

Programme directors @ UT, Responsibilities – Tasks – Power

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As there is no existing UFO-profile for a programme director, we designed the description below.

The programme director reports to the Vice-dean of Education.

The Vice-dean of Education sets out the faculty policy for education. The Vice-dean of Education supports the PD in their decisions regarding (the content and organisation of) the programme(s) for which the PD is responsible.

Responsibility	Task*	Power*
1. Organize, safeguard and develop the content and quality of the programme	* develop and implement a vision on content, structure and educational philosophy of the programme, in line with the UT vision on Learning and Teaching * develop and implement a vision on assessment, in line with the UT assessment policy * define Programme Intended Learning Outcomes * initiate and implement strategic and structural changes and innovations in the programme * decide, in consultation with departments, on contribution to the programme and supply of teachers * monitor study progress of students * draw up and implement yearly improvement plan for programme (EER 3.12.4 Ma) * develop and implement quality assurance policy in programme * monitor the quality of the programme (EER 3.12.1) * evaluate the programme (EER 3.12.2)	* decide on content, structure and educational philosophy of programme, in consultation with relevant bodies * decide on assessment programme and quality assurance in programme, in consultation with relevant bodies * co-decide on teachers in programme * decide on language of programme (EER 2.2.2) or course (EER 2.2.4c Ma) * determine assessment scheme (3.6.3) * change assessment scheme module (EER 3.6.6) * decide on use of judicium (cum laude) in programme (EER 4.3.5) <i>For Bachelor</i> * appoint module coordinator (EER 3.4.1 Ba) <i>For Master</i> * set requirements for start of MSc graduation phase (EER 2.1.4 Ma)
2. Budget and monitor costs in programme	* budget the programme for short and medium term, in line with programme educational vision and within faculty parameters * monitor costs and efficiency of the programme * discuss with section or department heads, module coordinators and/or teachers available budget for courses	* set up budget for the programme * manage the budget of the programme, within faculty parameters
3. Supervise teachers in programme	* welcome new teachers into programme (thus: <i>department head must inform PD when changes in teaching staff occur</i>). * build and maintain a viable teacher community in the programme * (regularly) inform and discuss with teachers regarding (changes and developments in) vision on and content and structure of the programme, educational philosophy and assessment policy * co-assess for UTQ	* provide instructions regarding teaching and assessment (what, how, when) in relation to vision of programme * give input for yearly appraisal interview and promotion of teachers * at the minimum give input when hiring new teaching staff

Responsibility	Tasks	Power*
4. Hierarchical or functional supervisor of educational support staff	* instruct relevant support staff in the programme (programme coordinator, study advisor etc) on all relevant matters regarding the programme	* provide instructions to programme staff * give input for or execute yearly appraisal interview of programme staff
5. Contact with students	* inform students via OSIRIS 4 weeks in advance on educational units (EER 3.1.4) -> <i>in practice: programme coordinator will do this</i> * decide on course of action in special student-related situations * decide on requests for exemptions (EER 1.1.9 Ma) <i>For Bachelor</i> * inform students on (preliminary) BSA (EER 6.2.1 & 6.2.4 Ba)	* deviate from rules in EER (EER 8.7) <i>For Bachelor</i> * decide on programme-specific conditions for BSA (EER 6.2.2 Ba) * decide on negative BSA (EER 6.2.3 Ba)
6. Re-accreditation of the programme	* execute midterm review of programme * write self-evaluation report for accreditation, together with staff and teachers * organize site visit of panel for accreditation * implement follow-up actions based on advice of accreditation panel	* decide on participants in accreditation
7. Cooperation with internal bodies	* discuss with and ask advice from PC on educational matters at programme level * inform and ask advice from Exam Board on matters regarding quality of assessment in programme * advise faculty board on EER and programme specific appendix of EER * advise faculty board on revision and approval of internal quality assurance system * contribute to policy on education in faculty * regularly meet with study association to discuss matters in the programme * participate in different faculty or UT (steering) committees	* decide on follow up on advice of PC * decide on follow up on advice of Exam Board
8. Participate in relevant external networks	* active contribution to relevant external networks * translate relevant information from external network into actions for the programme	* decide which external networks to participate in * decide what external information to implement in programme
9. Marketing for the programme	* participate in open days in cooperation with M&C * participate in faculty introduction for new students * cooperate with M&C on marketing of the programme <i>For Master</i> * selection of suitable students for (master) programme (EER 1.3.1 Ma)	* decide on content of marketing of programme, in cooperation with M&C <i>For Master</i> * decide on admission to Master, based on clear selection criteria and procedure (EER 1.3.1 Ma)

***Tasks and Powers**

Numbers given refer to respective articles in EER. When only number is given, then the article is the same in the Bachelor EER and Master EER; otherwise Ba for Bachelor and Ma for Master is included. For clarity, reference to Master EER is the EER of faculty of BMS (*edition 2024-2025*). For translation to articles of Master EER of other faculties, please see appendix 2.

EER 5.1.1: The faculty board is responsible for student guidance.

Minimum time estimation for PD

Bachelor programme:	≥ 0.3 fte
Master, 1 year:	≥ 0.2 fte
Master, 2 years:	≥ 0.3 fte
For large programmes:	add 0.1 fte
For complex programmes*:	add 0.1 fte
Additional tasks**:	add extra time
Combination of Bachelor + Master:	add numbers above. Combination of programmes leads to only limited efficiency.

* complex programmes = multidisciplinary programmes, with teachers from different faculties involved in the programme, require much more coordination.

** Additional tasks, like service education, responsibility for minors, double degrees etc. require additional time for the PD.

The figures above are *a minimum*, given the complexity of the tasks of a PD and the added task of the budget of the programme. How much time is needed in practice depends on the available support staff (programme manager, programme coordinator; available time of these people), the task division between these persons and the PD and the complexity of the programme. When a programme is in need of a large overhaul of the complete programme or when a reaccreditation needs to be prepared, additional time is needed as well.

Therefore, for each PD a realistic time estimate is to be decided by the faculty, in consultation with the programme director.

Exception for PD of M-EB

The PD of M-EB has many additional responsibilities: managing relations with all regional secondary schools, member of steering committee of five local partnerships and two national collaborations and the PD is heavily involved in the ICL (*Interuniversitaire Commissie Lerarenopleidingen*). The programme is especially complex due to its variety of trajectories, the diverse backgrounds of candidates, the link to the legal competency requirements for teachers, and the collaboration with several other programmes within the UT regarding marketing and educational activities. This position therefore requires at least 0.6 fte.

Appendix 1 – suggested task division

The PD is part of the programme management. The other people in the programme management are, depending on the faculty and programme, the programme manager and the programme coordinator. To come up with a good and clear task division between the different roles in programme management, the task division below can be used as *a starting point for the discussion and decision*.

General division of tasks on education:

Strategic – longer term faculty: Vice-dean of Education

Strategic – longer term programme: Programme Director

Tactical – mid term programme: Programme Manager

Operational – short term programme: Programme Coordinator

Topic	Strategic	Tactical	Operational
1. Organize, safeguard and develop content and quality of the programme	Vision on programme Draw up yearly improvement plan Discuss with department heads on contribution	Translate vision into plans for programme and implement these Translate results evaluations to improvement plans Monitor implementation of vision Plan themes for teacher meetings Discuss relation programme - course with teacher / module coordinator Decide on assessment scheme in relation to vision on programme	Day-to-day organisation of programme Practical questions from teachers Scheduling of courses and tests Organisation of teacher meetings Organisation of panel meetings and evaluation meetings
2. Supervise teachers in programme	Co-assess for UTQ	Welcome new teachers in programme Inform and instruct teachers on vision/developments in programme (a.o. via teacher meetings)	Contact about all practical issues regarding courses
3. Hierarchical or content supervision of educational support staff	Supervise support staff	Supervise programme coordinator??	-
4. Contact with students	Inform students on (preliminary) BSA Decide on individual cases	Draw up (preliminary) BSA	Collect all relevant information for OSIRIS Inform students via OSIRIS 4 weeks in advance on educational units
5. Re-accreditation of programme	Execute midterm Write self-evaluation report	Analyse data for self-evaluation report, translate to plans. Organize midterm and (mock) accreditation	Find relevant information for self-evaluation report Organize practical aspects of midterm and site visit of (mock) panel
6. Cooperation with internal bodies	Discuss with and ask advice from PC and Exam Board Give advice to faculty board	Prepare information for meeting with PC and Exam Board Implement advice from PC and Exam Board Prepare proposal EER and programme specific appendix	
7. Participate in relevant external networks	Choose and participate in relevant networks	-	-
8. Marketing of programme	Address audience at open days and faculty introduction	Selection of suitable students for master	Organize open days Organize faculty introduction for new students

Appendix 2, Comparison articles related to PD in General Part of Master EERs at UT

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	BMS	EEMCS	ET	ITC	S&T
Decide on request for exemptions	1.1.9	A1.11		1.1.11	1.1.9
Decide on admission to MSc programme, after completing bridging programme (if no admission committee)	1.3.1	A1.2b		2.1.1b	
Decide on study load bridging programme	1.3.2				
Define requirements to start graduation phase	2.1.4				
Declare final thesis confidential		A3.11.2		4.11.3	
Choice of language of programme	2.2.2		1.3.1 (CE) 1.3.2		
Approve study abroad			3.5.2 (IDE) 3.4.2 (SET)		
Approve wild card (replace compulsory course)			4.1.4 (SET)		
Approve individual study programme			4.2.1 (IDE) 4.2.1 (SET) 4.2.1 (ME)		
Approve international courses in individual study programme			4.4.1 (IDE) 4.4.1 (SET) 4.4.4 (ME)		
Approve change sequence of study units in tailor-made programme				3.5.3	
Appoint coordinator study unit				4.2	
In Dutch language programme, allow English in course	2.2.4c				
Osiris, 4 weeks in advance	3.1.4	A4.2.1	5.1.3		4.1.4
Determine assessment schedule/plan	3.6.3	A4.2.2	5.5.1		
Modify assessment schedule/plan	3.6.6	A4.2.5	5.5.4	4.4.6	4.5.5
Decide presence 3rd party during oral exam	3.7.1	A4.6.1	5.4.1		4.6.1
Monitor quality programme	3.12.1	A3.12.1	5.13.1a	4.12.1	4.12.1
Evaluate quality programme	3.12.2	A3.12.2	5.13.1b	4.12.2	4.12.2
Write annual programme development plan	3.12.4		5.13.2a		
Special distinction in programme	4.3.5		6.2.5		5.3.5
Deviate from EER in special situations	8.7	A8.7	8.7		8.7
Special facilities			7.2.4	7.11	
Approve colloquium when not all courses are completed			App 5, final (IDE)		
Inform student if student is unlikely to graduate without significant improvement				6.1.3	
Deal with complaints of students				8.6.3	