Part 2
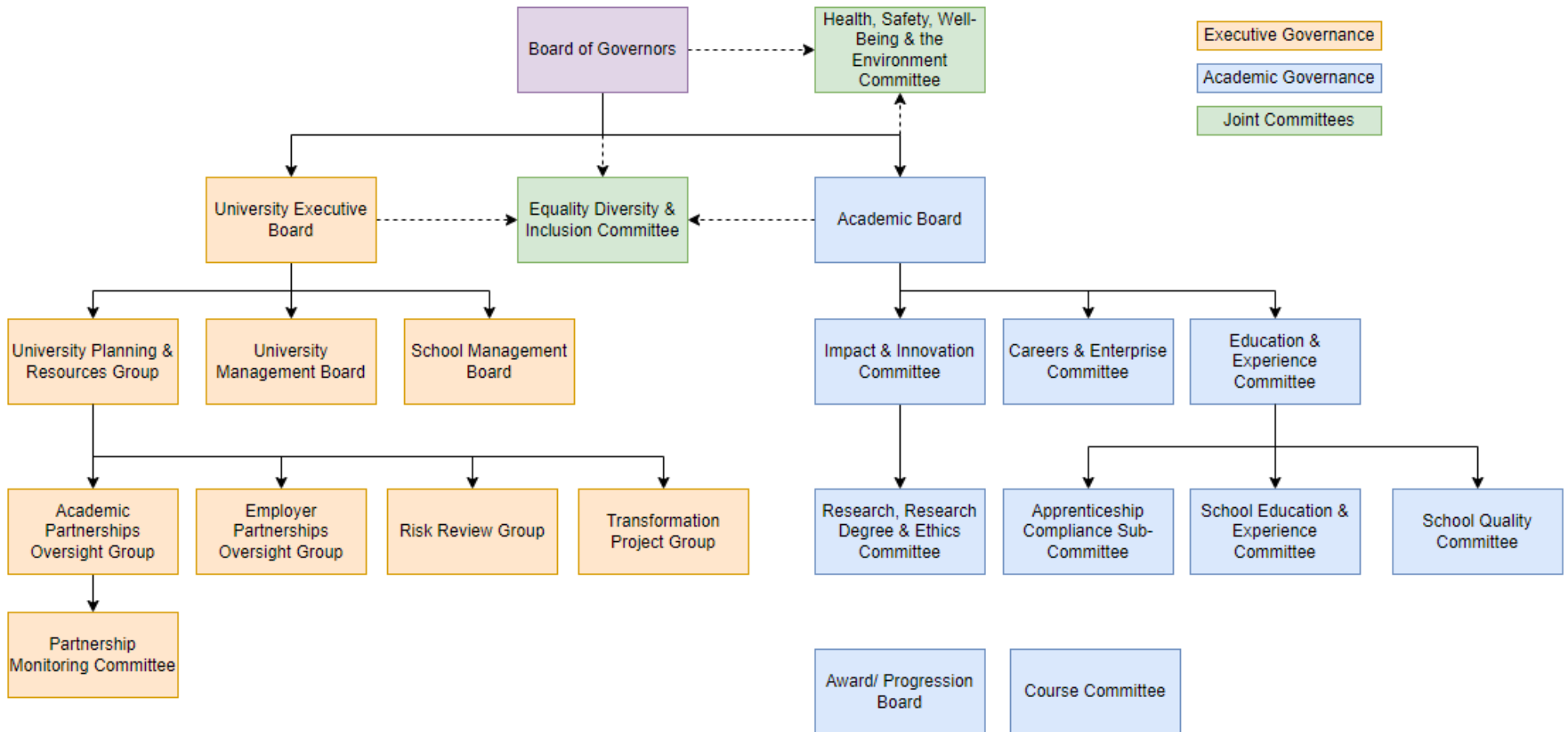# Responsibility for Quality Assurance and Enhancement

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 the implementation of our policies and procedures, and for monitoring them. The Education and Experience Committee regularly reviews elements of our procedures as appropriate and receives an annual summary of changes that have been made.

2. The UEL committee structure

2.1. The UEL scheme of governance defines governance as having two strands, Executive Governance overseen by the University Executive Board (UEB) and Academic Governance overseen by Academic Board. Both strands feed into the Board of Governors.

2.2. Quality assurance activity is predominantly located in the Academic Governance strand, though quality assurance processes do often include reference to Executive Governance where strategic decisions are required.

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

Figure 1: UEL Committee Structure 2022/23

3. The Board of Governors

3.1. The Board of Governors is responsible for the 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 the submission of any annual accountability returns.

4. Academic Board

4.1. The Academic Board is responsible for academic quality in relation to taught courses 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:

- 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 including the powers to revoke such awards in accordance with section 76 of the Further and Higher Education Act 1992;
- and the procedures for the expulsion of students for academic reasons.

4.2. The Vice-Chancellor and President is the ex-officio Chair of the Academic Board

5. Equality Diversity and Inclusion Committee

5.1. The Equality, Diversity and Inclusion (EDI) Committee is responsible to the Academic Board, University Executive Board and the Board of Governors. It exists to promote, steer and progress inclusivity and equity at UEL. The Committee has institutional oversight of delivery against EDI objectives and commitments against agreed performance indicators. The Committee seeks to work with our internal and external communities to ensure that current and future equality legislation is embedded in our policies and

practices so that all forms of discriminatory behaviour are eliminated and that equity and inclusion are actively progressed.

5.2. The Vice-Chancellor and President is the ex-officio Chair of the Equality, Diversity and Inclusion Committee.

6. Education and Experience Committee

6.1. The Education and Experience Committee is responsible to the Academic Board for leading UEL's strategic approach to the development, delivery and support of the Future Graduate strategic objectives and related Transformational Projects in support of Vision 2028. In particular, these objectives and projects will focus on student success and student experience. Its themes include oversight, approval and monitoring of recommendations for enhancement of both on-campus and partner provision learning and teaching, quality and standards, and the learner journey.

6.2. The Pro-Vice Chancellor (Education and Experience) is the ex-officio Chair of the Education and Experience Committee.

7. Impact and Innovation Committee

7.1. The Impact and Innovation Committee is responsible to the Academic Board in relation to the successful achievement of the Future Life strategic objectives and related Transformational Projects. In particular, these objectives and projects will focus on realising potential through educational pathways, equality of attainment, UEL's impact on its community and research performance. Its themes include oversight, approval and monitoring of recommendations for enhancement of research strategy and policy, effective curricula, research impact, outreach, integrity and ethics.

7.2. The Pro-Vice Chancellor (Impact and Innovation) is the ex-officio Chair of the Impact and Innovation Committee.

8. Research, Research Degrees and Ethics Sub-Committee

8.1. The Research, Research Degrees and Ethics Sub-Committee is responsible for supporting the Impact and Innovation Committee in relation to policy and strategy for research, oversight of all matters relating to research degrees and considering and approving applications for ethical approval.

8.2. The Pro-Vice Chancellor (Impact and Innovation) is the ex-officio Chair of the Research, Research Degrees and Ethics Sub-Committee.

9. Careers and Enterprise Committee

9.1. The Careers and Enterprise Committee is responsible to the Academic Board in relation to the successful achievement of the Future Professional strategic objectives and related Transformational Projects. In particular, these objectives and projects will focus on graduate employment, enterprise, partnerships and portfolio diversification. Its themes include oversight, approval and monitoring of recommendations for enhancement of student employability including the career passport and placement activity, the portfolio of collaborative and apprenticeship provision, graduate outcomes, access and participation.

9.2. The Pro-Vice Chancellor (Careers and Enterprise) is the ex-officio Chair of the Careers and Enterprise Committee.

10. School Management Boards

10.1. School Management Boards are responsible to University Executive Board for developing, implementing, and monitoring strategy and process at the School level, in line with institutional strategy, with respect to the academic portfolio; financial performance and risk management; 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.

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

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

11. School Quality Committees

11.1. School Quality Committees are accountable to Education and Experience Committee. The purpose of the School Quality Committees is to ensure the School's compliance with University quality processes and the Quality Manual and to monitor the School's activity relating to University enhancement processes. The committee is responsible for developing, implementing and monitoring any additional School-level processes and

strategies deemed necessary for productive engagement with the University's Quality Assurance and Enhancement activities.

12. School Education and Experience Committee

12.1. School Education and Experience Committees are accountable to Education and Experience Committee. The purpose of the School Education and Experience Committee is to have oversight of School-based activities in relation to the enhancement of academic practices and the student experience. This will include the oversight of outcomes from student feedback mechanisms and any necessary actions in response to this feedback; oversight of School level activities in relation to the Teaching Excellence Framework (TEF); oversight of staff development activities within the School; and working closely with the School Quality Committee to enhance quality assurance practices as they related to academic practice and the student experience.

13. Course Committees

13.1. Course Committees are accountable to School Education and Experience Committees. They are responsible for assuring the quality of the student experience at the course level. Course Committees include all staff making a significant teaching contribution, students on the course, and representatives of relevant academic services (i.e. Learning Support Services). Their role is to ensure that the course(s) operates in a manner appropriate to its stated aims and objectives and to a standard commensurate to the award to which it leads. Proposals to change a course for existing students should be approved by the Course Committee.

14. Apprenticeship Compliance Sub-Committee

14.1. The Apprenticeships Compliance Sub-Committee are accountable to the Education and Experience Committee. The purpose of the sub-committee is to develop and embed institutional compliance with Ofsted and ESFA requirements for all apprenticeships delivered by UEL. This includes the development and monitoring of policy and procedures, the institutional Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), training provision for staff, and logistical arrangements for Ofsted visits and ESFA audits.

15. Other types of sub-committee

15.1. Executive Groups

15.1.1. 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. Three formal executive groups have been established and are described below.

15.1.2. School Management Teams

15.1.2.1. School Management Teams 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.

15.1.3. Department Committees

15.1.3.1. Department Committees are comprised of all module leaders in the department, and course leaders from courses 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 based on feedback from course leaders, course committees, module feedback questionnaires and module leaders. The Department Committee is responsible for approving the Department Continual Monitoring Process report and action plan.

15.1.4. Partnership Monitoring Committees

15.1.4.1. 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.

15.2. Task and Finish Groups

15.2.1. Task and Finish 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, duration and remit of the task and finish group, receive reports or minutes and make decisions based on recommendations for action.

15.3. Scrutiny Groups

15.3.1. 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.

16. Executive responsibilities for quality

16.1. Vice-Chancellor's Group

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

16.2. Deans/Heads of School

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

16.2.2. The Dean/Head of School is responsible for ensuring the appointment of School Directors to lead the implementation of university strategy at a school level for Education, Careers and Research. This may also include, where appropriate the appointment of School Leaders for Learning and Teaching, Research, and Quality, and Deputy Leaders who may represent the school on committees and chair relevant school meetings.

16.2.3. The Dean/Head of School is responsible for ensuring that each Course Committee completes a Continual Monitoring Report. The Dean/Head of School ensures that a School Continual Monitoring Report, including an action plan, is produced and approved by the School.

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

16.3. School Directors

16.3.1. Normally, each School has Directors for Education and Experience, Careers and Enterprise, and Innovation and Impact. Directors are accountable to the Dean/Head of School and the Pro-Vice Chancellor related to their areas of responsibility, for the effective implementation of relevant procedures at the School level.

16.4. School Leaders

16.4.1. Schools appoint Leaders in critical areas of activity such as Collaborations, Learning and Teaching, Quality Assurance, and Research. Leaders are accountable to Directors for the effective implementation of relevant procedures at the School level. The Directors may stand in as a Leader where no Leader is appointed.

16.5. Course Leaders/Heads of Department

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

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

16.5.3. The Course Leader coordinates the Continual Monitoring Process for approval by the Course Committee and is also responsible for coordinating the preparation of the student handbook and other documentation for quality assurance and enhancement purposes.

16.5.4. The Course Leader is responsible for ensuring that each member of the course team is aware of their particular responsibilities with regard to the management of a course e.g. Module Leaders, Admissions Tutors, Year Tutors, and Academic Advisors.

16.6. Directors of Services

16.6.1. Each Director of a Service is accountable to a member of the UEB for the quality of the service which is provided. The Director is responsible for ensuring that quality assurance procedures are followed.

16.6.2.   In particular, the Head of Quality Assurance and Enhancement is responsible for: the provision of support for the development of policies 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.

16.6.3.   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.

16.7.   All staff

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

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

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