

SCHOOL-LEVEL RESPONSIBILITIES FOR QUALITY AND STANDARDS 2015/16

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Overview and purpose

1. The Quality Framework is applied under devolved arrangements University-wide. From August 2015 responsibility for implementing operational procedures affecting the quality and standard of taught award or credit-bearing provision is devolved to school level.
2. The purpose of this section of the Quality Framework is to provide school staff with detailed information on individual and group responsibilities at school level relating to the implementation of the Quality Framework.
3. Overarching University-level responsibilities for academic quality and standards are set out in the Introduction to the Quality Framework 2015/16.

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School-level responsibilities for academic quality and standards

4. The approval, monitoring and review of all taught credit-bearing modules is devolved to schools.
5. **Deans of School** are responsible on behalf of Learning, Teaching & Assessment Committee for:
 - a) the management and oversight of the design, development, approval, monitoring and review of all taught award or credit-bearing provision within the school
 - b) developing and implementing a mechanism for ensuring that all taught award or credit-bearing provision is underpinned by a viable business case which takes account of University expectations
 - c) ensuring that a School Academic Lead is appointed to lead the implementation of the design, development, approval, monitoring and review of all taught award or credit-bearing provision within the school
 - d) ensuring that a School Learning, Teaching & Assessment Committee is established to oversee the consistent implementation of academic regulations and the Quality Framework within the school¹
 - e) ensuring that appropriate and sufficient administrative resource is available to support the implementation of academic regulations and the Quality Framework.

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¹ The School Learning Teaching & Assessment Committee is a formal governance and decision-making body and a sub-committee of and directly responsible to Learning Teaching & Assessment Committee. To facilitate the operational management of the academic quality assurance and enhancement of taught award or credit-bearing provision Deans of School may wish to consider forming a sub-group of the School Learning Teaching & Assessment Committee to manage and lead the consistent implementation of academic regulations and the Quality Framework within the school.

6. **School Learning, Teaching & Assessment Committees** are responsible to Learning, Teaching & Assessment Committee for:

- a) overseeing the consistent implementation of academic regulations and the Quality Framework within the school
- b) supporting the School Academic Lead for Quality in ensuring the consistent implementation of academic regulations and the Quality Framework within the school
- c) ensuring that Quality & Standards Committee receive an annual summary report on the outcome of a formal evaluation of the delivery of taught award or credit-bearing provision and the effectiveness of the implementation of academic regulations and the Quality Framework within the school in accordance with Quality Framework Section 2b: Monitoring taught award or credit-bearing provision.

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7. **The School Academic Leads for Quality** are responsible to the Dean of School for:

- a) leading and managing the consistent implementation of academic regulations and the Quality Framework within the school
- b) liaising with Academic Quality, other named School Academic Leads for Quality, subject group, programme and module leaders and appropriate school support officers to provide advice and guidance which ensures that all taught award or credit-bearing provision is designed, developed, approved, monitored and reviewed in accordance with academic regulation and Quality Framework expectations
- c) liaising with the Convenor of the School Learning, Teaching & Assessment Committee to ensure that all taught credit-bearing modules are approved, monitored and reviewed in accordance with academic regulation and Quality Framework expectations
- d) providing School Learning, Teaching & Assessment Committee with an annual summary report in February or March which includes an evaluation of the effectiveness of processes to support the design, development and approval of all taught award or credit-bearing provision within the school.

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8. **School support officers** are responsible for:

- a) providing professional administrative support to facilitate the consistent implementation of academic regulations and the Quality Framework within the school
- b) liaising with Academic Quality, the School Academic Lead for Quality, subject group, programme and module leaders to provide advice and guidance which ensures that all taught award or credit-bearing provision is designed, developed, approved, monitored and reviewed in accordance with University expectations
- c) liaising with the School Academic Lead for Quality, subject group and module leaders to ensure that all taught credit-bearing modules are approved, monitored and reviewed in accordance with academic regulation and Quality Framework expectations

d) maintaining and retaining accurate and complete records to demonstrate that all taught award or credit-bearing provision is designed, developed, approved, monitored and reviewed in accordance with Quality Framework expectations.

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9. **Subject group leaders** are responsible for:

- a) providing academic leadership to their subject group colleagues
- b) ensuring that an individual is nominated as module or programme leader to lead the design, development, approval, monitoring and review of all taught award or credit-bearing provision
- c) ensuring that all subject group members are supported fully to facilitate the consistent implementation of academic regulations and the Quality Framework.

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10. **Programme leaders** are responsible for:

- a) leading and coordinating the design, development, approval, monitoring and review of taught award or credit-bearing programmes
- b) ensuring that all proposals for taught award or credit-bearing programmes are supported by subject group colleagues and the Dean of School
- c) liaising with the School Academic Lead for Quality, relevant module leaders and appropriate school support officers to ensure that all proposed taught credit-bearing programmes are subject to a school-level scrutiny before being submitted for consideration by the University Approvals Board in accordance with Quality Framework Section 1d: Academic approval of taught award or credit-bearing provision
- d) liaising with the School Academic Lead for Quality, relevant module leaders and appropriate school support officers to ensure that all taught award or credit-bearing programmes are monitored and reviewed in accordance with Quality Framework Section 2: Internal monitoring and review of taught award or credit-bearing provision.

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11. **Module leaders** are responsible for:

- a) leading and coordinating the development of proposed taught credit-bearing modules
- b) ensuring that all proposals for taught credit-bearing modules are supported by subject group colleagues and the Dean of School
- c) liaising with the School Academic Lead for Quality and appropriate school support officers to ensure that all proposed taught credit-bearing modules are considered for approval by the School Learning, Teaching & Assessment Committee in accordance with Quality Framework Section 1d: Academic approval of taught award or credit-bearing provision

d) liaising with the School Academic Lead for Quality, relevant programme leaders and appropriate school support officers to ensure that all taught credit-bearing modules are monitored and reviewed in accordance with Quality Framework Section 2: Internal monitoring and review of taught award or credit-bearing provision.

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12. **Nominated coordinators for provision delivered in partnership** are responsible for:

- a) leading and coordinating the development of proposed taught credit-bearing provision to be delivered in partnership with another organisation in accordance with Quality Framework Section 4: Managing taught award or credit-bearing provision delivered in partnership
- b) ensuring that all proposals for taught credit-bearing provision to be delivered in partnership with another organisation are supported by subject group colleagues and the Dean of School
- c) liaising with the School Academic Lead for Quality and appropriate school support officers to ensure that all proposed taught credit-bearing provision to be delivered in partnership with another organisation is considered by a school-level scrutiny in accordance with Quality Framework Section 1d: Academic approval of taught award or credit-bearing provision.

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