



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.

School-level responsibilities for academic quality and standards

The approval, monitoring and review of all taught credit-bearing modules is devolved to schools.. The School Associate Dean, Learning & Teaching is a strategic role within the University and School's Leaderships teams with responsibility for developing and leading on the School's Learning and Teaching strategy. Reporting to the Dean, the School Associate Dean, Learning & Teaching has overall responsibility for learning and teaching, student experience and for the quality assurance and enhancement of taught provision within their school.

The School Education & Student Experience Committee is a formal governance and decision-making body, a sub-committee of and directly responsible to the University Education & Student Experience Committee and has delegated authority for approving taught credit-bearing modules; for overseeing changes to existing provision (as set out in Section 1 of the Quality Framework) 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). Since 2022/23 Schools have delegated authority to School Quality & Curriculum Management Committees to oversee this on behalf of the School Education & Student Experience Committee (the remit and terms of reference for this Committee is set out in Section 1 of the Quality Framework).



The School Associate Dean, Learning & Teaching is responsible for:

Strategic development of the curriculum

- Leading on the development and delivery of high-quality curricula at undergraduate and taught-postgraduate levels across all the School's subject areas to enhance students' learning, skills development and employability within the broader University Learning and Teaching Strategy.
- Leading on the development of new programmes in the School, and review and update current programmes as appropriate.

Leadership

- Building internal and external relationships to cultivate an environment of innovation and scholarship regarding learning, teaching, and assessment (LTA) within the School. In partnership with the School's Leadership Team and other leadership roles, establish a continued interest in the enhancement of provision.
- Leading the School Education & Student Experience Committee and represent the School on the University Education and Student Experience Committee (ESEC).
- Contributing to University-wide projects/initiatives, focused LTA, and policy development, led by the Vice Principal Learning and Teaching

Staff Development

- Developing a framework and culture where academic staff are supported through coaching, mentoring and training to deliver high quality teaching in line with the University's strategy, and encourage knowledge sharing on effective practice approaches for all audiences (face to face, blended and remote).
- Working with DLTE, to develop a tailored programme of support for programme leaders and School Academic Leads.



- Guiding colleagues on career progression via the respective pathway and promote the development and recognition opportunities in LTA.
- Contributing to and overseeing the peer observation process for enhancing teaching in line with the University's approach.

Quality Assurance

- Driving quality management and enhancement in learning and teaching by overseeing changes to programmes, the implementation of the University Quality Framework, monitoring activities, and the effective operation of School Programme Boards.
- Liaising with professional and statutory bodies and accreditation authorities to elevate the School's teaching quality

Student Experience

- Engaging with student representatives and other student groups to capture the student voice, and to deliver the best possible student experience.
- Leading on the School's student orientation and induction process, feedback commitments, retention and engagement strategies, the national student surveys (NSS, PTES) and using data to inform resulting actions.
- Representing the School on the University Student Success Group and any other relevant committees.

External Relations and Communication

- Encourage colleagues to actively engage with the Learning and Teaching strategy and enabling strategies, e.g., Employability Strategy and Environmental Sustainability Strategy.
- Foster external relations essential to learning and teaching within the School, promoting the University as required to external bodies and organisations and



enhancing its reputation, profile and influence in Scottish, UK and international forums.

While overall responsibility for School leadership of Quality & Enhancement rests with the Associate Dean, Learning & Teaching, day-to-day oversight and responsibility may be delegated to 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 Quality & Curriculum Management Committees.
- 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).
- Engaging as appropriate with relevant external agendas, developments, consultations and agencies, such as QAA (Quality Assurance Agency for Higher Education).
- 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 Associate Dean, Learning & Teaching.

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.

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.

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 Section 1 of the Quality Framework.
- 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 Section 2 of the Quality Framework.



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/Associate Dean, 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 Quality & Curriculum Management Committee in accordance with Section 1 of the Quality Framework.
- 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 Section 2 of the Quality Framework.

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 Section 4 of the Quality Framework.
- 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/Associate Dean, 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 Section 1 of the Quality Framework.



School Education & Student Experience Committees are responsible to Education & 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.

Version Management	Update Details
Last reviewed Sept 2024	Updates to terminology to primarily reflect revised Associate Dean, Learning & Teaching title and role

