

# Quality management and enhancement processes at the University of Reading

## Introduction

- 1 The University's approach to quality management and enhancement is based on a hierarchical structure, as shown in the diagram in Appendix 1. There are four levels, from the lowest (QME1) to the highest (QME4) as follows:  
  
QME1 – Module level  
QME2 – Programme level (Boards of Studies)  
QME3 – School Boards for Teaching, Learning and Student Experience  
QME4 – University Board for Teaching, Learning and Student Experience advising the Senate
- 2 Although the Senate has the ultimate responsibility for the academic standards of the University, it delegates the executive role for the management of this function to the University Board for Teaching, Learning and Student Experience.
- 3 Within the structure, each of the four levels has a specific role to play, and has particular responsibilities. Appendix 2 presents the variations on this quality management and enhancement structure in the Henley Business School. Appendix 3 presents the University's teaching and learning committee structure and Appendix 4 provides information on the detailed responsibilities and functions of the four QME levels and also membership of relevant committees. Indicative agenda templates for the School Boards for Teaching, Learning and Student Experience and Boards of Studies are published on the *Guide to Policies and Procedures for Teaching and Learning*. Appendix 5 presents the reporting and communication lines between UoR and the UoRM Branch Campus.
- 4 Module or Programme Provider will normally refer to the School who provides and delivers the module or programme and who has collective responsibility for the quality management and enhancement for that module or programme.

## QME1

- 5 QME1 is the Module level, where delivery of modules is the responsibility of Module Providers. Module Providers appoint Module Convenors who are responsible for the design, delivery and monitoring of the modules within their School, and for the maintenance of records showing that this has been done. Student engagement is an essential part of this process and guidance on the process can be found at: <http://www.reading.ac.uk/web/FILES/qualitysupport/studentreppolicy.pdf>. They will reflect on their modules' effectiveness each time that they run and report to the Boards of Studies (via Student/Staff Liaison Committees) which have responsibility for programmes to which their modules are provided. In the case of modules delivered at a branch campus, the Module Provider will also submit the report to the relevant Branch Campus Programme Board, which will report to the Board of Studies on any campus-specific issues. When a module is delivered at more than one location a Module Convenor and a Module Lead will be appointed, each role located at a different

campus. The Module Convenor and Module Lead will work together to ensure delivery at both locations and the Module Convenor retains overall responsibility for the module<sup>1</sup>.

- 6 Each School has a Director of Teaching and Learning with responsibilities as set down in the *Guide to Policy and Procedures for Teaching and Learning*. Where a Module Provider is a School, the School's Director of Teaching and Learning has responsibility for the oversight of the functions of Module Provider. Where modules are provided on an interdisciplinary basis, the Directors of Teaching and Learning of the associated Schools are jointly and severally responsible for the clear allocation of the duties of Module Provider. In the case of branch campuses, each section has a Head of Section to whom the School Director of Teaching and Learning (or Henley Business School equivalent) may delegate specified, primarily student-facing, aspects of his/her role.
- 7 Programmes in HBS and their students are aligned to broad programme areas (e.g. undergraduate programmes), and the responsibilities for managing the programmes and constituent modules are allocated to the roles of Heads of Programmes, Programme Area Directors and Directors of Studies. At the QME1 level, each constituent academic unit has a Director of Studies who is responsible for the strategic oversight of the design, delivery and evaluation of the portfolio of modules owned by their School, including matters relating to Academic Misconduct.

## QME2

- 8 QME2 is the level of programme-specific operational quality control and assurance mechanisms, which are the responsibility of Boards of Studies. Within QME2, programmes are devised, monitored, refined and run. Each Board of Studies meets at least once every academic year and is required to produce an Annual Quality Assurance Report to the QME3 level, which will include details of the Board's monitoring of core aspects of their provision as well as a number of other issues which may be prescribed for consideration periodically. Templates for Boards of Studies agendas and Annual Quality Assurance Reports are available within the *Guide to Policies and Procedures for Teaching and Learning*.
- 9 All Boards of Studies are required to include one or more students in their membership and should consider ways to encourage student members to contribute actively to meetings. Student engagement at QME2 is also ensured via Student/Staff Liaison Committees (SSLCs) which report to the relevant Boards of Studies. Further details are available at: <http://www.reading.ac.uk/web/FILES/qualitysupport/studentreppolicy.pdf>.
- 10 In the Henley Business School, programme-specific operational quality control and assurance mechanisms are the responsibility of Programme Area Committees. These Programme Area Committees cover broad discipline areas and are chaired by a Programme Area Director, or PAD. These PADs have overall responsibility for the effective design and delivery of the broad suite of cognate programmes within their discipline area and also administer matters relating to non-engagement with/fitness to study. The Henley Business School also has undergraduate, pre-experience postgraduate and post-experience postgraduate Boards of Studies, which take strategic oversight of the portfolio of relevant programmes in that area and produce Programme Area reports on an annual basis, which are informed by and drawn from the Annual Quality Assurance Report outputs from the Programme Area Committees. The Business School has appointed Heads of Programme for broad programme areas, who have responsibility for giving strategic leadership to these programmes, including their quality management and enhancement. Each Head of Programme chairs the relevant Board of Studies for their broad programme area.

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<sup>1</sup> Roles and responsibilities for Module Convenor and Module Lead can be found here: <http://www.reading.ac.uk/web/files/qualitysupport/moduleconvenorleadroleresponsibilities.pdf>

- 11 Branch campuses have Branch Campus Programme Boards that serve to support the development and monitoring of provision of programmes at branch campuses. Branch Campus Programme Boards consider proposals for programmes to be offered at the branch campus and monitor aspects of provision specific to the branch campus. Branch Campus Programme Boards report to the relevant Board of Studies in relation to proposed and existing programmes, engage in and contribute to discussions and decision making at Boards of Studies and implement the decisions made by Boards of Studies. Branch Campus Programme Boards also report to the Teaching and Learning Committee of the Branch Campus (as a delegated sub-committee of the Academic Board). The Chair of the Branch Campus Programme Board is also included in the membership of the relevant School Board for Teaching, Learning and Student Experience and the Programme Director is included in the Branch Campus Programme Board membership.

## QME3

- 12 At the next level, QME3, each School has a School Board for Teaching, Learning and Student Experience which monitors, reviews, discusses and regulates quality assurance and enhancement of the programmes and degrees within its purview. SBTLSEs should normally meet on a termly basis and a draft agenda template for SBTLSEs is available within the *Guide to Policies and Procedures for Teaching and Learning*.
- 13 Details of the provision of student representation are available at: <http://www.reading.ac.uk/web/FILES/qualitysupport/studentreppolicy.pdf>. School Reps should refer any issues to School Boards for Teaching, Learning and Student Experience which have been raised by Course Reps and considered by SSLCs and which might require further consideration.
- 14 The School Boards for Teaching, Learning and Student Experience report, as appropriate, to the University Board for Teaching, Learning and Student Experience (UBTLSE), Sub-Committee on the Delivery and Enhancement of Learning and Teaching (DELTA) and University Programmes Board (UPB) and consult with the relevant Teaching and Learning Dean (TLD), as necessary. Clusters of Schools are supported by a designated TLD.
- 15 As with other Schools in the University, the Henley Business School has a School Director of Teaching and Learning. Due to its size and complexity, the Henley Business School has a Teaching and Learning committee structure which is appropriately at variance to the arrangements in other Schools but ensures that the functions of the University's standard School Board for Teaching, Learning and Student Experience are properly fulfilled through its arrangements. The key Teaching and Learning governance committee within the Business School is the School Board for Teaching, Learning and Student Experience, which reports internally to the School's own Executive Committee and to the University Board for Teaching, Learning and Student Experience. The HBS SBTLSE includes within its substructure a Teaching and Learning Quality Sub-Committee, which has responsibility for matters relating to quality assurance and receives reports from various offices (including central services) and relevant programme-level committees within HBS. The Sub-Committee will assure the HBS SBTLSE that programmes within the School are discharging their quality assurance responsibilities and will report to the UBTLSE, DELTA and UPB, as necessary.
- 16 Each branch campus has an Academic Director of Teaching and Learning.
- 17 Branch campuses have an Academic Board, which reports to the University Board for Teaching, Learning and Student Experience. The Academic Board may delegate some T&L responsibilities to a Teaching and Learning Committee, specifically in relation to the operations and delivery of programmes. The Teaching and Learning Committee will act in an advisory role to the Academic Board on programme matters. The Academic Board will receive reports from Branch Campus Programme Boards (via the Teaching and Learning Committee) and from the University Board for Teaching, Learning and Student Experience. The Academic Board is responsible for regulating and

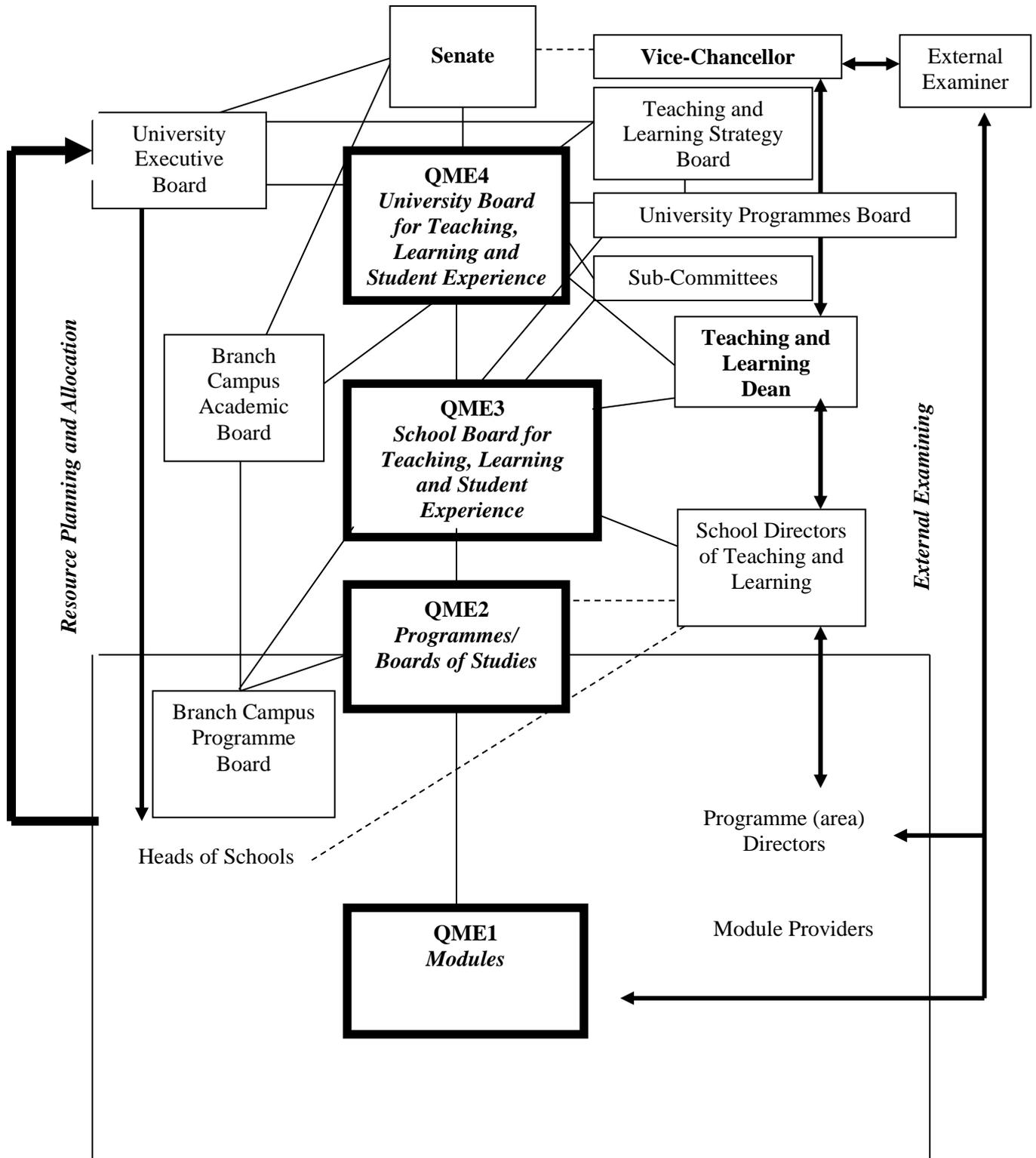
coordinating those aspects of teaching and learning which are specific to the branch campus, under the authority of the University Board for Teaching, Learning and Student Experience, and for liaison with local regulatory and quality assurance bodies, as assigned to the Board by the Senate. The Academic Board is also responsible for monitoring quality management processes as they relate to the delivery of programmes at the branch campus, and reports to the University Board for Teaching, Learning and Student Experience in this respect. The Teaching and Learning Committee receives for information full proposals for delivery of new and existing degrees and changes to programmes delivered at the branch campus from the relevant School Board for Teaching, Learning and Student Experience and in turn reports to School Boards for Teaching, Learning and Student Experience on behalf of the Academic Board.

## QME4

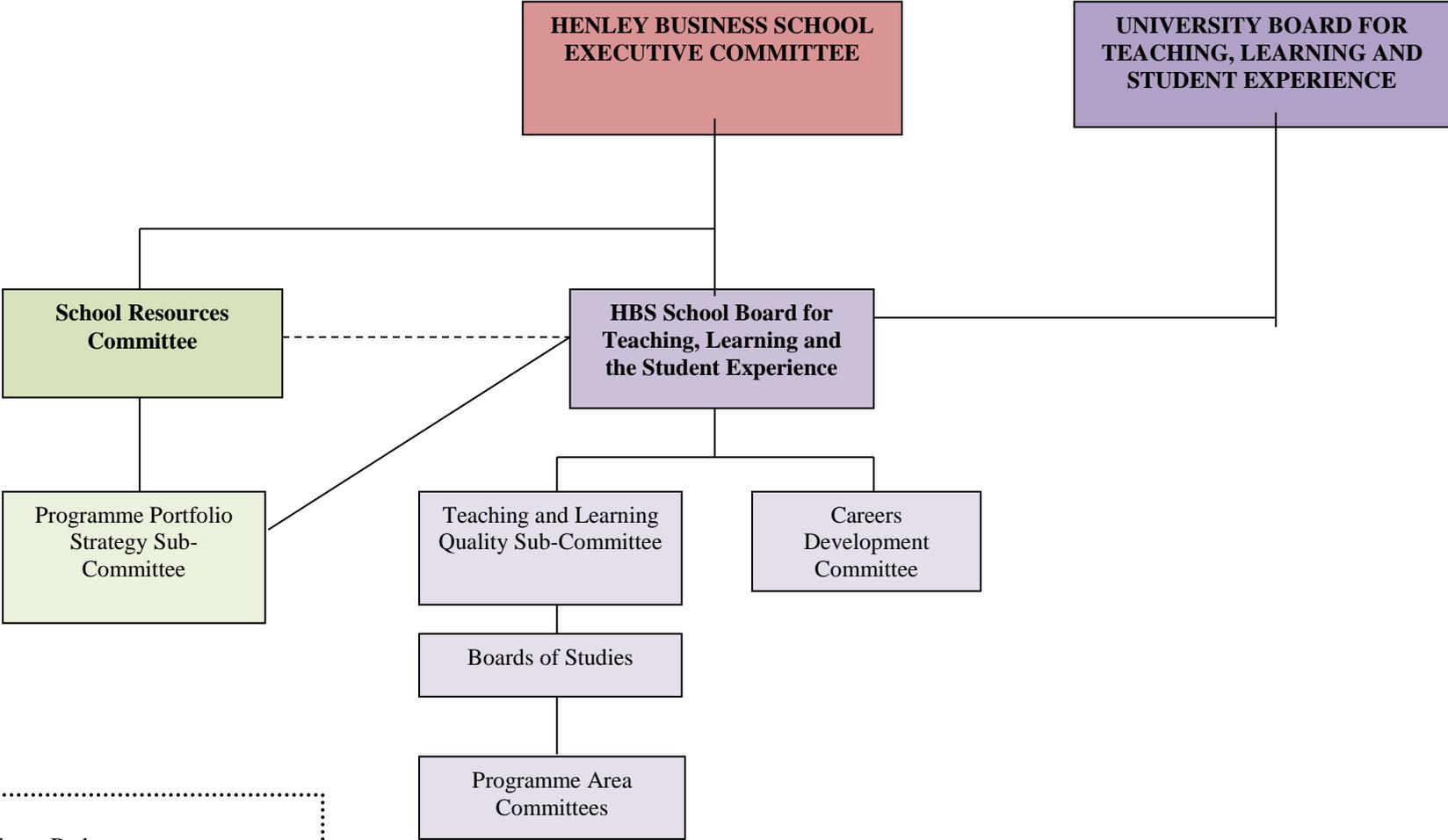
- 18 At the next level, QME4, panels are convened by the designated Teaching and Learning Dean with the responsibility to carry out Periodic Reviews and to scrutinise new programme proposals within Schools.
- 19 At the same level, the University Board for Teaching, Learning and Student Experience meets approximately twelve times each year and advises the Senate on all matters in relation to Teaching and Learning. School Boards for Teaching, Learning and Student Experience may submit written reports to the Board, as necessary, and the Teaching and Learning Deans also represent the views of clusters of Schools on the Board. This enables a two-way dialogue between the University at QME4 and Schools at QME1, 2 and 3. Student Officers of the Students' Union, elected by students annually in the Spring Term, are members of the University Board for Teaching, Learning and Student Experience and its Sub-Committees. The Board reports termly to the Senate, thus informing the final level of quality assurance in the University.
- 20 A key aspect of the system described above is the wide representation of staff and students that is achieved across the four QME levels. The representative structure thus facilitates the flow of information through the levels and taken as a whole provides a forum within which matters of quality are discussed. It ensures, for example, that actions taken on such matters as External Examiners reports are reported through the four levels of the system, so that the Senate may ultimately be assured that the quality of the University's awards is being protected.

Version	Keeper	Reviewed	Approved by	Approval Date	Effective From
1 (policy has been subject to ongoing revisions up to and including 2016-17)	AGS	Every year	UBTL	Changes to SBTL MToR approved at UBTL on 11-7-17	2017-18
2			UBTL	12-07-18	2018-19
3			UBTL	06-09-18	2018-19

# Appendix 1: The University of Reading - Quality Assurance structure

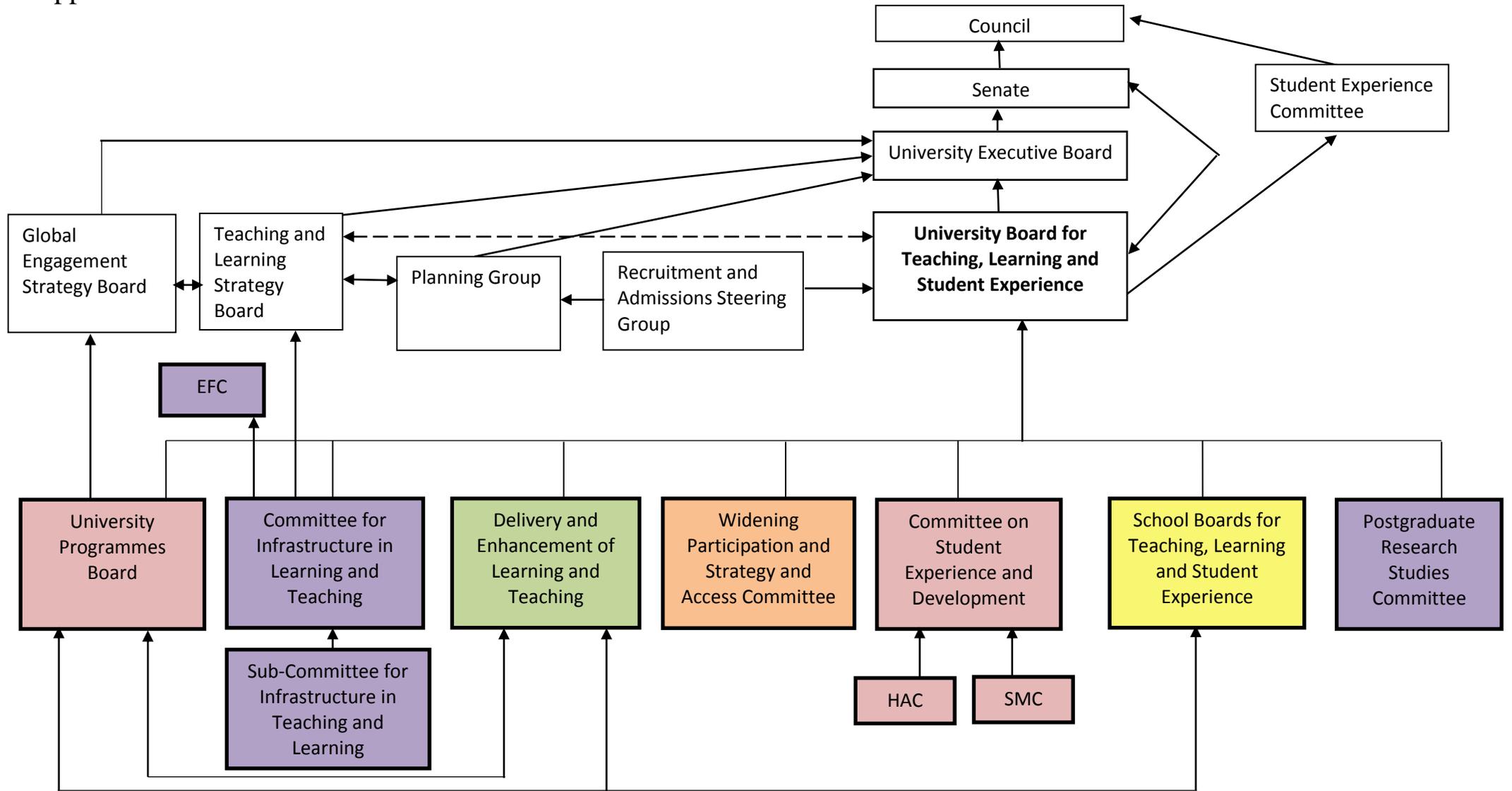


# Appendix 2: Henley Business School - Quality Assurance structure



Guide to colour:  
 Executive Committee: Red  
 Teaching and Learning 'activity stream': Purple  
 Business 'activity stream': Green

# Appendix 3: Committee Structure



**Key:**  
 HAC – Halls Accommodation Committee  
 SMC – Sports Management Committee  
 EFC – Estates and Facilities Committee

## Appendix 4: Functions and Responsibilities of QME levels 1-4

### QME1 – Modules

At QME 1, the formal Module Provider may arrange for others to deliver some or all of their particular module, but it is the provider's responsibility to ensure that the tasks below are carried out, within the context of the University's Strategy for Learning and Teaching:

- (a) setting the aims and learning outcomes of the module;
- (b) ensuring that the delivery of the modules, including resource considerations, facilitates the achievement of the stated learning outcomes;
- (c) ensuring that the module provides a high quality student academic experience;
- (d) designing and providing suitable assessment, formative and summative, for the module;
- (e) monitoring the performance of the module and the attainment of its learning outcomes;
- (f) arranging for the collection and appropriate response to student evaluation of the module, through Student/Staff Liaison Committees and other means;
- (g) responding to the reports of External Examiners and Reviews undertaken periodically both internally and by the Quality Assurance Agency;
- (h) reporting to appropriate Boards of Studies and other committees and liaising with School(s) as necessary;
- (i) maintaining an awareness of the staff training needs and opportunities in the particular context of the module, and advising accordingly.

### QME2 –Boards of Studies/Branch Campus Programme Boards

The core functions of **Boards of Studies** are:

- (a) To set the broad programme objectives within the context of the University's overall Learning and Teaching Strategy and curriculum framework;
- (b) To ensure that the component modules facilitate the achievement of those objectives;
- (c) To ensure that the programmes under its remit provide a high quality student academic experience;
- (d) To ensure, in consultation with the Heads of School involved, that the programme(s) are adequately resourced;
- (e) To co-ordinate all of the teaching and learning activities associated with the programme(s);
- (f) To consider, and refer to the School Board for Teaching, Learning and Student Experience as appropriate, other matters relating to the portfolio of programmes, including:
  - the potential development of new programmes;
  - the revision and potential discontinuation of existing programmes;
  - the inclusion of relevant modules in new and existing programmes;
  - teaching and learning enhancement activities;
  - benchmarking against comparable programmes both in the UK and internationally;

- accreditation and re-accreditation of programmes by Professional, Statutory and Regulatory Bodies (PSRBs).
- (g) To respond to student evaluation including Student/Staff Liaison Committees; results of module evaluations; the reports of External Examiners, and internal Reviews undertaken periodically;
- (h) To produce an Annual Quality Assurance Report for submission to the School Board for Teaching, Learning and Student Experience;
- (i) To respond to reports from Branch Campus Programme Boards;
- (j) To maintain an awareness of the staff training needs and opportunities in the particular context of the programme, reviewing PSRB reports and advising accordingly;
- (k) To report to appropriate School QME3 Committees and liaise with School(s) as necessary.

At the QME2 level, Boards of Studies identify many of the minor problems which occur within programmes and which may be best solved informally. This is principally through student evaluation, which is collected at this level, annual programme reviews and the analysis of External Examiners' Reports. Such informal solutions will still, nevertheless, need to be reported to the Board of Studies and recorded.

A programme should be the responsibility of one single Board of Studies only. In the case of combined subject degrees, the responsibility for oversight could be exercised by a small Board of Studies consisting of the co-ordinators from each department involved. All Boards of Studies which have oversight of joint programmes should include in their membership lists standing invitations for programme directors for the joint programmes.

A suggested membership for Boards of Studies is as follows:

The Head of School/Department (or his/her designate) (*Chair*)  
The School/Department Director of Teaching and Learning  
The Programme Directors  
A representative Programme Administrator  
At least one Course Representative  
A Secretary

*Right of attendance:*

Representative from the Library/ Librarian Liaison Officer  
Representative from Study Advice  
Additional Programme Administrators

*Standing invitations:*

Representative from Careers  
The Programme Directors for Joint Programmes

The core functions of **Branch Campus Programme Boards** are:

- (a) To advise the Board of Studies on amendments to programme objectives to provide local context within the University's overall Strategy for Learning & Teaching and curriculum framework;
- (b) To ensure that the component modules facilitate the achievement of those objectives;
- (c) To propose to the Board of Studies, for referral to the School Board for Teaching, Learning and Student Experience as appropriate, amendments to existing programmes for which the Branch Campus Programme Board has responsibility for delivery;

- (d) To implement any amendments approved by the Board of Studies to existing programmes for which the Branch Campus Programme Board has responsibility for delivery;
- (e) To ensure, in consultation with appropriate UoR Heads of School, that programmes are adequately resourced;
- (f) To advise on and cultivate strong relationships with professional and statutory regulatory bodies, primarily local regulatory bodies, where relevant to the programme;
- (g) To coordinate all teaching and learning activities associated with programmes within its remit; and
- (h) To report to the appropriate QME2 and QME3 Committees and liaise with School(s) as necessary.

**QME3 – School Boards for Teaching, Learning and Student Experience/School Boards for Teaching, Learning and the Student Experience and Teaching and Learning Quality Sub-Committee (*Henley Business School*) /Branch Campus Academic Boards and Teaching and Learning Committee (UoRM).**

The core functions of the **School Boards for Teaching, Learning and Student Experience (excluding Henley Business School)** are

- (a) Subject to the authority of the University Board for Teaching, Learning and Student Experience, to regulate and to co-ordinate all aspects of learning and teaching within the School, in the context of the Learning and Teaching Strategy, and specifically to implement locally the Learning and Teaching Strategy;
- (b) In consultation with the relevant Teaching and Learning Dean, to take a strategic view of the School's portfolio of programmes, including partnership programmes, and to make recommendations for change where appropriate;
- (c) To consider matters related to teaching and learning arising from the wider sectoral, disciplinary, and University contexts of the School's provision, to represent the School's views on these matters to the University Board for Teaching, Learning and Student Experience, and, where appropriate, make recommendations to the University Board for Teaching, Learning and Student Experience;
- (d) Provide reports to, and receive reports from, the School Management Board in regard to matters of policy and resource as they relate to teaching and learning;
- (e) To appoint, receive reports from, and monitor the effectiveness of Boards of Studies for programmes delivered in the School, including reports of BoS responses to Student-Staff Liaison Committees;
- (f) To ensure that all programmes delivered by the School are consistent with any relevant Subject Benchmark Statements and meet the requirements and expectations set out in the University's policies and procedures, including the Curriculum Framework, University Credit and Qualifications Framework, relevant classification frameworks, and guidelines on programme specifications, further programme information, and module descriptions;
- (g) To take an overview of the effectiveness of the programmes and modules in the School, including partnership programmes, informed by Boards of Studies, student evaluation and Student-Staff Liaison Committees, and instigate relevant action;
- (h) To take an overview of student attainment and experience on programmes delivered across the School, informed by Boards of Studies, and relevant internal and external datasets;
- (i) To promote the development of learning and teaching in the School, working with the relevant Teaching and Learning Dean and in cooperation with the Centre for Quality Support and Development, including:

- Advising the Head of School on the development of the School Teaching and Learning Plan and the School's engagement with the School Planning and Enhancement of Learning and Teaching (SPELT)
  - Overseeing the Peer Review of Teaching process within the School
  - Identifying and facilitating the provision of staff development needs;
- (j) In consultation with the relevant Teaching and Learning Dean and in accordance with the University's Programme Approval procedures, to give School level consideration to:
- proposals for new programmes, and, as appropriate, to refer proposals for scrutiny, to respond to the report of the scrutiny panel, and to submit proposals to the University Programmes Board for approval
  - proposals for amendments to programmes and, as appropriate, to submit proposals to the University Programmes Board or take a final decision as to whether to approve the proposal
  - proposals for the withdrawal of programmes within its remit and, as appropriate, to submit proposals to the University Programmes Board;
- (k) To consider Annual Quality Assurance Reports by Boards of Studies and their responses to the reports of External Examiners, and to prepare a School Evaluative Commentary for submission to Sub-Committee for the Delivery and Enhancement of Learning and Teaching (DELT);
- (l) To oversee the production of Self-Evaluation Documents and associated other documentation for the Periodic Review of programmes and to prepare the response (including the associated action plan) to Periodic Review reports for submission to DELT, to implement the School-related recommendations arising from the Periodic Review, and to report on progress with implementation to DELT, in accordance with the prescribed schedule;
- (m) To be responsible for matters relating to accreditation and re-accreditation of programmes by Professional, Statutory and Regulatory Bodies, including the preparation of submissions, consideration and response to reports, implementation of recommendations or requirements, and monitoring of relevant actions, in which processes the Board will be supported by the Centre for Quality Support and Development;
- (n) To give consideration to graduate employability and careers, to put in place effective processes for engagement with relevant employers, and, as appropriate, to receive reports from industrial liaison committees/employer forums;
- (o) To recommend nominations of Examiners to the University Board for Teaching, Learning and Student Experience;
- (p) To have oversight of modules offered by the School, and to co-operate with other Schools in respect of module provision;
- (q) To advise the Head of School on student recruitment targets within the context of the School Teaching and Learning Plan;
- (r) To have oversight of the admissions and recruitment process;
- (s) To make proposals to the University Programmes Board for new Open Online Courses and to monitor the delivery of existing courses;

- (t) To have oversight of the School's academic tutorial system and work with professional services on the provision of academic, personal and professional development support for students;
- (u) To promote cooperation and engagement with other Schools and Services in the University and, where appropriate, bodies beyond the University, in relation to teaching and learning.

The membership of the **School Board for Teaching, Learning and Student Experience** (except the Henley Business School) is:

- Members
- The School Director of Teaching and Learning (Chair)
  - Department Directors of Teaching & Learning (where applicable)
  - The School Director of Academic Tutoring
  - The Chair(s) of relevant Boards of Studies
  - The Chair of any Branch Campus Programme Boards (where applicable) and the UoRM Section Lead (if different)
  - Two other academic members of staff
  - A Teaching and Learning Support Centre Manager (or designate)
  - No less than four elected student representatives, to include at least one UG and at least one PG representative, and to include School representatives
  - A secretary

*The Board shall have the power to co-opt further members at its discretion.*

#### Right of attendance

- The Vice Chancellor
- A Pro Vice-Chancellor
- A Dean for Teaching and Learning
- A Dean for Diversity and Inclusion
- The Head of School
- Heads of Department (where relevant)

#### Standing invitations

- Representative from CQSD
- Representative from IT Services
- Representative from Technical Services
- Representative from the Library/Library Liaison officer

Representative from the Marketing, Communication and Engagement office

Representative from Study Advice

School careers officer or representative from the Careers service

The core functions of the **School Board for Teaching, Learning and the Student Experience in the Henley Business School** are:

- a) Subject to the authority of the University Board for Teaching, Learning and Student Experience, to regulate and to co-ordinate all aspects of learning and teaching within the School, in the context of the Learning and Teaching Strategy, and specifically to implement locally the Learning and Teaching Strategy;
- b) To consider matters related to teaching and learning arising from the wider sectoral, disciplinary, and University contexts of the School's provision, to represent the School's views on these matters to the University Board for Teaching, Learning and Student Experience, and, where appropriate, make recommendations to the University Board for Teaching, Learning and Student Experience;
- c) To support the Henley Business School Executive Committee in the development of a School Strategy for Teaching and Learning and the Student Experience, and to provide guidance to the School Director of Teaching and Learning to assist in the preparation of the School Strategic Plan for the Enhancement of T&L (SPELT) and the School Annual Quality Assurance Report;
- d) To oversee the development of teaching, learning and the student experience within the Henley Business School in light of the University's and the Business School's strategies and initiatives;
- e) To form and oversee project groups to progress identified issues;
- f) To consider teaching and learning resource implications in relation to strategic developments and to liaise with the School Resources Committee as appropriate;
- g) To consider teaching and learning issues relating to the Business School's key institutional accreditations by AMBA, AACSB and EFMD;
- h) To promote cooperation and engagement with other Schools and Services in the University and, where appropriate, bodies beyond the University;
- i) To promote cooperation and engagement with external stakeholders;
- j) To promote the development of learning and teaching in the School, working with the relevant Teaching and Learning Dean and in cooperation with the Centre for Quality Support and Development, including:
  - Overseeing the Peer Review of Teaching process within the School
  - Identifying and facilitating the provision of staff development needs;
- k) To liaise with the Programme Portfolio Strategy Sub-Committee and the International Committee;
- l) To report to the Henley Business School Executive Committee and to the University Board for Teaching, Learning and Student Experience.

The Board will meet twice a Term.

The membership of the **School Board for Teaching, Learning and the Student Experience in the Henley Business School** is:

The Vice-Chancellor (*Ex officio*)  
A Pro-Vice-Chancellor (*Ex officio*)  
A Dean for Teaching and Learning

The School Director of Teaching and Learning (Chair)  
The Heads of Programmes  
A Representative of the Department Directors of Studies  
The Head of Programme Administration  
A School Director of Academic Tutoring  
An UG and PG Education Rep

Secretary: The Teaching and Learning Officer

*Standing invitations:*

The Associate Dean (International)  
The School Director of Administration  
The Director of the Centre for Quality Support and Development

The Board will invite other representatives of the Business School and the University to attend specific meetings where appropriate.

The core functions of the **Teaching and Learning Quality Sub-Committee** in the Henley Business School are:

- a) To receive reports from, and monitor the effectiveness of Boards of Studies and Programme Area Committees for programmes delivered in the School, including reports of responses to Student-Staff Liaison Committees;
- b) To ensure that all programmes delivered by the School are consistent with any relevant Subject Benchmark Statements and meet the requirements and expectations set out in the University's policies and procedures, including the Curriculum Framework, University Credit and Qualifications Framework, relevant classification frameworks, and guidelines on programme specifications, further programme information, and module descriptions;
- c) To take an overview of the effectiveness of the programmes and modules in the School, informed by Boards of Studies, student evaluation and Student-Staff Liaison Committees, and instigate relevant action;
- d) To take an overview of student attainment and experience on programmes delivered across the School, informed by Boards of Studies, and relevant internal and external datasets;
- e) In consultation with the relevant Dean for Teaching and Learning and in accordance with the University's Programme Approval procedures, to give School-level consideration to:
  - proposals for new programmes, and, as appropriate, to refer proposals for scrutiny, to respond to the report of the scrutiny panel, and to submit proposals to the University Programmes Board for approval;
  - proposals for amendments to programmes and, as appropriate, to submit proposals to the University Programmes Board or take a final decision as to whether to approve the proposal;
  - proposals for the withdrawal of programmes within its remit and, as appropriate, to submit proposals to the University Programmes Board.

The Sub-Committee will liaise with the Programme Portfolio Strategy Sub-Committee as appropriate;

- f) To consider Annual Quality Assurance Reports by Boards of Studies and their responses to the reports of External Examiners, and to prepare a School Evaluative Commentary for submission to Sub-Committee for the Delivery and Enhancement of Learning and Teaching (DELT);
- g) To oversee the production of Self-Evaluation Documents and associated other documentation for the Periodic Review of programmes and to prepare the response (including the associated action plan) to Periodic Review reports for submission to DELT, to implement the School-related recommendations arising from the Periodic Review, and to report on progress with implementation to DELT, in accordance with the prescribed schedule;
- h) To recommend nominations of Examiners to the University Board for Teaching, Learning and Student Experience;
- i) To have oversight of modules offered by the School, and to co-operate with other Schools in respect of module provision;
- j) In consultation with the Programme Portfolio Strategy Sub-Committee, to make proposals to the University Programmes Board for new Open Online Courses and to monitor the delivery of existing courses;
- k) To be responsible for matters relating to accreditation and re-accreditation of programmes by Professional, Statutory and Regulatory Bodies, including the preparation of submissions, consideration and response to reports, implementation of recommendations or requirements, and monitoring of relevant actions;
- l) To report to the School Board for Teaching, Learning and the Student Experience.

The membership of the **Teaching and Learning Quality Sub-Committee** is:

The School Director of Teaching and Learning (Chair)  
The Heads of Programmes  
The School Directors of Studies/A Representative from each School  
The Head of Programme Administration

No less than four elected student representatives, to include at least one Undergraduate and at least one Postgraduate representative

Secretary: The Teaching and Learning Officer

*Standing invitations:*

*The School Director of Administration  
A Representative of the International Partner Network  
A Representative of the University of Reading Malaysia  
A Representative of Executive Education  
The Head of Careers  
The Head of Learning Resources  
The Faculty Library Team Manager  
A representative of IT Services  
A representative of the Centre for Quality Support and Development  
A representative of the International Study and Language Institute  
A representative of Admissions  
A representative of Marketing and Communications  
Study Adviser*

The core functions of the **Branch Campus Academic Boards** are:

- (a) Subject to the authority of the University Board for Teaching, Learning and Student Experience, to regulate and coordinate those aspects of teaching and study assigned to the Board by the Senate for this purpose;
- (b) To monitor, review, discuss, assure and enhance the quality and standards of the programmes delivered at the branch campus, with appropriate reference to Boards of Studies and School Boards for Teaching, Learning and Student Experience;
- (c) To implement locally the Strategy for Learning and Teaching;
- (d) To respond to outside agencies, subject to the authority of the Senate;
- (e) To receive proposals for degree programmes to be delivered at the branch campus as well as information relating to approved changes to programmes from Boards of Studies for consideration, prior to submission to the University Programmes Board;
- (f) To make recommendations to the University Board for Teaching, Learning and Student Experience on matters relating to learning and teaching in respect of the branch campus;
- (g) To report regularly to the University Board for Teaching, Learning and Student Experience on matters relating to learning and teaching governance and strategy; and
- (h) To provide reports for and receive reports from the Branch Campus Programme Boards in regard to matters of policy and resource as they relate to teaching and learning.

The Academic Board may delegate some responsibility for these functions to a Teaching and Learning Committee which will make recommendations to and report directly to the Academic Board. The Teaching and Learning Committee will be informed, advised and guided by UBTLSE in relation to cross-campus T&L matters.

The Teaching and Learning Committee will inform University School Boards for Teaching, Learning and Student Experience and will report regularly to the University Board for Teaching, Learning and Student Experience on T&L matters which require University consideration.

The Membership of each branch campus Academic Board can be found in the Committee List:  
[http://www.reading.ac.uk/internal/Calendar/Committee\\_List.aspx](http://www.reading.ac.uk/internal/Calendar/Committee_List.aspx).

#### **QME4 - University Board for Teaching, Learning and Student Experience (advising the Senate)**

The University Board for Teaching and Learning has the following terms of reference:

- a) subject to the authority of the Senate and in accordance with the Strategy for Learning and Teaching to develop, regulate and co-ordinate all teaching and related study and the student experience in the University;
- b) to implement the T&L Strategy as recommended by the Teaching and Learning Strategy Board (TLSB);
- c) to advise the University Executive Board on resource implications relating to teaching and learning, where appropriate;

- d) to articulate with the Committee on Postgraduate Research Studies and with School Boards for Teaching, Learning and Student Experience;
- e) The Board shall report to the Senate of the University, the Teaching and Learning Strategy Board (TLSB) and School Boards for Teaching, Learning and Student Experience. UBTLSE will report, by exception, to the University Executive Board (UEB).

The Membership of the Board is listed in the Committee List:

[http://www.reading.ac.uk/internal/Calendar/Committee\\_List.aspx](http://www.reading.ac.uk/internal/Calendar/Committee_List.aspx)

### **Sub-Committees**

The Membership and Terms of Reference of the Sub-Committees of the University Board for Teaching, Learning and Student Experience can be found in the Committee List

[http://www.reading.ac.uk/internal/Calendar/Committee\\_List.aspx](http://www.reading.ac.uk/internal/Calendar/Committee_List.aspx)

# Appendix 5: UoR and UoRM T&L Committee Structure

