research teams and networks
- undertake research evaluation and assessment activities (eg competitive grant assessment)
- organise and host conferences
- serve on editorial boards of well-regarded outlets in our discipline
- supervise postgraduate research students to completion

### IN ADDITION, AS PROFESSORS, WE:

- demonstrate distinguished and internationally acknowledged leadership within our academic field in research and/or practice
- have a portfolio of research outputs and/or practice contributions that make an exemplary contribution to academic knowledge or professional practice
- provide leadership in the academic research environment at an institutional, national and international level
- provide intellectual leadership beyond our specific areas of research, scholarship or creative activity, including attaining recognition as a public intellectual
- act as editors of highly regarded outlets in our discipline
- lead and foster a culture in which students are provided with high-quality supervision
- take a lead role in postgraduate research supervision, from

# ACADEMIC CITIZENSHIP

## EXPECTATIONS AND STANDARDS ACROSS DIFFERENT LEVELS

### AS LECTURERS, WE:

- contribute to the implementation of AUT's strategic direction
- consider the value of tikanga and mātauranga Māori to academic citizenship
- take opportunities to develop our competencies and professional expertise, including as specifically directed if necessary
- build our professional and academic networks
- seek to enhance the student experience through supporting student recruitment and other activities
- serve on school/faculty/university committees, taskforces and groups of academic relevance, contributing, reporting and delivering on tasks as agreed
- ensure that any consultation or education/training activities that may be undertaken are done so in accordance with AUT guidelines and best practice
- participate in public debate and contribute to the advancement and dissemination of knowledge within society

### IN ADDITION, AS SENIOR LECTURERS, WE:

- make substantial contributions to the implementation of AUT's strategic direction
- contribute to effective, high-performing teams
- contribute to the student experience and student development activities through regular involvement
- make a strong contribution to special projects and activities within or on behalf of the University
- are active and engaged members of the school/faculty university committees, taskforces and groups
- represent the University at academic, professional and community events
- make a significant contribution to community engagement with high levels of professionalism

### IN ADDITION, AS ASSOCIATE PROFESSORS, WE:

- demonstrate a sustained outstanding contribution and impact in service, both to the University and the external community
- make strong contributions to the implementation of AUT's strategic direction
- take opportunities to develop our leadership competencies and management expertise, including as specifically directed, if necessary
- build and lead effective, high-performing teams
- assist with the recruitment, mentorship and development of early and mid-career staff
- initiate and lead projects within and/or on behalf of the University
- play a leading role in school/faculty/university committees, taskforces and groups
- facilitate students' access to scholarships, employment and professional contacts
- represent the University at significant academic, professional and community forums
- initiate and lead significant community engagement activities

### IN ADDITION, AS PROFESSORS, WE:

- demonstrate distinguished and internationally acknowledged leadership within our academic field in service, both to the University and the external community
- make a sustained and outstanding contribution to the implementation of AUT's strategic direction
- demonstrate sustained outstanding leadership and are model academic citizens
- attract and lead in the recruitment and mentorship of development of academic staff at all levels
- contribute to staff promotion and progression review and appeals panels
- undertake substantial leadership roles within AUT and beyond for external organisations
- lead and/or shape community debate through public commentary and policy advice

## INDICATIVE EVIDENCE

- Compliance with University policy and procedural requirements including active participation in the annual planning process, monitored outcomes
- Enactment of the University's values through appropriate behaviours, evidence of positive influence
- Participation, engagement and competence in service and leadership roles, outcomes of involvement
- Active membership of taskforces and committees etc, outcomes of membership
- Enhancement of own and others' competencies, outcomes of engagement
- Positive publicity, acknowledgement and awards
- Promotion of diversity and cultural awareness
- Honouring Te Tiriti o Waitangi by advancing the benefits we can provide with and for Māori
- 360 degree feedback

# APPENDIX 1

## DEFINITIONS, EXPECTATIONS AND STANDARDS ACROSS DIFFERENT LEVELS

Research involves the systematic investigation and inquiry into a discipline or across discipline domains, undertaken to contribute new knowledge and understanding, cultural innovation or aesthetic refinement. Research may be basic or applied in nature, artistic, design or performance-oriented. Its dissemination as 'research outputs' can take a variety of forms that are open to assessment by experts in the relevant discipline(s).

Scholarship involves systematic investigation of relevant scholarly literature, knowledge or artefacts and dissemination of findings. It may be focused on learning and teaching, or discipline based, or both (as in the case of the scholarship of learning and teaching in a particular discipline).

### RESEARCH AND SCHOLARSHIP EVIDENCED IN THE FOLLOWING WAYS MUST:

- be public material to which people can respond (eg presentations at formal meetings or conferences at AUT or beyond, published papers or articles, public performances, publicly available artefacts)
- be susceptible to critical review and evaluation (eg audience feedback, peer review, expert assessment)
- be accessible for use or viewing by other members of the scholarly community (eg available in some media format, catalogued for access, including in appropriate AUT repositories)
- incorporate pedagogical and/or discipline-based knowledge and innovation (based on an extensive understanding of relevant pedagogical and/or disciplinary knowledge that goes beyond what is generally known)

Professional practice involves a scholarly contribution to the advancement of knowledge in an area of practice, and at the advanced level that contribution should be considered exemplary.

# APPENDIX 2

## ACADEMIC EXPECTATIONS FOR NON-STANDARD ACADEMIC STAFF

### LEARNING ADVISERS

#### Teaching and Learning

Learning advisers need to meet the same expectations as academics in faculties, with the following modifications:

- It is understood that development of curriculum is undertaken in association with academics in faculties
- The students who seek their help, online and workshop delivery are the equivalent of their 'classes'
- Development of workshop or on-line materials, depending on where used, may be part of curriculum development, innovation in teaching and planning and teaching
- Although SPEQs are not required, learning advisers will need to consider other ways of receiving feedback on their contribution and effectiveness. This could include peer feedback (360 degree) and feedback from students via other methods than SPEQs
- Although standard assessment is not undertaken by learning advisers, it is expected that they can demonstrate the manner in which they assess the contribution and impact of their engagement with students
- At the senior lecturer level, learning advisers will be expected to have some level of academic responsibility for the co-ordination and development of a 'stream' of activity for students

#### Research, Scholarship and Advanced Professional Practice

Learning advisers need to meet the same expectations for teaching intensive academics in faculties, with the following modification:

- There is no requirement to mentor postgraduate students, supervise research projects and theses to completion, or to undertake supervisor training
- There is a requirement, however, to meet the same research or scholarship requirements as academics in faculties

#### Academic Citizenship

Learning advisers are to meet the same requirements as those for academics in faculties.

### ACADEMICS IN THE CENTRE FOR LEARNING AND TEACHING (AltLab)

#### Teaching and Learning

Academics in AltLab need to meet the same expectations as academics in faculties, with the following modifications:

- It is understood that much development of curriculum is undertaken in association with academics in faculties
- The staff who seek their help or who are in their workshops are the equivalent of their classes
- Development of workshop or on-line materials, depending on where used, may be part of curriculum development, innovation in teaching and planning and teaching
- Although SPEQs are not required, AltLab academics will need to consider other ways of receiving feedback on their contribution and effectiveness. This could include peer feedback (360 degree) and feedback from staff (approach to be confirmed)
- Although standard assessment is not undertaken by AltLab academics, it is expected that they can demonstrate the manner in which they assess the contribution and impact of their engagement with staff
- At the senior lecturer level learning advisers will be expected to have full academic responsibility for the coordination and development of a 'stream' of activity for staff



### **Research, Scholarship and Advanced Professional Practice**

AltLab academics are to meet the same requirements as those for academics in faculties

### **Academic Citizenship**

AltLab academics are to meet the same requirements as those for academics in faculties.

# APPENDIX 3

## ADMINISTRATIVE REQUIREMENTS – COORDINATING AND TEACHING A COURSE

### BASELINE ADMINISTRATIVE REQUIREMENTS

#### Teaching and Learning

Learning advisers need to meet the same expectations as academics in faculties, with the following modifications:

- It is understood that development of curriculum is undertaken in association with academics in faculties
- The students who seek their help, online and workshop delivery are the equivalent of their 'classes'
- Development of workshop or on-line materials, depending on where used, may be part of curriculum development, innovation in teaching and planning and teaching
- Although SPEQs are not required, learning advisers will need to consider other ways of receiving feedback on their contribution and effectiveness. This could include peer feedback (360 degree) and feedback from students via other methods than SPEQs
- Although standard assessment is not undertaken by learning advisers, it is expected that they can demonstrate the manner in which they assess the contribution and impact of their engagement with students
- At the senior lecturer level, learning advisers will be expected to have some level of academic responsibility for the co-ordination and development of a 'stream' of activity for students

#### Research, Scholarship and Advanced Professional Practice

Learning advisers are to meet the same requirements as those for academics in faculties with following modification:

- There is no requirement to mentor postgraduate students, supervise research projects and theses to completion, or to undertake supervisor training
- There is a requirement, however, to meet the same research or scholarship requirements as academics in faculties

#### Academic Citizenship

Learning advisers are to meet the same requirements as those for academics in faculties.

### ACADEMICS IN ALTLAB

#### Teaching and Learning

Academics in AltLab need to meet the same expectations as academics in faculties, with the following modifications:

- It is understood that much development of curriculum is undertaken in association with academics in faculties
- The staff who seek their help or who are in their workshops are the equivalent of their classes
- Development of workshop or on-line materials, depending on where used, may be part of curriculum development, innovation in teaching and planning and teaching
- Although SPEQs are not required, AltLab academics will need to consider other ways of receiving feedback on their contribution and effectiveness. This could include peer feedback (360 degree) and feedback from staff (approach to be confirmed)
- Although standard assessment is not undertaken by AltLab academics, it is expected that they can demonstrate the manner in which they assess the contribution and impact of their engagement with staff
- At the senior lecturer level learning advisers will be expected to have full academic responsibility for the co-ordination and development of a 'stream' of activity for staff

## 1 Background

The Academic Expectations in relation to Teaching and Learning was confirmed in late 2018. The implementation of those expectations is now well established. An aspect of those expectations relates to the administrative requirements of each academic staff member when coordinating and /or teaching a course.

This paper outlines the baseline administrative requirements that all academic staff members are expected to meet when coordinating and /or teaching a course.

## 2 Scope

- All academic staff members who coordinate a course.
- All permanent, fixed-term and casual academic staff members who teach course(s) – Professors, Associate Professors, Senior Lecturers, Lecturers (P/AP/SL/L), and Teaching Assistants (TA) or Marking Assistants (MA).
- Applies to all programmes and teaching periods.
- Excludes research student supervision.

## 3 Definitions of academic roles

### 3.1 Programme Leader (PL)<sup>1</sup> (sometimes also referred to as Programme Director Major Subject Leader)

- Academic staff members who are formally responsible for managing and providing leadership to the programme or major. They are responsible for overseeing the curriculum, monitoring, reporting, further enhancement of the programme/major to the Board of Studies and its implementation.
- The Programme Leader is normally a permanent academic staff member.
- The Programme Leader role cannot be assigned to a casual academic staff member.

### 3.2 Coordinating a course

- Paper Coordinator (PC)<sup>2</sup> (sometimes also referred to as Paper Leader – PL), are staff members who are responsible for managing a course, including curriculum, monitoring via moderation and SPEQs and reporting.
- When coordinating a course, the academic staff member may also coordinate a team comprising
- of other academics/lecturers and/or casual staff members, including Teaching and/or Marking Assistants.
- The Paper Coordinator is normally a permanent academic staff member.
- The Paper Coordinator role cannot be assigned to a casual academic staff member.

### 3.3 Teaching a course

- Academic staff may coordinate and teach a course on their own.
- Academic staff may be part of a teaching team.

### 3.4 Academic staff – permanent and fixed-term academic staff

- Academic staff may be Professors, Associate Professors, Senior Lecturers, Lecturers, and Clinical Educators.
- All permanent academic staff who teach a course are responsible for the planning, teaching, evaluating, enhancement, and reporting of the course.
- All fixed-term academic staff who teach a course are responsible for the planning, teaching, and may also be responsible for evaluating, enhancing and reporting of the course.

<sup>1</sup> Applies to academic staff who have formalised leadership and responsibility for their assigned programme(s).

<sup>2</sup> Applies to academic staff who coordinates all aspects of delivering and teaching of their assigned course(s). They may coordinate a team to deliver a large course, or may coordinate the course they teach themselves.

### 3.5 Casual or hourly paid academic staff

- Senior Lecturer or Lecturer
  - Casual academic staff who teach a course are responsible for the planning and teaching of the course.
  - A member of a teaching team for a course.
- Teaching Assistant and Marking Assistant (TA &MA)
  - Under the guidance of the lecturer, a TA assists with teaching and/or marking, and a MA assists with the marking of the course.
  - TA and MA do not have access to ARION, as they are normally a current AUT student.
  - A member of a teaching team for a course.

## 4 Academic policies, procedures and guidelines

4.1 [AUT Academic-Policies-Procedures-Guidelines](#)

4.2 [University Academic Committees](#) Terms of Reference

4.3 [Faculty Academic Committees](#) Terms of Reference outline the responsibilities of Programme Leaders and Paper Coordinators

## 5 Faculty information Paper Coordinator/ Leader and teaching staff (to be read in conjunction with academic policies, procedures and guidelines)

5.1 Business, Economics and Law Teaching Handbook

5.2 Design and Creative Technologies [DCT](#)

5.3 Health and Environmental Sciences [Staff-handbook](#)

5.4 Culture and Society – Refer to the Faculty/School Registrars for locating and assistance in interpreting academic policies, procedures and guidelines.

5.5 Te Ara Poutama – Refer to the Faculty/School Registrar for locating and assistance in interpreting academic policies, procedures and guidelines.

## 6 Principles

6.1 Consistency in practices across the University to ensure students have equivalent experience.

6.2 Each faculty is responsible for ensuring the baseline administrative requirements are completed within the agreed faculty's standard/timeline.

## BASELINE ADMINISTRATIVE REQUIREMENTS WHEN COORDINATING AND TEACHING A COURSE

Before the Teaching Period Please read in conjunction with Points #4 & #5	Paper Coordinator/ Paper Leader	Teaching staff	Timeline
Prepare Course Descriptor and Course Study Guide/Course Handbook/Course Booklet according to the course descriptor	✓		1. Developed or revised before students are enrolled in the course 2. Accessible to students prior to the start of each teaching period <sup>1</sup> , normally 7 days prior to the first class
Ensure the assessment and assessment criteria for each assessment event is in the Course Study Guide /Course Handbook	✓		When developing or revising the Course Study Guide/ Course Handbook
Check that the assessment structure in the Course Study Guide /Course Handbook matches the course description posted on Blackboard and ARION (Grade Map 1 & 1a)	✓		When developing or revising the Course Study Guide/Course Handbook
Undertake pre-moderation of all summative assessments	✓		Once Course Study Guide / Course Handbook is completed
Allocate marking to teaching team members for large courses, as required	✓		Once Course Study Guide / Course Handbook is completed
Ensure assessment <sup>2</sup> structure is set up in Blackboard and liaise with Programme/ Student/Academic Administrator about Blackboard – Arion integration	✓		Once Course Study Guide / Course Handbook is completed
Notify University Bookshop (UBIQ) with textbook requirements	✓		Once Course Study Guide / Course Handbook is completed
Contact Liaison Librarian for library resources and ensure students can access	✓		Once Course Study Guide / Course Handbook is completed
Schedule examinations, tests, and controlled assessments, and hand-back dates, in liaison with the Examinations Manager/Coordinator	✓		Once Course Study Guide / Course Handbook is completed
Ensure arrangements have been made for students to be able to submit electronically, e.g. Blackboard or Turnitin	✓		Once Course Study Guide / Course Handbook is completed
Contact AltLab or Faculty technicians for all learning technologies online, multimedia requirements, and Turn it in, as appropriate	✓		Once Course Study Guide / Course Handbook is completed
Induct new academic staff members on what is expected of them when teaching a course	✓		Normally before teaching starts
Convene team meetings	✓		As required

<sup>1</sup> AUT-Guidelines-Course-Handbook

<sup>2</sup> Assessments include examinations, tests, and controlled assessments, and assignments.

During the Teaching Period Please read in conjunction with Points #4 & #5	Paper Coordinator/ Paper Leader	Teaching staff	Timeline
Introduce students to the Faculty Study Guide/ Course Booklet/ Faculty Student Handbook, as appropriate	✓	✓	Normally at the first class
Complete Verification of Attendance Register / Digital Footprint, as appropriate	✓	✓	Within two to three weeks following the first class
Mark submitted assessments and provide feedback	✓	✓	The expectation is that assessment is marked and returned as quickly as possible.  In complex situations, for example where large classes or high word count assignments exist, the assessments should be marked and returned within three weeks.
Ensure student results are recorded accurately in ARION and/or Blackboard	✓	✓	Within three days of returning marked work to students
Undertake post-moderation of all summative assessments	✓	✓	Prior to hand back to students <sup>3</sup> and Examinations Board meeting
Respond to, and provide input to Special Consideration applications	✓	✓	As required
Respond to extension applications	✓	✓	As required
Respond to applications for reconsideration of assessment grades	✓	✓	As required
Respond appropriately to accommodation plans from Disability Student Support	✓	✓	As required
Attend academic integrity/dishonesty meetings or respond appropriately, as required	✓	✓	As required
Attend team meetings	✓	✓	As required

<sup>3</sup> [AUT-Procedures-Assessment-Marking/grading and post-assessment-moderation-& Entering of grades/conferment of grades-page 8](#)

After the Teaching Period Please read in conjunction with Points #4 & #5	Paper Coordinator/ Paper Leader	Teaching staff	Timeline
Ensure provisional results for all assessments are locked off	✓	✓	Prior to Examinations Board meeting
Review the course, and complete Course Leader/ Coordinator Report for Examinations Board meeting	✓		Once all results for the course have been entered into ARION and prior to Examinations Board meeting
Attend Examinations Board meeting	✓		As required, or can opt to attend
Respond to the feedback provided by SPEQ or any other reports such as EPIs and Annual Programme Survey	✓		At the end of the teaching period, or as outlined by the Academic Quality Office
Make recommendations changes to the course to the Board of Studies meeting	✓		As required, before the Board of Studies meeting