

## SCHOOL-LEVEL RESPONSIBILITIES FOR QUALITY AND STANDARDS

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## Overview and purpose

The Quality Framework is applied under devolved arrangements University-wide. Since August 2015 responsibility for implementing operational procedures affecting the quality and standard of taught award or credit-bearing provision has been devolved to school level.

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.

Overarching University-level responsibilities for academic quality and standards are set out in the [Introduction to the Quality Framework](#).

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## School-level responsibilities for academic quality and standards

The approval, monitoring and review of all taught credit-bearing modules is devolved to schools. In 2019, school-level responsibilities were reviewed and a new role of School Head of Learning & Teaching was created. The School Head of Learning & Teaching (HoLT) is responsible for leading on the development, planning and delivery of the school's taught curriculum. Reporting to the Dean, the School Head of Learning & Teaching has overall responsibility for learning and teaching, student experience and for the quality assurance and enhancement of taught provision within their school. They work with the Dean to achieve the school's strategic and operational objectives for learning, teaching and assessment (LTA), and with the Vice Principal for Learning & Teaching on University-level responsibilities towards achieving the key strategic objectives.

The School Learning Teaching & Assessment Committee is a formal governance and decision-making body, a sub-committee of and directly responsible to Learning Teaching & Assessment Committee and has delegated authority for approving taught credit-bearing modules; for overseeing changes to existing provision (as set out in [Quality Framework Section 0c: Amending Provision](#)); and to ensure that approved provision continues to meet University expectations (as part of preparation for Institution-led Review (as set out in [Quality Framework Section 2b: Institution-led Review](#))). Schools may opt to establish a Quality-focussed sub-group to oversee this on behalf of the School Learning, Teaching & Assessment Committee.



**The School Head of Learning and Teaching** is responsible for:

Strategic development of the curriculum

- Leading on developing an engaging, distinctive and relevant curriculum, which is aligned to our academic strategy has strong financial and market viability and is based on an analysis of labour market data and feedback from students and employers.
- Promoting curriculum change and development, identifying and evaluating opportunities for new programmes and facilitating the withdrawal of others in line with demand and operational targets.
- Advising the Dean on the strategic deployment of teaching and learning resources

Leadership

- Leading and supporting a culture of innovation and scholarship in learning, teaching and assessment (LTA). Leading initiatives to identify, mentor and develop future leaders in teaching. Recognise achievements in learning and teaching.
- Promoting a working culture which is collegiate, inclusive and reflective of the University's values and behaviours
- Working in conjunction with Heads of Subject and Programme Leaders to ensure currency and continued relevance of school programmes to all key stakeholders (including students, employers, professional bodies and TNE partners)
- Convening the School Learning, Teaching & Assessment Committee and represent the School on the University Learning, Teaching, Assessment and Student Experience Committee.
- In liaison with the Vice-Principal for Learning and Teaching, contributing to and leading, where appropriate, cross-University projects with respect to LTA.

Staff Development

- Supporting and developing programme leaders and teams in delivering outstanding teaching, which is informed by research and demonstrates the principles of active learning.
- Facilitating dissemination and sharing of learning and teaching good practice, drawing on both national and international experience.
- Promoting and overseeing peer review and support for teaching in line with the University policy to ensure that there is wide engagement in the process to support and enhance best practice across the school.



- Promoting and supporting staff development and recognition in LTA through, for example, HEA Fellowships, Teaching Fellowships, engagement with professional accrediting bodies, involvement in Enhancement Themes and QAA activities, external conferences and external examiner posts.
- Providing support, advice and guidance to staff on career progression on the Learning and Teaching pathway
- Setting and reviewing objectives relating to the School Academic Lead roles, in collaboration with the line manager of the SAL(s) (where applicable)

### Quality Assurance

Responsibility lies with the Head of Learning & Teaching but duties are typically undertaken by the **School Academic Lead for Quality Enhancement** (also referred to as School Academic Lead for Quality) who report to them for this aspect of their work. Duties include:

- Lead responsibility for quality management and enhancement in teaching with particular focus on effective and high-quality learning, teaching, assessment and student support practices in the school and for overseeing the implementation of the University Quality Framework within the school.
- Supporting the school and programme teams in preparing for school and institution-led reviews and professional body accreditation events.
- Overseeing the approval of new, and changes to existing, modules and programmes of study including convening school scrutiny events as required.
- Overall responsibility for ensuring the operation of school Programme Assessment Board meetings and monitoring of their efficacy.
- Overseeing the processes for annual monitoring and review activities within the school including the preparation of the school annual monitoring report and resulting actions.
- Overseeing the operation of the external examiner system at school level by monitoring appointments, reviewing external examiner reports and reporting matters of concern and good practice.
- Overseeing the effective operation of school Programme Boards, ensuring that improvement recommendations and student feedback are acted on and learning shared across the school.
- Overseeing school systems for moderation and scrutiny of assessments in alignment with the University Regulations and external sector expectations.
- Acting as lead school contact for the University Quality and Standards Team, the clerk of the Collaborative Provision Committee (CPC) and the University's Appeals, Complaints and Conduct Manager (ACCM).



- Engaging as appropriate with relevant external agendas, developments, consultations and agencies, such as QAA.
- Contributing to and leading, where appropriate, cross-University projects with respect to quality enhancement.
- Monitoring the effectiveness and application of the academic regulations across the school's provision. This includes academic conduct, appeals and complaints and extenuating circumstances.
- Liaising with professional and statutory bodies and accreditation authorities as required, leading the school response to external consultations.
- Representing the school on the University Quality & Standards Committee and any other relevant committees.

Throughout the Quality Framework, reference will be made to the School Academic Lead for Quality Enhancement to reflect the responsibilities above, in the acknowledgement that in some schools these roles may be undertaken by the Head of Learning & Teaching.

### Student Experience

Responsibility lies with the School Head of Learning & Teaching, but duties may be undertaken by the **School Academic Lead for Student Experience** who will report to them for this aspect of their work. Duties include:

- Ensuring our taught provision supports our employability targets
- Facilitating the effective operation of student/staff liaison committees
- Ensuring the school meets its feedback commitments to students
- Leading on the school's management of student surveys and resulting actions including NSS, PTES, module evaluations etc.
- Helping develop, implement and monitor effective school retention and widening participation strategies
- Overseeing student induction and orientation processes within the school.
- Promoting the reward and recognition of personalised learning opportunities, for example, through the Higher Education Achievement Report (HEAR 6.1)
- Working with colleagues to ensure all students regardless of type of programme and place of study have an equitable student experience.
- Promoting inclusion and diversity and work towards improving equal opportunities for all students, including specific requirements identified in the Outcome Agreement.



**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 Quality & Standards within the Department of Learning & Teaching Enhancement, the School Academic Lead for Quality Enhancement, 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 Enhancement, 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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**Heads of Subject (or equivalent)** 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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**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 Enhancement, 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 1c: Academic approval of taught award or credit-bearing provision](#).



- d) liaising with the School Academic Lead for Quality Enhancement, 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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**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/School Head of Learning & Teaching
- c) liaising with the School Academic Lead for Quality Enhancement 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 1c: Academic approval of taught award or credit-bearing provision.](#)
- d) liaising with the School Academic Lead for Quality Enhancement, 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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**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/School Head of Learning & Teaching
- c) liaising with the School Academic Lead for Quality Enhancement 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 1c: Academic approval of taught award or credit-bearing provision.](#)

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**School Learning, Teaching & Assessment Committees** are responsible to Learning, Teaching, Assessment & Student Experience 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 Enhancement in ensuring the consistent implementation of academic regulations and the Quality Framework within the school.
- c) ensuring that Quality & Standards Committee receives 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.

