Part 2
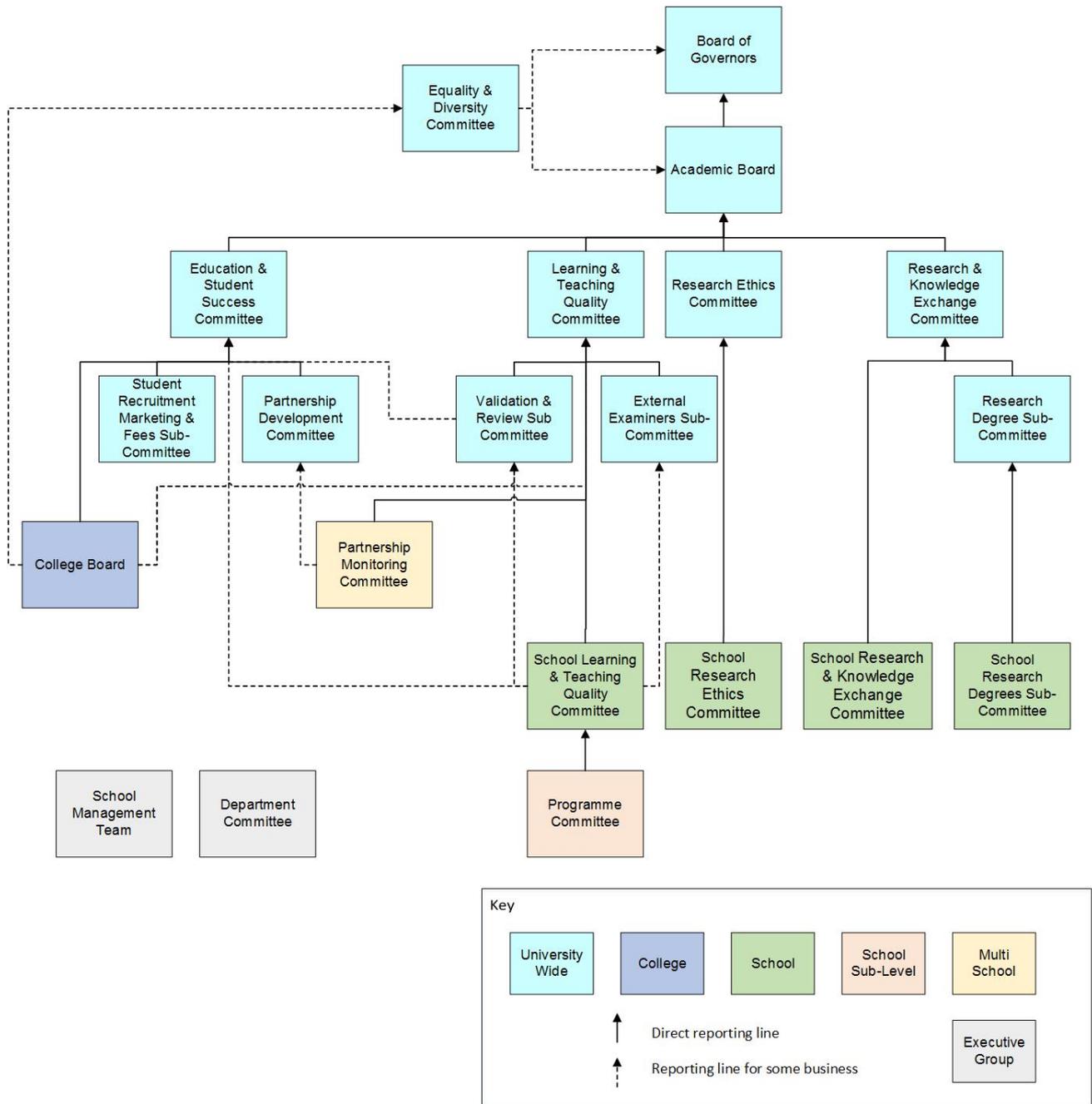
Responsibility for Quality Assurance & Enhancement

1   Introduction

1.1   UEL's quality assurance and enhancement system incorporates clear lines of responsibility and accountability.   This can be seen from two different perspectives: the collective responsibility of staff through the committee structure; and the individual responsibility of all staff in the performance of their duties.

1.2   This manual details the locus of responsibility for implementation of the various elements of our policies and procedures, and for its monitoring. Learning and Teaching Quality Committee regularly reviews elements of our procedures as appropriate, and receives on an annual basis an annual summary of changes that have been made.

2   The committee structure

The following is a basic visual interpretation of the committee structure followed by a summary of the roles and responsibilities of committees associated with quality assurance.   There are full terms of reference for each of the committees listed, these are agreed at UEL Academic Board initially. Changes to Terms of Reference are made by proposal to the parent committee.

2.1   The Board of Governors

The Board of Governors is responsible for determination of the educational character and mission of the University and for oversight of its activities. Its key responsibilities relating to quality assurance include:

- Oversight of the programme of quality related activities scheduled for the year and discussion of the outcomes of those activities. Leading to submission of any annual accountability returns.

2.2   Academic Board

The Academic Board is responsible for academic quality in relation to taught programmes and research. Many of the operational aspects are delegated to standing committees of Academic Board. The Board monitors the operation of delegated powers by the receipt of minutes and reports from its committees. Its key responsibilities relating to quality assurance include:

- Oversight of the programme of quality related activities scheduled for the year and discussion of the outcomes of those activities.
- Criteria for the admission of students.
- The appointment and removal of internal and external examiners.
- Policies and procedures for assessment and examination of the academic performance of students.
- The content of the curriculum; academic standards and the validation and review of courses.
- The procedures for the award of qualifications and honorary academic titles.
- The procedures for the expulsion of students for academic reasons.
- Considering the development of the academic activities of the University and the resources needed to support them and for advising the Principal and the Board of Governors thereon.
- Advising on such other matters as the Board of Governors or the Principal may refer to the Academic Board.

2.3   Equality and Diversity Committee

The Equality and Diversity Committee is responsible to both Academic Board and the board of governors. It exists to promote inclusive ways of working at the University of East London. The Committee looks for role models and exemplar institutions from whom it can learn, and, through the dissemination of good practice, the Committee seeks to encourage an active commitment to inclusive practices by students and staff. The Committee seeks to work with the internal community to ensure that current and future equality legislation of whatever nature is embedded in our policies and practices that all forms of discriminatory behaviour are eliminated, and that diversity is actively celebrated. The Vice-Chancellor is *ex-officio* chair of the Equality and Diversity Committee.

2.4 Education and Student Success Committee

The Education and Student Success Committee is responsible to Academic Board for leading UEL's strategic approach to the development, delivery and support of the Academic Strategy, and management of the academic portfolio. Including broad issues of higher education policy; matters relating to the Teaching Excellence Framework; oversight of measures to improve student attendance, engagement, progression, completion, achievement, employability, and satisfaction; student recruitment and admission; initial approval for new programmes and institutional approval of new partners. The Deputy Vice-Chancellor is *ex-officio* chair of the Education & Student Success Committee.

2.5 Learning and Teaching Quality Committee

The Learning and Teaching Quality Committee is responsible to the Academic Board for the oversight of all matters which have an impact on maintaining and enhancing the quality of the student experience and assuring the academic standards of programmes including; collaborative and overseas delivery; the University's Learning and Teaching Strategy; and the Professional Standards Framework. It is responsible for the development and implementation of policy in relation to: academic standards; quality assurance and enhancement; and the quality and standard of research degrees including professional doctorate degrees. The committee promotes and disseminates good practice and encourages innovation in learning, teaching, assessment and curriculum development. It receives and considers reports on the Review and Enhancement Process for collaborative programmes and considers proposals for the termination of collaborative partnerships and programmes. The PVC/Dean Learning and Teaching is *ex-officio* chair of the Learning and Teaching Quality Committee.

2.6 Research Ethics Committee

The Research Ethics Committee is responsible for advising Academic Board on the development of research ethics policy and planning, monitoring and implementation of procedures for research ethics. It overseas the provision of research ethics training and advice to staff and students, and considers applications for the approval of research programmes involving the use human participants. The Research Ethics Committee is chaired by a nominee of the Academic Board.

2.7 Research and Knowledge Exchange Committee

The Research and Knowledge Exchange Committee is responsible for advising Academic Board on policy and strategy for research and knowledge exchange; stimulating a culture of research, enterprise and innovation within UEL; strategy for developing research and third stream income; strategies for the delivery of Higher Education Innovation Fund (HEIF) funded (or any subsequent funding

resource) activity; and to develop and monitor impact strategies, with particular reference to the Research Excellence Framework submission, our external engagement, and the Research Councils UK research concordats. The Pro Vice Chancellor (Research and Knowledge Exchange), is *ex-officio* chair of the Research and Knowledge Exchange Committee.

2.8 Student Recruitment Marketing & Fees Sub-Committee

The Student Recruitment Marketing and Fees Sub-Committee is responsible to the Education & Student Success Committee for development and monitoring of student recruitment, marketing strategies, tuition fee levels, and the effectiveness of bursary and scholarship schemes. Paying due regard to widening participation strategy. The Chief Financial Officer is *ex-officio* chair of Student Recruitment Marketing & Fees Sub-Committee.

2.9 Partnership Development Committee

The Partnership Development Committee is responsible to the Education & Student Success Committee for establishing the suitability of proposed programmes with prospective partners for delivery of University of East London qualifications. The committee examines rationales for new proposals; maintains oversight of University's partnership portfolio; and contributes to the University's Academic and International Strategy. All new academic partnerships are required to go through this panel, for recommendation to the Education and Student Success Committee (ESSC). The aim of the committee is to ensure a holistic approach to international recruitment, research and partnerships. The Head of Academic Partnerships is *ex officio* the chair of the Partnership Development Committee.

2.10 Validation & Review Sub-Committee

The Validation & Review Sub-Committee is responsible to the Learning and Teaching Quality Committee for overseeing the day-to-day implementation of the quality assurance systems for the approval, validation, review, and withdrawal of programmes, including the Review & Enhancement Process. The Head of Quality Assurance and Enhancement is *ex-officio* chair of the Validation & Review Sub-Committee.

In exceptional circumstances, and only if there are serious concerns about the effectiveness of procedures followed at School level, the Validation & Review Sub-Committee reserves the right to recommend to the Learning and Teaching Quality Committee that delegated responsibility for quality assurance and enhancement to a School be suspended until it can be demonstrated that appropriate action has been taken to rectify any shortcomings.

2.11 External Examiner Sub-Committee

The External Examiner Sub-Committee is accountable to the Learning and Teaching Quality Committee for the appointment of external examiners. It is

also responsible for recommending to the Learning and Teaching Quality Committee development of policy in relation to the external examiner system. The Sub-Committee appoints external examiners on the recommendation of Schools. The Quality Manager (Validation & Review) is *ex-officio* chair of the External Examiners Sub-Committee.

2.12 Research Degrees Sub-Committee

The Research Degrees Sub-Committee is responsible to Research and Knowledge Exchange Committee for the oversight of all policy, quality assurance, regulatory, and procedural matters relating to research degrees. The Head of the Graduate School is *ex-officio* chair of the Research Degrees Sub-Committee.

2.13 College Board

College Boards are responsible to Education and Student Success Committee for developing, implementing, and monitoring strategy and process at College level, in line with institutional strategy, with respect to the academic portfolio; admissions requirements and targets; international recruitment; research; learning, teaching and assessment; curriculum development; Equality and Diversity Strategy; strategy and outcomes in relation to student engagement and student experience; collaborative provision; employability strategy; the Teaching Excellence Framework; peer review; and staff support and development,

They also have oversight of quality, standards and partnership activity at school level, including outputs from school based committees which consider these areas. Including:

- collaborative provision for the College;
- programme approval, re-approval and modifications;
- external examiner activity;
- annual monitoring processes.

2.14 Partnership Monitoring Committee

Partnership Monitoring Committees report to the Learning and Teaching Quality Committee. Partnership Monitoring Committees are established where collaborative activity with the same partner extends across two or more UEL Schools. The purpose of the committee is to establish communication mechanisms, maintain consistency of support mechanisms, and monitor and evaluate the student learning experience.

2.15 School Learning and Teaching Quality Committee

School Learning and Teaching Quality Committees are accountable to Learning and Teaching Quality Committee. They oversee, develop, and monitor School based activity regarding quality assurance and enhancement;

new programme approval; advanced standing arrangements; changes to programme titles; withdrawal of programmes; Academic and Collaborative Review; annual monitoring of modules; external examiner nominations, reports, and responses; the Review and Enhancement Process, including collaborative provision; Student Handbooks for collaborative programmes; Programme Committee minutes including collaborative provision; and professional accreditations.

2.16 School Research Ethics Committee

The School Research Ethics Committee is chaired by the School Leader for Research Ethics and is responsible to The Research Ethics Committee. The committee has authority to consider and approve applications for research involving human subjects and human data. It monitors the Schools research activity in relation to recognised codes of ethical conduct.

2.17 School Research and Knowledge Exchange Committee

School Research and Knowledge Exchange Committee is chaired by the School Research and knowledge Exchange Leader, and reports to The Research and Knowledge Exchange Committee. The purpose of the committee is to stimulate a culture of research, enterprise and innovation within the School; Monitor School activity toward the delivery of Research and Knowledge Exchange Strategy; Advise the Dean on policy, strategy and resources required for the successful delivery of School research and knowledge exchange activity, and assist with any institutional preparations and arrangements for the Research Excellence Framework exercise.

2.18 School Research Degrees Sub-Committee

The School Research Degrees Sub-Committees are responsible to the Research Degrees Sub-committee, for managing matters relating to research degree students including recommending the approval of applications for research degrees, proposing supervision arrangements, and managing the process of annual student review. The School Research Degrees Sub-Committee is chaired by the School Research Degrees Leader.

2.18 Programme Committee

Programme Committees are responsible to School Learning and Teaching Quality Committee. They are responsible for assuring the quality of the student experience at programme level. Programme Committees include all staff making a significant teaching contribution, students on the programme, and representatives of relevant academic services (i.e. Learning Support Services). Its role is to ensure that the programme(s) operates in a manner appropriate to its stated aims and objectives and to a standard commensurate to the award to which it leads. The Programme Committee is responsible for monitoring the Review & Enhancement Process report produced by the programme team.

Proposals to change a programme for existing students should be approved by the Programme Committee.

3 Other types of sub-committee

3.1 Executive Groups

Executive groups are not part of the formal academic committee structure but they play an important part in developing and implementing academic and non-academic strategy. Two formal executive groups have been established and are described below:

3.1.1 School Management Team

School Management Team lead the School's strategic approach to the development, delivery and support of the Academic Strategy and management of the School's portfolio; financial and risk management; Teaching Excellence Framework metrics and documentation; staff-student ratios; research and knowledge exchange activity; recruitment and marketing; staff development; and Civic Engagement Strategy.

3.1.2 Department Committee

Department Committees are comprised of all module leaders in the department, and programme leaders from programmes on which modules are core. Department Committees are responsible for assuring the quality and standards of the range of modules within the department. They will consider matters relating to the content, assessment and delivery of modules in the department on the basis of feedback from programme leaders, programme committees, module feedback questionnaires and module leaders. The Department Committee is responsible for approving the Department Review & Enhancement Process report and action plan prior to its consideration by the School Learning and Teaching Quality Committee, and then monitoring the action plan.

3.2 Working Groups

Working groups may be established by parent committees on a temporary basis, in order that certain aspects of committee business can be investigated or monitored in more depth. Where this occurs the parent committee will establish the membership and remit of the working group, receive reports or minutes and make decisions based on recommendations for action.

3.3 Scrutiny Groups

Scrutiny groups may be established by parent committees on an ongoing basis, in order that certain aspects of committee business can be scrutinised outside of the main assembly and then formally proposed to the committee for approval. Where this occurs the parent committee will establish the membership and

remit of the scrutiny group, receive reports or minutes and make decisions based on recommendations for action.

4 Executive responsibilities for quality

4.1 Vice-Chancellor's Group

The Vice-Chancellor is accountable to the Board of Governors. The Vice-Chancellor has overall executive responsibility for the management of UEL and is *ex officio* chair of Academic Board. The Vice-Chancellor delegates to senior staff responsibility for particular aspects of the institution's management. Each member of staff has responsibility for ensuring quality within their area.

4.2 PVC/Dean

The PVC/Dean of College is responsible for executive oversight for the quality of the College's academic provision and for ensuring that quality assurance procedures are complied with inside each School.

The PVC/Dean of College is responsible for ensuring the appointment of College Directors for Learning and Teaching, School Research and Quality Leaders, and Deputy Leaders who may represent the school on committees and chair relevant school meetings.

4.3 Head of School

Each Head of School is accountable to the College PVC/Dean. This includes executive oversight for the quality of the School's academic provision and for ensuring that quality assurance procedures are complied with inside the School.

The Head of School is responsible for ensuring that each Programme Committee completes a Review and Enhancement Process report and action plan. The Head of School ensures that a School Overview Report, including an improvement plan, is produced and approved by the relevant school committee(s).

The Head of School is responsible for the implementation within the School of actions arising from validation, monitoring and review.

4.4 College Directors

Each College has Directors for Learning and Teaching, and Research. Directors are accountable to the PVC/Dean for the effective implementation of relevant procedures at College level.

4.5 School Leaders

Schools appoint Leaders in the following areas: Collaborations, Learning & Teaching, Quality Assurance, Research Ethics, Research Degrees, and

Research and Knowledge Exchange. The Leaders are accountable to the Directors for the effective implementation of relevant procedures at school level. The Directors may stand in as Leader where no Leader is appointed.

4.6 Programme Leader/Head of Department

Programme Leaders and Heads of Department are accountable to the Head of School for the effective management of a department or programme and for ensuring that quality assurance procedures at department or programme level, as appropriate, are followed.

The Head of Department is responsible for leading subject development and ensuring the management of delivery of modules and their associated assessment in the department. Heads of Department ensure the appointment of appropriate numbers of external examiners.

The Programme Leader co-ordinates the Review & Enhancement Process for approval by the Programme Committee and is also responsible for co-ordinating the preparation of the student handbook and other documentation for quality assurance and enhancement purposes.

The Programme Leader is responsible for ensuring that each member of the programme team is aware of his or her particular responsibilities with regard to the management of a programme e.g. Module Leaders, Admissions Tutors, Year Tutors, Academic Advisors.

4.7 Directors of Services

Each Director of a Service is accountable to a member of the Vice-Chancellor's Group for the quality of the service which is provided. The Director is responsible for ensuring that quality assurance procedures are followed.

In particular, the Head of Quality Assurance and Enhancement is responsible for: the provision of support for the development of policy with regard to quality assurance; the implementation of those quality assurance processes managed by Quality Assurance and Enhancement; and the provision of advice and guidance with regard to implementation at school level.

The Director of the Centre for Excellence in Learning and Teaching is responsible for overseeing the development of policy and practice in relation to the development of learning and teaching.

4.8 All staff

All staff are accountable to their line manager. All staff have clearly defined job descriptions which state their duties and responsibilities.

The effective fulfilment of their job description is the responsibility of every member of staff.

Every member of staff is expected to subscribe to the ethos of quality and contributes to quality assurance and enhancement.