QUALITY ENHANCEMENT AND ASSURANCE HANDBOOK

2016 V6.3

Annex 1: Academic Quality, Enhancement and Assurance Roles and Responsibilities

Contents

ACADEMIC QUALITY, ENHANCEMENT AND ASSURANCE ROLES AND RESPONSIBILITIES

1.   Department of Academic Quality and Development

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

- development and review of policy and procedures for quality management in compliance with the QAA Quality Code
- 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 Academic Quality and Development 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 Assessment Boards act in accordance with the University's Assessment Regulations
- providing advice to Assessment Boards on the Assessment Regulations
- business process owner for programme and module approval and review

2.   Schools

2.1   School-level Responsibilities: Programmes

2.1.1   Schools are responsible to Senate, through the Academic Policy 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.

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 Academic Policy 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 the 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 organised outwith a School, these responsibilities will be undertaken by the relevant directorate/unit.

2.1.3   Quality enhancement and assurance 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 Academic Quality who will attempt to resolve the issue. If this is not possible, then matters of quality enhancement and assurance will be referred to Academic Policy Committee; matters of resourcing will be referred to the DVC Academic.

2.2   School-level Responsibilities: Modules

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

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 ISIS
- 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 changes to modules are fully discussed with appropriate Programme Boards and due regard is given to their view prior to approval
- considering timeously the External Examiners' reports insofar as they affect their modules and provision of an appropriate response
- implementing the objectives of the learning, teaching, and assessment strategy for which the Schools are responsible
- 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.

3. **Department Learning Teaching and Quality Leads**

3.1 The University recognises the academic leadership provided by the **Department Learning, Teaching and Quality Leads** in the areas of Programme Approval/Reapproval and the Annual Monitoring Process. The Department LTQ Lead provides support for and advice and guidance on LTQ matters to Programme and Module Leaders, academic and professional staff. The Department LTQ supports the work of the HoD and AHoDs, and works closely with, supports, and where appropriate, represents, the School ADLTQ at internal and external meetings and committees. The Department LTQ Lead provides a summary analysis of the Department APAs to support the ADLTQ in the preparation of the Report to School Board and LTSC. The Department (LTQ) Leads are members of the **LTQEN**'.

4.   Programme Leaders

4.1   The Programme Leader remains the cornerstone of Programme and Module Approval/Re-approval and Review and holds **overall responsibility for the leadership and academic integrity of the programme** and all associated modules.

A Programme Leader, reporting to the Programme Board[1] (see 5, below), is responsible for defining, in conjunction with the **Department Learning Teaching and Quality Lead** and the **Programme Team**[2], the philosophy, rationale, and objectives of the programme, as well as defining the content; structure; and teaching, learning, and assessment strategies. He/she is required to ensure that programmes provide a coherent professional, academic, and intellectual experience appropriate to the defined philosophy and objectives.

4.2   The role of a Programme Leader is to:

- **own, lead and co-ordinate** the delivery of the programme
- ensure that appropriate processes are undertaken for the Quality Enhancement and Assurance of the programme as specified in the University Quality Enhancement and Assurance Handbook, among other things to :
  - o produce the Annual Programme Analysis, including Programme Enhancement Plan, for consideration by the Programme Board and approval by the School Board
  - o ensure that student/staff consultation takes place on a regular basis and action directly any issues requiring attention
  - o ensure that programme documentation (Programme Specification) is kept up to date and approved by the Programme Board, and forwarded to the Department of Academic Quality
  - o in liaison with professional support staff, ensure that electronic versions of Programmes and Modules are accurate and up to date in the Integrated Student Information System (ISIS) and the online module and programme catalogues
  - o co-ordinate the Programme Review process
  - o ensure that the annually-updated Programme Handbooks are available to students.

- ensure 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)
- in liaison with appropriate staff, ensure that programme admission, registration, and student induction operates effectively, including the maintenance of University policy with regard to Equality and Diversity

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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.

[2] Academic staff involved with the delivery of the programme.

- ensure appropriate attendance monitoring is carried out by Module Leaders
- ensure that the loading and timing of assessments are appropriate
- ensure that the Assessment 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 Assessment Boards
- 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.

5. Module Leaders

5.1 **Module Leaders (in conjunction with the Programme Leader) are accountable to the host Programme Board and are 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
- 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
- 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 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 assessment board meetings with regard to the individual performance of students, and matters related to the assessment of the module.

- the Quality Enhancement and Assurance of the module, including the annual module monitoring process and the creation and updating of the Module Enhancement Plan
- the assessment of the module as detailed below.

5.2 In relation to assessment, the role of the Module Leader is outlined in the University Assessment Regulations[3] (Appendix 1).

6. Programme Boards

6.1 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

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[3] http://www.gcu.ac.uk/gaq/regulationsandpolicies/

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.

6.2   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 Staff Consultative Groups (SSCG) 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 (described in Section 5 of the University's QEA Handbook).

6.3   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 Staff Consultative Group
- the composition of the Programme Board must normally include external members (see Section 5.1 of this Annex, above).

Other *Ex Officio* members of Programme Board:

- Principal or nominee, normally the DVC Academic.
- 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. Chair appointed by the Programme Board, from among the members of the programme Board.

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 DVC Academic) are excluded from the quorum).