ACADEMIC QUALITY POLICY & PRACTICE 2023 V1.5

Section 3: Academic Quality, Enhancement and Assurance Roles and Responsibilities

Contents

3.   QUALITY ASSURANCE AND ENHANCEMENT ROLES AND RESPONSIBILITIES

3.1   Department of Quality Assurance and Enhancement

The roles and responsibilities of the Department of Quality Assurance and Enhancement at Glasgow Caledonian University in relation to academic quality, enhancement and assurance are summarised below:

- development and review of policy and procedures assuring the quality of the experience offered to students, supporting student engagement, and ensuring external referencing is used to ensure the integrity of awards and the quality of provision in compliance with the QAA Quality Code for Higher Education
- monitoring and review of academic quality and standards and providing advice and guidance to staff, both academic and administrative, on all aspects of the University quality enhancement and assurance procedures
- preparation for and organisation of QAA Enhancement-Led Institutional Review
- the organisation and facilitation of Enhancement-Led Internal Subject Review and the monitoring of the implementation of the action plans derived from the reviews
- management and co-ordination of approval of new programmes and the review of existing programmes
- providing advice on the development, enhancement, and approval of modules
- management and institutional oversight of the approval and appointment of External Examiners for taught programmes and learning contracts, and the consideration of External Examiners' annual reports
- provision of guidance, advice and support in the development, approval, and monitoring of partnership arrangements
- maintain the Department of Quality Assurance and Enhancement website, including programme specifications, regulations, etc. and the publicly available information provided to the QAA
- management of the thematic review process
- the collation of information on quality enhancement and assurance matters and annual summary reports for consideration of Senate and Senate Standing Committees and Court
- ensuring that Senate, Senate Standing Committees, and Programme Award and Progression Boards act in accordance with the University's Assessment Regulations
- providing advice to Progression and Award Boards on the Assessment Regulations
- business process owner for programme and module approval and review

3.2   Schools

3.2.1   School-level Responsibilities: Programmes

3.2.1.1   Schools are responsible to Senate, through the Education Committee, for ensuring the effective implementation of the processes and procedures to review, monitor, and enhance the quality and standards of their academic provision and for the implementation of the University's Strategy *for* Learning.

3.2.1.2   The specific responsibilities of Schools are summarised below, with respect to programmes:

- the implementation of University processes and procedures to monitor, review, and enhance the quality and standards of all of their academic provision, principally at programme level, in accordance with University policy
- to be responsible to Senate, through Education Committee, for the development, approval, review, and maintenance of all programmes, suites of programmes, and frameworks offered by the School
- to take full cognisance of the requirements of the Quality Assurance Agency/Scottish Funding Council in providing robust evidence on the quality and standards of all academic provision, principally at programme level, embraced by the School
- to ensure where relevant the involvement, as far as possible, of appropriate professional, statutory, and regulatory bodies in associated quality enhancement and assurance activities
- to provide sufficient resources, human and physical, to ensure the maintenance of standards within all programmes and modules
- to ensure an adequate infrastructure for the support of School programmes is provided, and to draw the attention of the University to any shortfall in this support
- the appropriate consideration of the academic and financial implications of all proposed partnership arrangements
- to review research and staff development strategies within the Schools for the purpose of ensuring that all programmes and modules are underpinned by relevant scholarly and professional activity.

N.B. For programmes administered out with a School, these responsibilities will be undertaken by the relevant directorate/unit.

3.2.1.3   Quality assurance and enhancement in a modular framework requires regular and effective communications between Programme Boards and Schools involved in delivering the programme. The relationship between these bodies must ensure high levels of mutual understanding and a firm commitment to act co-operatively.

In the event of tensions emerging amongst Schools, Programme Boards, and Programme Development Boards, the matter will be referred to the Head of Quality Assurance and Enhancement who will attempt to resolve the issue. If this is not possible, then matters of quality enhancement and assurance will be referred to Education Committee; matters of resourcing will be referred to the PVC Learning and Teaching.

3.2.2 School-level Responsibilities: Modules

3.2.2.1 Schools are responsible for the development, maintenance, and monitoring of all modules within their subject-area remit.

3.2.2.2 The specific responsibilities of Schools are noted below, with respect to modules:

- developing all new and existing modules within the relevant discipline areas of the School, including the determination of appropriate standards in relation to the level of the module and subsequent updating of the student information management system
- developing appropriate learning, teaching, and assessment strategies for each module, consistent with the learning objectives of the programme(s) on which the modules are delivered
- for modules within their remit, identifying the continuing professional development and training needs for staff involved in the development and delivery of learning outcomes and instruments of assessment
- monitoring the delivery and enabling the enhancement of the quality and standards of the modules within their remit
- the annual module monitoring process
- ensuring the academic health of all modules for which the unit has responsibility
- ensuring all proposed updates to modules are fully discussed with appropriate Programme Boards and due regard is given to their view prior to approval
- ensure (via the PL) that each module within their remit has a suitably qualified Module Leader and that each is allocated to an appropriate External Examiner
- considering timeously the External Examiners' reports insofar as they affect their modules and provision of an appropriate response
- implementing the objectives of the strategies for learning for which the Schools are responsible and to encourage the adoption of high-quality teaching, learning, and assessment strategies for modules within their remit
- where appropriate, to work with Programme Boards to ensure that quality enhancement and assurance and academic standards activities pursued at the subject level are informed by the requirements of professional, statutory, and regulatory bodies
- the monitoring of research and scholarly activities designed to underpin the programmes to which their modules contribute
- ensuring the appropriateness of the human and physical resources underpinning the quality and standards of the academic provision within their constituent disciplines

- ensuring that the provision which Schools develop and offer is consistent with the academic policy and programme strategy of the School and University.
- oversee the implementation of the University process for module evaluation.
- consider any problems raised by Module Leaders at the host Programme Board and disseminate instances of good practice within the Department and to the School

Each Head of Department is accountable for ensuring that the above School level responsibilities are discharged for all programmes and modules within their Department

3.3 Programme Leader

3.3.1 A Programme Leader (PL), situated within an Academic School/Department is the cornerstone of Programme and Module Approval and Review and holds overall responsibility for the academic leadership and integrity of the programme and all associated modules.

The trajectory of programme approval and review is shown below.
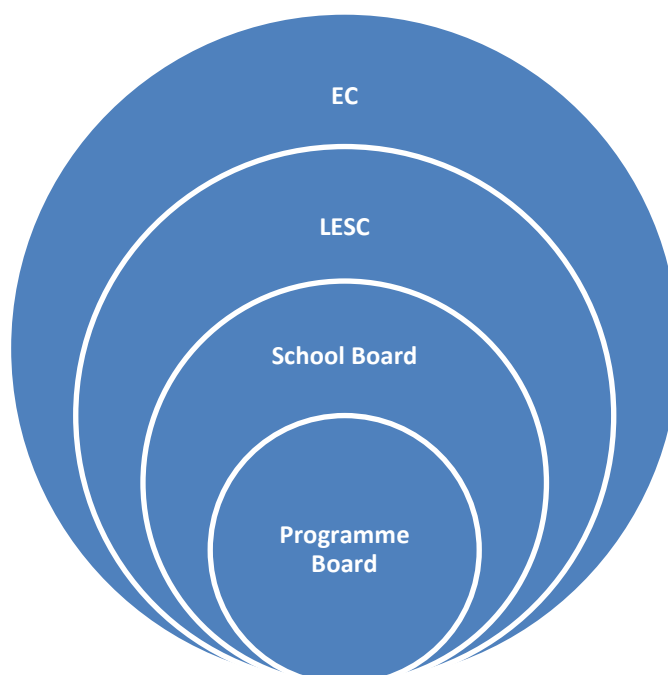
The Programme Leader provides academic leadership to the Programme Board[1] and is responsible, with the programme team, for defining the philosophy, rationale, and objectives of the programme, as well as defining the content; structure; and teaching, learning, and assessment strategies.

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[1] Programme Boards are ultimately responsible to the School which hosts the programme for all aspects of quality enhancement and assurance related to the programmes or suite of programmes under their jurisdiction.

Working with the Head of Department and the Programme Module Leaders, the Programme Leader ensures that programmes provide a coherent professional, academic, and intellectual experience appropriate to the defined philosophy and objectives of the discipline and the School.

The Programme Leader works closely with the Programme Coordinator (or equivalent) to ensure continuity and consistency of administrative and academic processes underpinning the design and delivery of academic provision.

The academic authority of a Programme Leader is recognised by the University and validated by School and Programme Boards. The Programme Leader holds responsibility for the Programme in its entirety (expressed operationally through Programme Board) and directs the activity and contribution of the Module Leaders attached to the Programme.

3.3.2   The role of a Programme Leader, working closely with the Module Leaders and Programme Coordinator (or equivalent), is to deliver the programme and ensure that appropriate academic quality standards and processes are in place.

This includes, among other things, to:

- produce the Annual Programme Analysis and Monitoring Report, supported by the Programme Coordinator (or equivalent), including Programme Enhancement Plan, as appropriate, for consideration by the Programme Board
- ensure that student/staff consultation takes place on a regular basis and close the feedback loop by ensuring a specific action against any issues requiring attention and reporting back to the students - either that the action has been taken (and the nature if the action) or giving the reason for why action cannot be taken
- ensure that the Programme Specification is reviewed and uploaded annually
- in liaison with professional support staff, ensure that electronic versions of Programmes and Modules are accurate and up to date in the University's Student Information System and the online module and programme catalogues
- lead the Programme Review process
- ensure that annually-updated Programme Handbooks are available to students
- ensure, with the programme team, the continuous development of the programme to maintain relevance of content and the enhancement of the student learning experience including addressing issues in relation to students with a disability
- provide information and advice to the Head of Department on resource issues arising from the delivery of the programme
- monitor admissions, progression, and completion rates in accordance with the University and external requirements (PSRBs) and discuss at Programme Board

- ensure, in liaison with appropriate staff, that programme admission, registration, and student induction operates effectively, including the maintenance of University policy with regard to Equality and Diversity
- have oversight of Attendance monitoring, being aware of attendance issues
- have oversight of Module monitoring – review module feedback and work with the module leader to address any areas of enhancement and to share good practice.
- monitor and address any issues arising from operation of the student/ Personal Tutor relationship for the duration of their studies (see section 3.6
- ensure that the loading and timing of assessments are appropriate on an ongoing basis (following approval/review events)
- ensure that the Progression and Award Board has been provided with the necessary data to allow it to discharge its remit as defined in the GCU Assessment Regulations and Terms of Reference and Standard Operations of Progression and Award Boards and associated activities
- liaise as appropriate with the External Examiners to ensure effective External monitoring of the programme and associated modules
- liaison with professional, statutory, and regulatory bodies

3.4   Module Leader

3.4.1   The role of a Module Leader is to support the Programme Leader and work closely with other programme Module Leaders to ensure a coherent academic experience for all Programmes accessing the module.

The module Leader will be responsible for the planning, delivery, review, monitoring, standards and academic development of module(s) and for ensuring that such modules are accurate and up to date; resulting in a Module Enhancement Plan, as appropriate, including:

- working closely with module tutors to ensure the quality of the student experience
- day-to-day administration of the module, including coordination of the module team if more than one individual is involved in delivery
- preparing a Module Handbook
- Module Evaluation
- liaising as appropriate with the External Examiners to ensure effective external monitoring of the module
- developing appropriate learning, teaching, and assessment strategies for each module, consistent with the learning objectives of the programme(s) to which the modules are delivered
- monitoring student progress and liaising with the Programme Leaders or other appropriate individuals with regard to the individual problems and academic support needs of the students, including students with disabilities
- providing academic advice including feedback on assessment in relation to students' progress through the module
- reporting to Programme Boards on matters concerning the delivery of the module

N.B. The Programme Board, in turn, will ensure that any issues/concerns are remitted to the appropriate Progression and Award Board meetings with regard to the individual performance of students, and matters related to the assessment of the module.

3.4.2   In relation to assessment, the module leader also has overall operational responsibility for the module.

3.5   Programme Coordinator (or equivalent)

3.5.1   The Programme Coordinator (or equivalent) works closely with the Programme and Module Leaders, and as a core member of the Programme Team**.**

The role of the Programme Coordinator (or equivalent) is to:

- Work as a member of the Programme Team and; working closely in partnership with the Programme Leader, be responsible for the day-to-day administrative management and coordination of the programme
- Act as the primary point of contact for students and staff, to ensure the provision of an excellent student experience
- Clerk Programme and Progression and Award Boards, working closely with Chairs and Programme Leaders.
- Work closely with and liaising with a wide range of stakeholders both within and outside of the University including other University departments and campuses, external examiners, professional, statutory and regulatory bodies and alumni to ensure a consistent and high level of professional support is provided to the administration of programmes
- Ensure that all appropriate student records and profiles are maintained, reviewed and necessary action taken, in accordance with University processes & procedures and adhere to GCU and external information governance and other legal requirements.

3.6   Personal Tutor

Overall [Personal Tutoring](#) arrangements for individual programmes remain the responsibility of the Programme Leader in liaison with the Head of Department; ensuring that all students are assigned a Personal Tutor and that all Personal Tutors in their programme receive appropriate guidance; are kept informed of changes to University Policies; and have the opportunity to further develop their Tutoring skills through CPD. In addition, Programme Leaders should provide support and advice to Personal Tutors for situations that are unfamiliar or less straightforward.

Programme leaders should monitor the operational effectiveness of Personal Tutoring in their Programme, e.g. to ensure that Personal Tutors are meeting regularly with their Tutees. The overall effectiveness of Personal Tutoring should be reported at the Programme Board.

3.6.1   Role of the Personal Tutor

Personal Tutors have primary responsibility for developing and maintaining regular contact with all their allocated Tutees to provide support and guidance on academic

and non-academic matters at Programme level, as well as the student's personal development.

The role includes:

- Becoming familiar with all Tutees assigned to them.
- Posting and keeping to regular weekly office hours/when available for Personal Tutoring.
- Supporting Tutees in becoming independent learners by encouraging student reflection on their academic progress; skills development and career aspirations.
- Discussing assessment feedback and providing guidance on how to improve assessment performance and where to get further support (such as the Learning Development Centre; Library Services and any individualised support schemes running in Departments/Schools).
- Referring students experiencing difficulty with the subject-specific content of a particular module to the appropriate module leader for academic guidance.
- Offering advice and guidance on the expectations of the University and Programme and demystifying University processes.
- Offering advice on and signposting to sources of academic support such as the Learning Development Centre; Library Services; and on-line learning resources.
- Raising student awareness of development opportunities available to them such as those in the Students Association; Work Experience Hub; Student Mentors; Student Ambassadors; Sports Clubs; Volunteering; Placements; and Student Leaders Programme.
- Referring Tutees experiencing welfare/personal difficulties to the Student Wellbeing Team; Students Association or Campus Life, as appropriate.
- Seeking advice from the Programme Leader when dealing with complex issues or in clarifying process.
- Engaging with the Fit to Sit processes, if necessary, to provide advice and guidance on these processes to Tutees.
- Encouraging Tutees to make use of Personal Development Plans (PDP).
- Supporting Tutees with career development and encouraging their regular engagement with the Careers Service.
- Keeping meeting records using the Personal Tutoring Meeting Record template.
- Writing references for Tutees if appropriate.

3.7   Programme Boards

3.7.1   Programme Boards (PB) are responsible to the School which hosts the programme for all aspects of quality enhancement and assurance related to the programmes or suite of programmes under their jurisdiction. A PB shall be established for each programme or suite of programmes. The PB shall comprise: programme officers; nominated representatives, normally from each subject area contributing to the programme; and student representatives from the programme. Where appropriate, representatives from industry, commerce, or the appropriate professions may be invited to be members of the PB. Alternatively, PBs may make other arrangements, which will be documented, to ensure that the views of industry, commerce, professions etc. are considered by the PB and have an appropriate impact on the programme.

3.7.2   The specific responsibilities of Programme Boards, in liaison with appropriate Schools, as necessary, are:

- the monitoring and maintenance of academic standards within their programme area
- the quality of the student experience within their programme area
- the academic coherence and development of their programme
- the creation and maintenance of Programme Specifications
- the timeous consideration of External Examiners' reports and communication of the associated responses to the Externals
- the establishment of Student Partnership Forums under the terms of the guidelines agreed by Senate
- where appropriate, the maintenance of effective relationships with professional, statutory, and regulatory bodies within their programme area to ensure that quality enhancement and assurance and academic standards activities at the programme level are informed by the requirements of these bodies
- the Annual Programme Monitoring process.

3.7.3   Composition and Meetings of a Programme Board

For every approved programme there is a corresponding Programme Board. Each Programme Board, which may represent a single programme or a suite of programmes, is responsible to the appropriate School Board for implementing the policies of Senate.

Composition

- Programme Leader *[Ex Officio]*
- an appropriate number (as determined by the Programme Board) of representatives of each subject area with modules under its remit which are part of the programme(s). Each subject area must normally have at least one representative.
- one registered student, to be elected by, and from, the registered students on *each level of each programme* or suite of programmes, save that in the case of one-year programmes two such students shall be so elected
- the election and method of appointment of student(s) will be in accordance with such regulations made by the Court on the recommendation of the Students' Association
- the representative(s) in this category will normally be members of the appropriate Student Partnership Forum
- the composition of the Programme Board must normally include external members (see Section 3.7.1 above).

Other *Ex Officio* members of Programme Board:

- Principal or nominee, normally the PVC Learning and Teaching.
- Dean of the School (or nominee) in which the host programme is located
- ADLTQ of the School in which the host programme is located
- Dean(s) of the School(s) administratively responsible for the programme(s) or one person nominated by each Dean of School appointed under this category

- The Academic Liaison Librarian.

N.B. The HoD (or nominated representative) is responsible for Chairing all Programme Boards in the Department.

Meetings

Programme Boards must meet at least once per trimester and a minimum of three times per academic year. To facilitate more effective student involvement, student-related issues should be considered at the beginning of Programme Board agendas.

N.B. Quorum for Programme Boards: 50% of the membership. (Principal and PVC Learning and Teaching are excluded from the quorum