

TERMS OF REFERENCE OF CURRICULUM MANAGERS

Post/Theme	BVetMed Course Director *	Course Directors *(except for BVetMed)	Deputy Course Directors **	Year Leaders (BVetMed)	Pathway Leader (BSc Biological Sciences)	Year Leaders (BSc Biological Sciences)	Strand Leaders (BVetMed)	Module Leaders (Rotation and Elective Leaders/Di rectors)
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1. Course Leadership	<p>To lead the development of the BVetMed programme and oversee its delivery in partnership with the Year Leaders and Strand Leaders.</p> <p>To arrange handovers between Strand Leaders when the opportunity to shadow does not exist.</p>	<p>To lead the development of the programme and oversee its delivery in partnership with Module Leaders and, Year Leaders where applicable.</p> <p>To arrange handovers between Module Leaders when the opportunity to shadow does not exist</p>	<p>To deputise for the Course Director, as agreed, in carrying out any of the former's duties; + To assume the responsibilities of the Course Director in the latter's absence.</p>	<p>To contribute to course leadership by leading the development of the year.</p>	<p>To lead the development of the pathway and oversee its delivery in partnership with the Course Director and Year Leaders.</p> <p>To liaise with module leaders and tutors to ensure smooth delivery of modules on the pathway.</p>	<p>To contribute to course leadership by leading the development of the year.</p> <p>To liaise with module leaders and tutors to ensure smooth delivery of the programme ..</p>	<p>To contribute to course leadership by leading the development of the strand.</p>	<p>To contribute to course leadership by leading the development of the module.</p>

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2. Course descriptors and changes to the course	To keep under review the programme level learning outcomes and the learning, teaching and assessment strategy for the programme, and to propose changes to the Course Management Committee, as appropriate.	To keep under review the programme level learning outcomes, the learning, teaching and assessment strategy, the syllabus and reading lists and to propose changes to the Course Management -Committee, as appropriate.		To keep under review the learning outcomes for the Year and the teaching, learning and assessment methods employed, and to propose changes to the Course Management – committee.	To keep under review the pathway learning outcomes, and to propose changes to the Course Management Committee, as appropriate .	To keep under review the learning outcomes for the Year and the teaching, learning and assessment methods employed, and to propose changes to the Course Management committee.	To monitor the published learning outcomes, content, teaching methods and assessment of the Strand and to recommend appropriate changes to the Course Management Committee.	To keep under review the learning objectives, teaching and learning methods, assessment requirements, syllabus and reading lists for the module and to propose changes, as appropriate.

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3. Staffing	To liaise with Year and Strand Leaders and Heads of Department to facilitate resolution of any staffing issues.	To liaise with Module Leaders and Heads of Department to facilitate resolution of any staffing issues.		To submit timely requests to Heads of Department for the provision of appropriately-qualified staff (including external lecturers as required) to contribute to the delivery of the programme, following consultation with the	To liaise with course director to highlight potential staffing issues/changes.	To liaise with course director to highlight potential staffing issues/changes.	To liaise with Year Leaders over the Strand's staffing needs.	To submit timely requests to Heads of Department for the provision of appropriately-qualified staff (including external lecturers as required) to contribute to the delivery of the module, following consultation with the

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				n with Strand Leaders;				Course Director.

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4. Feedback on the course	To respond promptly to feedback on the programme as a whole, particularly that from External Examiners and students, and to submit responses to the relevant committee(s) or individuals e.g. Course Management Committee, or its Chair, Academic Quality Team etc.	To respond promptly to feedback on the programme as a whole, particularly that from External Examiners and students, and to submit responses to the relevant committee(s) or individuals e.g. Course Management Committee, or its Chair, Academic Quality Team etc.		To respond promptly to feedback on the Year, particularly that from External Examiners and students, and to submit responses to the relevant committee(s) or individuals e.g. Course Management Committee, or its Chair, Academic Quality Team etc.	To respond promptly to feedback on the pathway as a whole, particularly that from External Examiners and students, and to submit responses to the relevant committee(s) or individuals e.g. Course Management Committee, or its Chair, Academic Quality Team etc.	To respond promptly to feedback on the Year, particularly that from External Examiners and students, and to submit responses to the relevant committee(s) or individuals e.g. Course Management Committee, or its Chair, Academic Quality Team etc.	To respond promptly to feedback on the strand, particularly that from External Examiners and students; to make other teachers who contribute to the strand aware of any feedback; to inform students of action taken in response to feedback; and to submit responses to the relevant committee(s) or individuals eg Course Management Committee, or its Chair,	To respond promptly to feedback on the module, particularly that from External Examiners and students; to make other teachers who contribute to the module aware of any feedback; to inform students of action taken in response to feedback; and to submit responses to the relevant committee(s)

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5. Providing information to students	To ensure in-coming students are provided with a copy of the course handbook (including programme timetable, assessment criteria and marking descriptors (CGS) used in each assessment, submission deadlines and formative/summative feedback opportunities), and the Day One Skills booklet, in liaison with Year Leaders and course administrative	To ensure students are provided with a copy of the course handbook (including programme timetable, assessment criteria and marking descriptors (CGS) used in each assessment, submission deadlines and formative/summative feedback opportunities), in liaison with Module Leaders, year leaders and pathway leaders (and BSc Course Co-		To ensure students are provided with course information for the Year in question (including programme timetable, reading lists, assessment criteria and marking descriptors (CGS) used in each assessment, submission deadlines and formative/summative feedback opportunities), in liaison	To provide students with any pathway-specific information, in liaison with the Course Director, module leaders and year leaders.	To ensure students are provided with course information for the Year in question (including programme timetable, assessment criteria and marking descriptors (CGS) used in each assessment, submission deadlines and formative/summative feedback opportunities occur), in liaison with Module		To provide students with a copy of module information including reading list, assessment criteria and marking descriptors (CGS) used in each assessment, submission deadlines and formative/summative feedback opportunities),

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6. Managing the programme	To manage the programme and ensure that it is taught in accordance with the approved learning outcomes;	To manage the programme and ensure that it is taught in accordance with the approved learning outcomes.		To organise the year and ensure that it is taught in accordance with the approved learning outcomes.	To ensure that the curriculum builds appropriately across years in accordance with the approved learning outcomes.	To organise the year and ensure that it is taught in accordance with the approved learning outcomes. To liaise with Module Leaders to help ensure that course content and learning objectives are appropriate for the skills level required for that year across all modules.	To organise the strand and ensure that it is taught in accordance with the approved learning outcomes. To hold pre-Strand meetings with contributing staff as appropriate.	To organise the module and ensure that it is taught in accordance with the approved learning outcomes. To hold pre-Module meetings with contributing staff as appropriate.

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7. Assessment	To communicate the assessment criteria and marking descriptors (e.g. Common Grading Scheme) and submission deadlines to the students at the beginning of the year, and to ensure that this information is readily available in programme handbooks and RVC	To ensure that appropriate in-course assessments take place and that summative assessments are organised appropriately, including double marking and sampling according to College requirements in liaison with the Examinations Office. To		To ensure that appropriate formative and summative assessments take place.	To oversee the pathway's assessment strategy and that the summative assessments relevant to the pathway are organised appropriately in liaison with the Examinations Office.	To ensure that appropriate formative and summative assessments take place; and that summative assessments are organised appropriately in liaison with the Examinations Office. To ensure that assessments are of an	To organise assessments, including double and sample marking according to College requirements. The RVC target for formative assessment and feedback within strand visits is 20% of total contact time. To communicate the assessment	To organise module assessments, including double and sample marking according to College requirements. + (Rotation Directors only) To organise rotation assessment of students, and provide appropriate feedback. The RVC

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	Learn pages. To ensure that the member of staff responsible for each assessment is clearly identified in course handbooks, on the VLE and in Strand outlines.	communicate the assessment criteria and marking descriptors (e.g. Common Grading Scheme) and submission deadlines to the students at the beginning of the year, and to ensure that this information is readily available in programme handbooks and RVC Learn pages.				equivalent standard and intensity across modules.	criteria and marking descriptors (e.g. Common Grading Scheme) and submission deadlines to the students throughout the academic year and to ensure that this information is readily available in programme handbooks (RVC Learn pages).	target for formative assessment and feedback within module/unit visits is 20% of total contact time. To communicate the assessment criteria and marking descriptors (e.g. Common Grading Scheme) and submission

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		To ensure that the member of staff responsible for each assessment is clearly identified in course handbooks, on the VLE and in Module outlines.						deadlines to the students throughout the academic year and to ensure that this information is readily available in programme handbooks (RVC Learn pages).

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8. Equipment	To liaise with Year and Strand Leaders and with Academic Support and Development and the Clinical Services Division as appropriate to facilitate resolution of any resourcing issues;	To liaise with year leaders, pathway leaders and Module Leaders and with Academic Support and Development and appropriate departmental teaching co-ordinators, the Clinical Services Division as appropriate to facilitate resolution of any resourcing issues;		To ensure that all necessary learning materials and equipment are available for the year's teaching, liaising with Academic Support and Development and the Clinical Services Division as appropriate, in consultation with Strand Leaders;	To advise on the pathway's requirements in respect of learning materials and equipment;	To liaise with module leaders and course director to ensure that resourcing issues are resolved in a timely manner.	To advise on the Strand's requirements in respect of learning materials and equipment.	To ensure that all necessary learning materials and equipment are available for the module, liaising with Academic Support and Development and the Clinical Services Division as appropriate.

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9. Annual Quality Improvement Reports and Module/Strand Reviews		To co-ordinate the production of the annual quality improvement report on the programme (not for BSc Bioveterinary or BSc Biological Sciences).		To co-ordinate the production of the annual quality improvement report on the Year, in liaison with relevant Strand Leaders; in accordance with the procedures laid down by the Teaching Quality Committee in the		To co-ordinate the production of the annual quality improvement report on the Year; in accordance with the procedures laid down by the Teaching Quality Committee in the Quality Assurance & Enhancement	To co-ordinate the review of the strand in accordance with the procedures laid down by the Teaching Quality Committee in the Quality Assurance & Enhancement Procedures	To co-ordinate the review of the module, in accordance with the procedures laid down by the Teaching Quality Committee in the Quality Assurance & Enhancement Procedures. To assist the Year Leader/Course Director

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				Quality Assurance & Enhanceme nt Procedures .		Procedures		in the production of the annual quality improveme nt report on the course/ year. + (Rotation Leaders only) To co- ordinate the review of the rotation (core and track) in accordance with the procedures laid down

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								<p>by the Teaching Quality Committee in the Quality Assurance & Enhancement Procedures.</p> <p>To assist the Rotation Director in the production of the annual quality improvement report on rotations.</p>

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								+ (Elective Week Leaders only) To co- ordinate the review of the elective in accordance with the procedures laid down by the Teaching Quality Committee in the Quality Assurance & Enhanceme nt

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								<p>Procedures;</p> <p>To assist the Elective Director in the production of the annual quality improvement report on electives.</p>

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10. Feedback to students	To ensure that RVC policy to ensure timely feedback in the appropriate format is carried out in liaison with year leaders, strand leaders in consultation with the Learning Development team.	To ensure that RVC policy to ensure timely feedback in the appropriate format is carried out in liaison with year leaders, module leaders and pathway leaders and in consultation with the Learning Development team			To ensure that timely feedback in the appropriate format is carried out in liaison with module leaders.	To ensure that timely feedback in the appropriate format is carried out in liaison with module leaders.	Feedback must be provided in relation to the assessment criteria and marking descriptors and should be clearly linked to the Strand learning outcomes. To provide Year Leaders with details of how feedback will be provided on their Strand.	Feedback must be provided in relation to the assessment criteria and marking descriptors and should be clearly linked to the Module learning outcomes. To provide Course Directors with details of how feedback will be provided on their

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							<p>To provide comprehensive details of the points within the Strand where feedback will be provided, and the nature of the feedback.</p> <p>Responsible for making students aware of the dates on which feedback will be returned for the Strand.</p> <p>To inform</p>	<p>Module. To provide comprehensive details of the points within the Module where feedback will be provided, and the nature of the feedback.</p> <p>Responsible for making students aware of the dates on which feedback</p>

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							students they may by prior arrangement have opportunities to discuss feedback in person either individually or in groups with the Strand Leader.	will be returned for the Module. To inform students they may by prior arrangement have opportunities to discuss feedback in person either individually or in groups with the Module Leader.

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11. Projects		To oversee that each student selects an appropriate		To ensure that each student selects an appropriate	To ensure that each student selects an appropriat	To ensure that each student selects an appropriat		

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		Project (where a Project forms part of the programme of study) and is allocated an appropriately qualified supervisor.		Project (where a Project forms part of the year of study) and is allocated a member of academic staff as their supervisor.	e Project (where a Project forms part of the pathway) and is allocated a member of academic staff as their supervisor.	e Project (where a Project forms part of the year of study) and is allocated a member of academic staff as their supervisor.		
12. Academic Tutors		To oversee tutorial provision in liaison with the tutor organisers for each year of the course.		To allocate students to tutorial and DL groups, in conjunction with the relevant Senior Tutor.	To allocate students to tutors, in conjunction with the relevant Senior Tutor or Assistant Senior Tutor.	To liaise with tutor organisers for each year of the course.		

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					To ensure pathway specific tutorials occur for pathway specific tutor groups.			
13. Admis- sions	To carry out the functions of the Admissions Tutor, unless an alternative named appointment has been made. To make recommenda tions for any	To carry out the functions of the Admissions Tutor, unless an alternative named appointment has been made. To make						

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	<p>change in the entry requirements for the course, in liaison with RVC Access in the case of undergraduate courses.</p> <p>To participate in promotion of the course.</p> <p>To attend briefing and planning meetings with other Admissions Tutors, RVC Access and Registry</p>	<p>recommendations for any change in the entry requirements for the course, in liaison with RVC Access in the case of undergraduate courses;</p> <p>To participate in promotion of the course.</p> <p>To attend briefing and planning meetings with other Admissions Tutors, RVC</p>						

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	<p>staff.</p> <p>To be present during August and September, to review applicants at Confirmation who miss the conditions of their offer and/or to deal with Clearing applications.</p> <p>To recommend which applicants should be made offers, and the terms of the</p>	<p>Access and Registry staff.</p> <p>To be present during August and September, to review applicants at Confirmation who miss the conditions of their offer and/or to deal with Clearing applications.</p> <p>To recommend which applicants should be made offers,</p>						

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	offer. To advise on improvements in the student selection process.	and the terms of the offer. To advise on improvements in the student selection process.						
14. Student induction	To ensure that students receive a comprehensive induction to the course.	To ensure that students receive a comprehensive induction to the course.		To ensure that students receive a comprehensive induction to the Year of study.	To provide an induction to the pathway, in liaison with the Course Director	To ensure that students receive a comprehensive induction to the Year of study.	To provide an introduction to the strand.	To provide an introduction to the module.
15. Student Liaison		To meet regularly		To meet regularly		To meet regularly		

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		with student representativ es to discuss and resolve matters of concern to students and staff regarding the course.		with student representati ves to discuss and resolve matters of concern to students and staff regarding the year of study.	To meet regularly with student representati ves to discuss and resolve matters of concern to students and staff regarding the pathway.	with student representati ves to discuss and resolve matters of concern to students and staff regarding the course.		

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16. Time- tabling		To liaise with head of timetabling and departmental teaching co-ordinators to resolve major timetabling issues.		To submit draft timetables to the Timetabling Officer in accordance with the College's schedule.	To liaise with module leaders to ensure that all teaching activities are appropriately timetabled and to liaise with head of timetabling and course director to resolve any issues.	To liaise with module leaders to ensure that all teaching activities are appropriately timetabled and to liaise with head of timetabling and course director to resolve any issues.		To submit draft timetables to the Timetabling Officer in accordance with the College's schedule.
17. Integration	To oversee and promote both horizontal and vertical integration	To oversee and promote both horizontal and vertical integration		To promote horizontal integration within the Year, in liaison with	To oversee and promote both horizontal and vertical	To promote horizontal integration within the Year, in liaison with	To liaise with the organisers of related Strands and Year	To liaise with the organisers of related modules; + (for

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	throughout the course.	throughout the course.		Strand Leaders.	integration throughout the pathway.	Module Leaders.	Leaders, to ensure vertical integration throughout the course.	Rotation Directors only) To liaise with the organisers of related Rotations.
18. Periodic Reviews	To coordinate the preparation of the self- evaluation document for the periodic review of the course.	To coordinate the preparation of the self- evaluation document for the periodic review of the course.	To participate in the periodic review of the course.	To participate in the periodic review of the course.	To contribute to the preparation of the self- evaluation document and participate in the periodic review of the Biological Sciences course portfolio.	To participate in the periodic review of the course.	To participate in the periodic review of the course.	To participate in the periodic review of the course.

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19. Duty rosters								Rotation Directors only: To oversee the organisatio n of duty rosters.

* Co-Course Directors and Course Directors carry out the stated duties unless there are Year Leaders, in which case the Course Directors are responsible for monitoring that the Year Leaders have undertaken the duties.

** Deputy Course Directors carry out the stated duties of the Course Director in their absence

The Gateway Programme forms Year Zero of the BVetMed