

# Enhancement-led quality assurance processes at the University of Reading

## Introduction

### Enhancement-led Quality Assurance (EQA) Purpose and Principles

The purpose of the University's enhancement-led quality assurance system is to ensure that the University supports all students to achieve successful academic and professional outcomes.

Our Quality Assurance (QA) system aims to:

- drive forward enhancement of teaching, learning and students' experience, enabling successful outcomes for all students;
- maintain academic standards;
- be meaningful and useful for staff and students;
- work as a partnership between staff and students;
- promote individual and collective ownership of the quality of teaching, learning and students' experience, and effective action for its improvement;
- be:
  - transparent in the openness, clarity and integrity of its processes,
  - agile and timely in responding to opportunities and issues,
  - efficient in achieving its purposes, with proportionate demand on people and resource;
- align with other University processes;
- provide the University Council and Senate with assurance that the University is:
  - maintaining appropriate academic standards,
  - maintaining and improving the student academic experience and student outcomes;
- fulfil all statutory and regulatory quality assurance requirements as set out by the Office for Students, Quality Assurance Agency, and other regulators including those with jurisdiction over the University's transnational provision.

## EQA levels

- 1 The University's approach to enhancement-led quality assurance is based on a hierarchical structure, as shown in the diagram in Appendix 1. There are three levels, from the lowest (EQA1) to the highest (EQA3) as follows:

EQA1 - Module and Programme level  
(Boards of Studies and Student Experience for both undergraduate and postgraduate taught programmes)

EQA2 - School level  
(School Management Boards, with the School Director for Teaching and Learning (SDTL) and the School Director for Academic Tutoring (SDAT) leading on Teaching and Learning and Student Experience matters. SDTLs and SDATs may delegate, whilst retaining responsibility, aspects of the function to Departmental Directors for Teaching and Learning<sup>1</sup> (DDTLs) and Departmental Directors of Academic Tutoring (DDATs))

EQA3 - University level  
(University Board for Teaching, Learning and Student Experience advising the Senate)

- 2 Subject to the control and approval of Council, the Senate is responsible for the academic standards of the University and delegates the executive role for the management of this function to the University Board for Teaching, Learning and Student Experience (UBTLSE).

- 3 Within the structure, each of the three levels has a specific role to play and has particular responsibilities. EQA 1 has a specific focus at the module and programme level; managing and enhancing the quality of the delivery of modules and programmes and the students' experience of studying at that level, it interacts with EQA 2 through termly programme reflections which feed into the School Teaching Enhancement Action Plans (Action Plans). EQA 2 is at a School level: the School Management Board (SMB) has responsibility for the quality and standards of the Awards within the School's portfolio and of the student experience across the School; this is primarily led by the SDTL and SDAT. At EQA 3, Senate appoints UBTLSE to monitor and advise on all teaching and learning matters at a University level.

The University's teaching and learning committee structure is represented in Appendix 2 and the detailed responsibilities and functions of the three EQA levels and membership of relevant committees is detailed in Appendix 4. Indicative agenda templates and suggested membership for the Boards of Studies and Student Experience (BoSSE) are published in the Guide to Policies and Procedures for Teaching and Learning<sup>2</sup>. Appendix 5 presents the reporting and communication lines between UoR and the UoRM Branch Campus.

- 4 As with other Schools in the University, the Henley Business School has a School Director of Teaching and Learning and operates a number of BoSSE for programme areas. The Henley Business School has a committee structure that fulfils the functions of the University's enhancement-led quality assurance processes, however due to its size and complexity there are some variations in the School's internal reporting structure. The Functions of the School Management Board are carried out by the Henley Finance and Resource Committee. The overall committee structure within the Henley Business School is included in Appendix 3.

<sup>1</sup> In the Henley Business School 'Directors of Studies' fulfil the role of DDTL.

<sup>2</sup> <http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx>

- 5 The School that provides and delivers a module or programme has collective responsibility for the quality management and enhancement for that module or programme, and programmes and modules are managed and monitored through the relevant BoSSE.

## EQA1

- 6 EQA1 operates at the module and programme level. BoSSE are responsible for operational quality control and assurance mechanisms for undergraduate and postgraduate modules and programmes which they own. Within EQA1, programmes are devised, monitored, refined and run according to the Programme Specifications, accompanying Module Description Forms and any external guidelines, for example QAA subject-level benchmarks. In fulfilling this responsibility for programmes, a BoSSE should have regard to modules which contribute to the programme, but are owned by another School; for example, they should consider the contribution of the module to the programme and its coherence within the programme, and any concerns which are affecting their students.
- 7 Schools work in partnership with students to reflect on and enhance their modules, programmes and student experiences. All BoSSE are required to include two or more students in their membership and should consider ways to encourage student members to contribute actively to meetings. Student engagement at EQA1 is also ensured via Staff Student Partnership Groups (SSP Groups) which report to the relevant BoSSE. Further details are available at: <http://www.reading.ac.uk/web/FILES/qualitysupport/studentreppolicy.pdf>, and the University's Principles of Partnership<sup>3</sup> outlines ways in which staff and students work together to enhance teaching, learning and the student experience.
- 8 A School may have several Boards of Studies and Student Experience, these will normally focus on a specific group of programmes, often within a Department, and will often be focussed on either undergraduate or postgraduate programmes. The quality management of individual modules is overseen by the appropriate BoSSE, within the owning School for that module.
- 9 Each Board of Studies and Student Experience meets at least once every term and is required to undertake a critical reflection on the management and operation of their programmes. The BoSSE minutes, outlining the programme reflections, are reported to the SDTL with onward reporting to the SMB, UBTLSE and its sub-committees as appropriate.
- 10 Programme reflections inform the EQA2 School Teaching Enhancement Action Plan. Boards of Studies and Student Experience are required to review the Schools Teaching Enhancement Action Plan on a termly basis and report progress, take account of new evidence and, as appropriate, suggest new priorities to the School Management Board (usually through the School Director for Teaching and Learning).
- 11 Templates for Boards of Studies and Student Experience agendas and the programme reflection minutes are available within the *Guide to Policies and Procedures for Teaching and Learning*<sup>4</sup>.
- 12 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 BoSSE in relation to proposed and existing programmes, engage in and contribute to discussions and decision making at BoSSE and implement the decisions made by BoSSE. Branch Campus Programme Boards also report to the Teaching and Learning Committee of the Branch Campus (as a delegated sub-

<sup>3</sup> <https://sites.reading.ac.uk/curriculum-framework/student-staff-partnerships/>),

<sup>4</sup> <http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx>

committee of the Academic Board). The Chair of the Branch Campus Programme Board is included in the membership of the relevant BoSSE(s) and relevant Programme Directors are included in the Branch Campus Programme Board membership. Programmes which are delivered at the UK campus and a Branch Campus will have both a Programme Director and a Programme Lead, who will work together to ensure the standards, quality and consistency of the programme at each location<sup>5</sup>.

- 13 The School will normally appoint Module Convenors who are responsible for the design, delivery and monitoring of the modules within a programme, and for the maintenance of records showing that this has been done. Module Convenors will reflect on their modules' effectiveness each time that they run and report to the BoSSE(s) which have responsibility for programmes to which their modules contribute, via Programme Directors. 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/cgsd/studentevaluationpolicy.pdf>. In the case of modules delivered at a branch campus, a Module Convenor and a Module Lead will be appointed, each role located at a different campus. The Module Convenor and the Module Lead will work together to ensure the quality of delivery at both locations. The BoSSE will ensure that Module Convenors and Module Leads have liaised and reported on module or campus-specific issues<sup>6</sup>.
- 14 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*. The School Director of Teaching and Learning has responsibility for the oversight of programmes, including their constituent parts. 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 for the delivery of the module. In the case of branch campuses, each section has a Head of Section to whom the School Director of Teaching and Learning or Academic Director of Teaching and Learning may delegate specified, primarily student-facing, aspects of his/her role.
- 15 In the Henley Business School, Heads of Programme have oversight for the quality management and operation of programmes. Heads of Programmes are supported by Programme Area Directors and Programme Directors. Programmes are aligned to programme areas, each of which has its own BoSSE, which is chaired by the Programme Area Director. In addition, at the EQA1 level, each Department has a Director of Studies who is responsible for the strategic oversight of the module portfolio for that Department, including matters relating to Academic Misconduct. Directors of Studies are supported by Module Convenors.

## EQA2

- 16 At the next level, EQA2, each School Management Board has responsibility and oversight for all of the awards within its purview and for the School's teaching and learning strategy.
- 17 Within the SMB the SDTL will lead on matters of teaching and learning, advising the board on strategic direction and taking forward the implementation of the strategy. SDATs provide School-level leadership for student academic, personal and professional development and maintain strategic oversight of student engagement with their studies, success and retention across the School. SDTLs and SDATs may delegate, whilst retaining responsibility, aspects of their function to DDTLs and DDATs
- 18 The SDTL works with DDTLs and other academic and support colleagues and in partnership with students, through BoSSE, SSP Groups and other informal groups, to monitor, review,

<sup>5</sup> Roles and Responsibilities for Programme Directors and Programme Leads can be found here: <http://www.reading.ac.uk/web/files/qualitysupport/programmedirectorleadrolesresponsibilities.pdf>

<sup>6</sup> Roles and responsibilities for Module Convenor and Module Lead can be found here: <http://www.reading.ac.uk/web/files/qualitysupport/moduleconvenorleadroleresponsibilities.pdf>

- discuss and regulate quality assurance and enhancement of teaching and learning and the student experience.
- 19 SDTLs will work with colleagues and students to review the School's Teaching Enhancement Action Plan on an annual basis. This reflective process will usually take place in the summer, and will be based on feedback from the BoSSE programme reflection minutes, the NSS, External Examiner reports and other sources of evidence; the Action Plan will set out the School's teaching and learning priorities for the following academic year. The Action Plan forms the basis for discussions with the PVC(s) (Education and Student Experience) and annual reporting to the UBTLSE Sub-Committee on the Delivery and Enhancement of Learning and Teaching (DELT).
  - 20 SMBs are responsible for approving the School's Teaching Enhancement Action Plan, and for monitoring progress against it on a termly basis. SDTLs assisted by 'Priority Leads' will monitor the progress reported by each individual BoSSE in relation to the Action Plan, and provide regular reports to the SMB to enable effective scrutiny of school-level progress.
  - 21 Student Senior Reps will work in close partnership with the School Management Board and will meet with members of the School Management Board (at least) once per term to discuss any issues raised by Course Reps and considered at SSP Groups, and which might require further School-level consideration. Senior Reps will provide immediate feedback from a student's perspective on School-level initiatives and suggestions. Details of the provision of student representation are available at: <http://www.reading.ac.uk/web/FILES/qualitysupport/studentreppolicy.pdf>.
  - 22 The School Director for Teaching and Learning reports issues arising at the BoSSE to the School Management Board and, as appropriate, to the University Board for Teaching, Learning and Student Experience (UBTLSE) and its sub-committees (e.g. Sub-Committee on the Delivery and Enhancement of Learning and Teaching (DELT) and University Programmes Board (UPB)), and consults with the relevant Teaching and Learning Dean (TLD), as necessary.
  - 23 The SDTL advises the School Management Board on all aspects of the Programme Life-cycle Policy (Programme approvals, changes and withdrawals) and the SDTL will commend all School programme approval matters to the University Programme Board as set out in the Programme Life-cycle Policy<sup>7</sup>.
  - 24 The Henley Business School has a School Director of Teaching and Learning, who leads on teaching and learning matters within the School. Due to its size and complexity the Schools Management Board (named the Finance and Resource Committee) delegates responsibility and oversight for the EQA2 Functions to the Henley School Board for Teaching and Learning (Undergraduate and Pre Experience Postgraduate) and the Henley School Board for Teaching and Learning (Post Experience and Apprenticeship Programmes), which report to the Finance and Resource Committee and to UBTLSE and its sub-committees on behalf of the Finance and Resource Committee.
  - 25 Each branch campus has an Academic Director of Teaching and Learning. Branch campuses also 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 (via the ADTL). 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

<sup>7</sup> Programme Approval, Changes and Withdrawal processes are outline in the Programme Life-cycle Policy: <http://www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf>

Academic Board is also responsible for monitoring quality management processes as they relate to the delivery of programmes at the branch campus, and the ADTL 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 SDTL and in turn reports to the SDTL on behalf of the Academic Board.

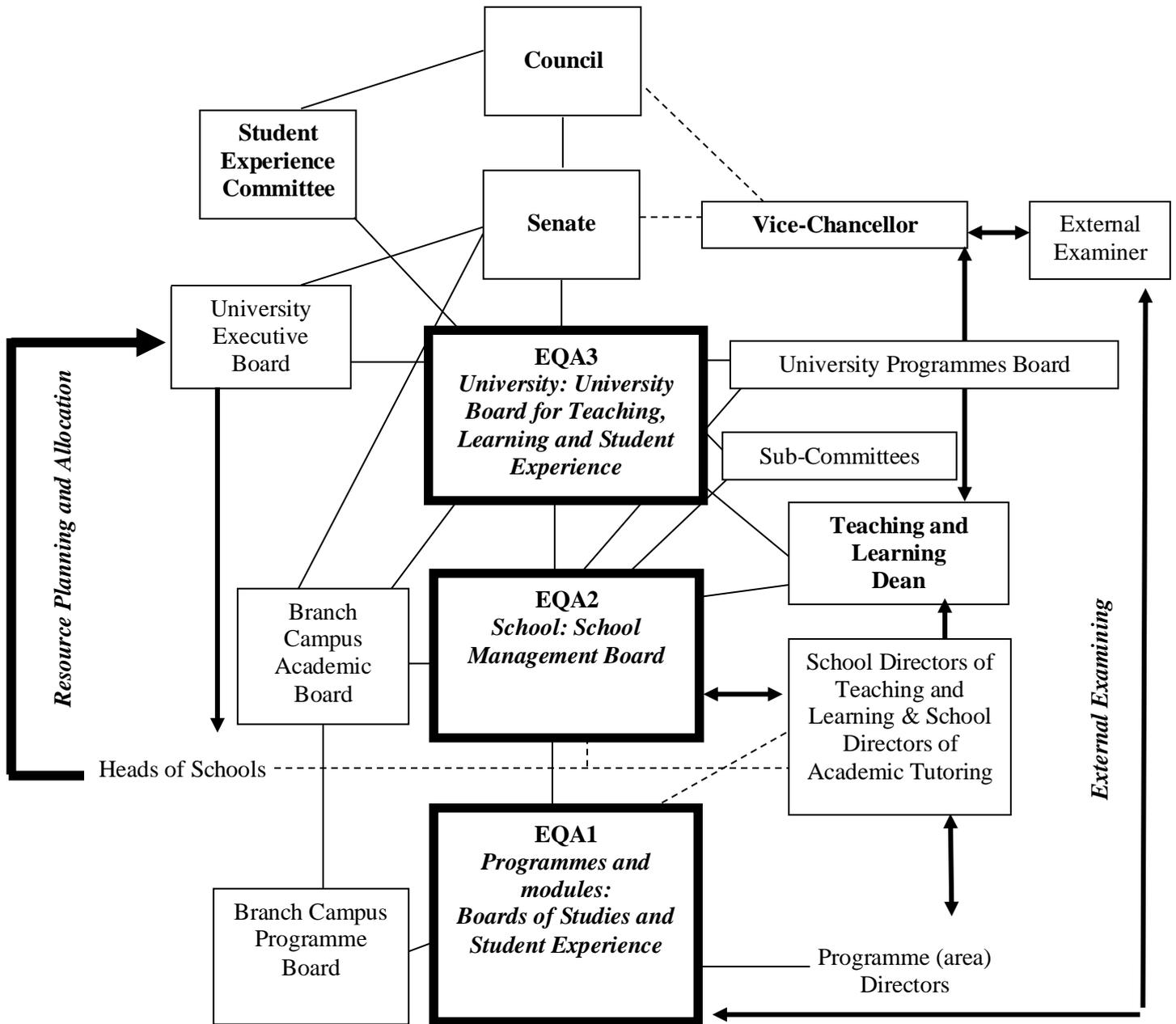
### EQA3

- 26 The University Council has overall oversight of the University's educational provision and is required to satisfy itself that the academic standards and the quality of education and student experience at the University are in line the national expectations and the QAA Quality Code. The Council has appointed a Student Experience Committee to advise it on matters related to the student experience.
- 27 In accordance with the University Charter and Ordinances, the Senate, under the control and approval of the University Council, is responsible for the academic standards of the University and will regulate and superintend the education and research of the University.
- 28 The University Ordinances require a University Board for Teaching, Learning and Student Experience (UBTLSE). At EQA 3, UBTLSE meets approximately 12 times per year and develops, regulates and co-ordinates all teaching and related study and student experience matters at the University. UBTLSE reports to and advises the Senate on all matters in relation to teaching, learning and student experience.
- 29 Clusters of Schools are supported by a designated Teaching and Learning Dean, who represents the views of their School clusters to UBTLSE. This facilitates a two-way dialogue between the University at EQA 3 and Schools at EQA 1 and 2.
- 30 At EQA 3, 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, at both undergraduate and postgraduate level.
- 31 Schools report to UBTLSE on a termly basis, based on the matters arising at the BoSSE at EQA 1. School Management Boards may also report to UBTLSE at other times, as necessary. UBTLSE provides reports which are disseminated to SDTLs, for onward reporting to the SMB and BoSSE on a termly basis.
- 32 The University Charter and Ordinances require a Student Union of the University (RUSU). The Council, Senate, Student Experience Committee, and UBTLSE include RUSU officers in their membership. Student Officers of the Students' Union are elected by students annually.
- 33 A key aspect of the system described above is the wide representation of staff and students that is achieved across the three EQA 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 three levels of the system, so that the Senate may ultimately be assured that the quality of the University's awards is being protected.

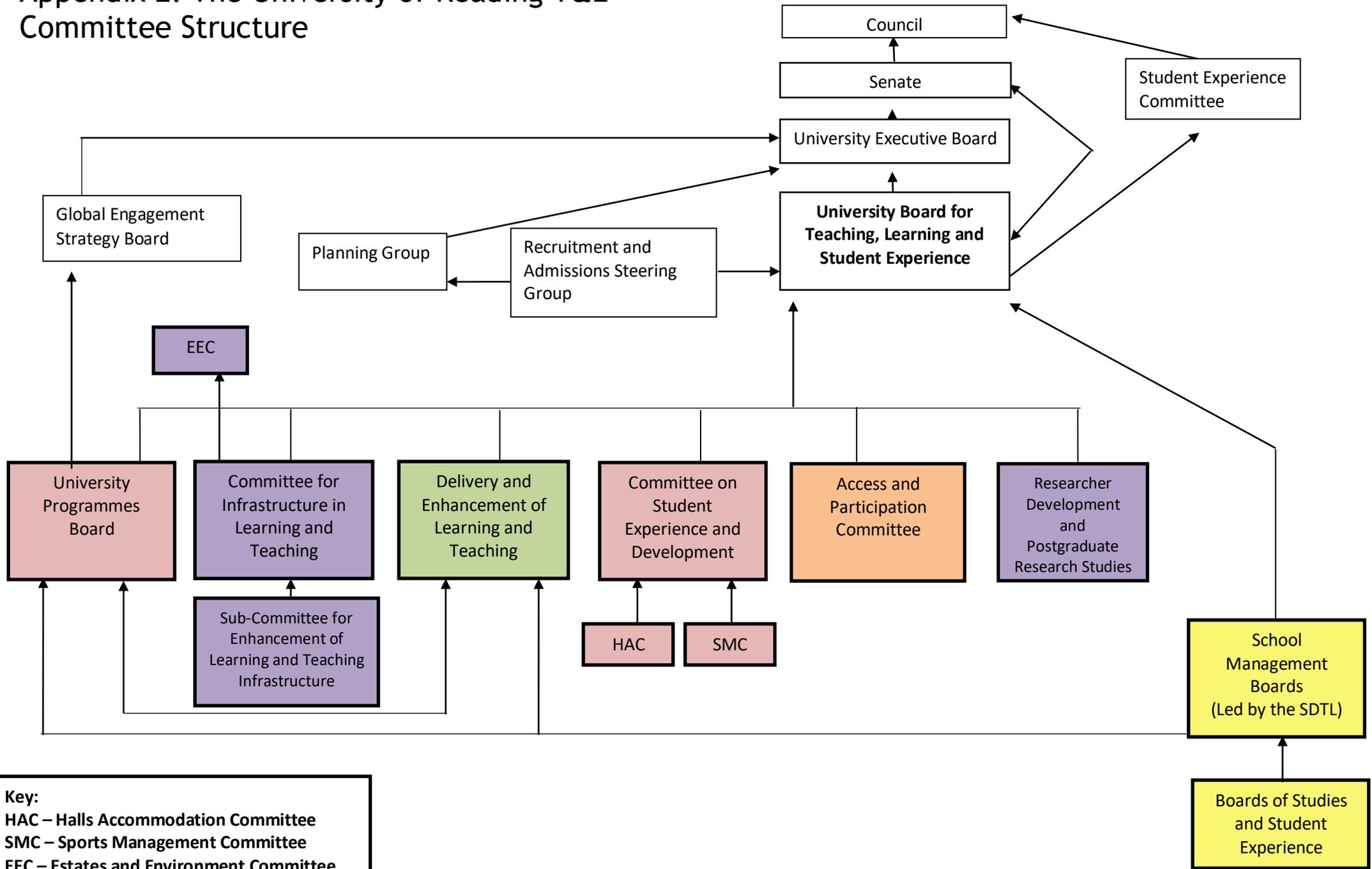
Version Control

Version	Date approved	Approved by	Effective From	Next Review	Keeper (Responsible for Policy Maintenance and review)
1	03.03.21	UBTLSE and Senate	Date of approval	Summer 2022	CQSD

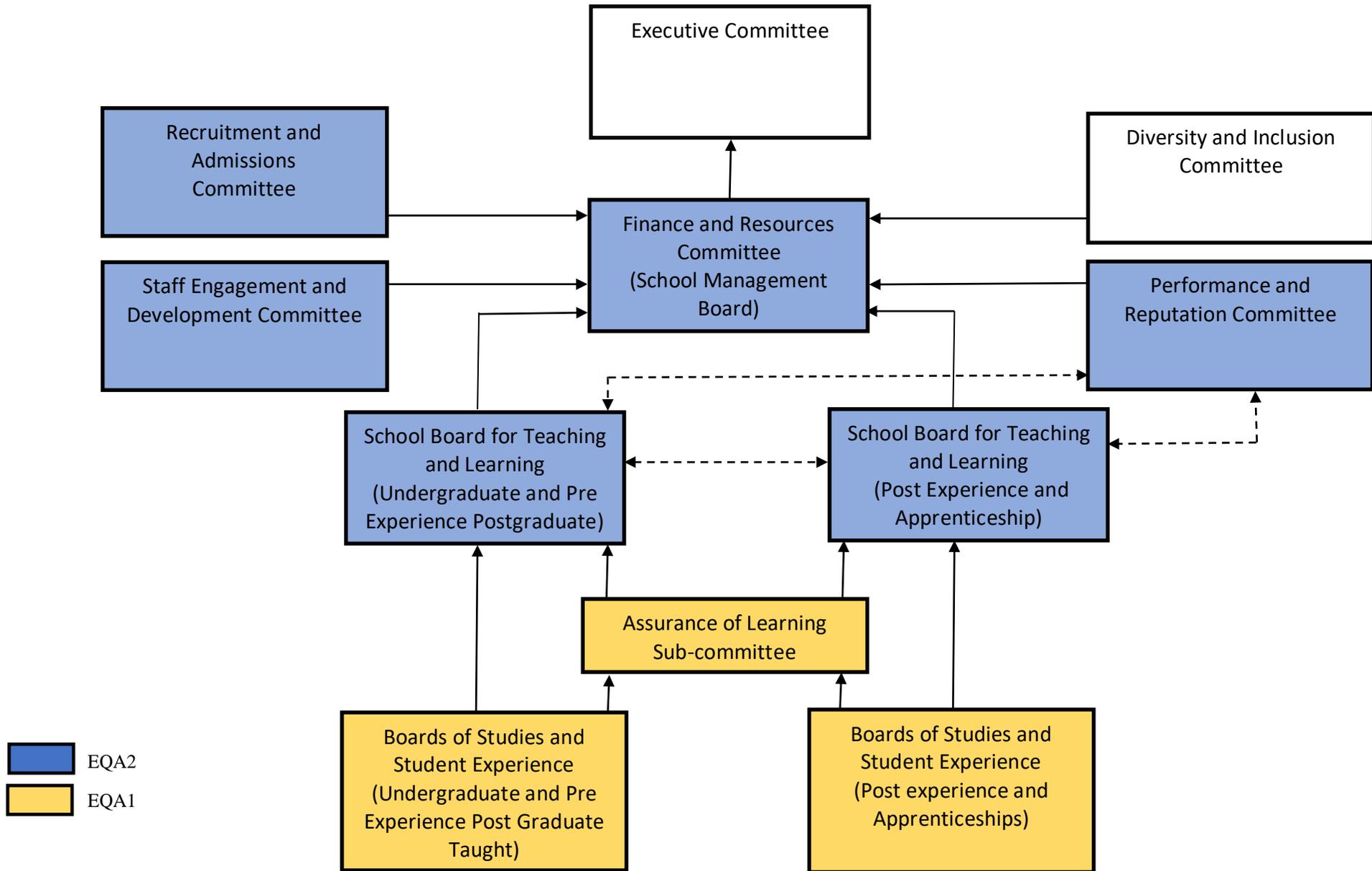
# Appendix 1: The University of Reading Quality Assurance Structure



# Appendix 2: The University of Reading T&L Committee Structure



# Appendix 3: The Henley Business School Committee Structure



## Appendix 4: Responsibilities and functions of EQA levels 1-3

### EQA1 - Programmes: Boards of Studies and Student Experience / Branch Campus Programme Boards

Every taught programme offered by the University is overseen by a Board of Studies and Student Experience. Cognate programmes can be grouped under the same Board of Studies and Student Experience (BoSSE).

#### Boards of Studies and Student Experience core responsibilities and functions

BoSSE are responsible for managing, assuring, and enhancing the quality of the student experience at module and programme level and maintaining the standards of the award(s) within their purview, by:

- a) Ensuring the design and delivery of the modules and programme(s) are developed within the context of University's and School Teaching & Learning Strategy
- b) Maintaining the academic standards of the programme(s) and ensuring programme(s) operate in accordance with the approved programme specification, further programme information, and module descriptions
- c) Overseeing the quality management of modules with its purview, ensuring that they maintain academic standards and operate in accordance with the module description.
- d) ensuring component modules of the programme(s) facilitate:
  - I. coherence of the programme(s) and achievement of the University's graduate attributes
  - II. reliable assessment of programme learning outcomes
- e) Overseeing the co-ordination of all teaching and learning activities (e.g. study abroad, placements, branch campuses) associated with the programme(s)
- f) Working in partnership with students to maintain and enhance a high-quality academic experience for all students on the programme(s), ensuring good practice is shared and necessary actions instigated and monitored. This must include consideration of:
  - I. student evaluation of teaching and learning, and other relevant sources of student voice including termly Student-Staff Partnership (SSP) Groups, and external student surveys (e.g. NSS)
  - II. arrangements for reporting back to students and staff on actions taken in response to student voice
  - III. student access, success (continuation and attainment) and progression to employment or further study, informed by relevant internal and external sources of evidence, to include specific consideration of underrepresented groups
  - IV. External Examiner's Report and response
  - V. reviews undertaken periodically both internally (e.g. Periodic Review) and, where appropriate, externally (e.g. Ofsted)
  - VI. accreditation and re-accreditation of programmes by Professional, Statutory and Regulatory Bodies (PSRBs) where appropriate
- g) Responding to any reports from Branch Campus Programme Boards and consulting with Branch Campus Programme Boards on any relevant programme matters

- h) Producing termly programme reflection minutes to feed into the School's action planning process
- i) Monitoring the progress and evaluating the impact of programme level activities in the School Teaching Enhancement Action Plan on a termly basis
- j) Identifying resource requirements for the programme(s) and communicating this to School Management Board
- k) Considering graduate employability and careers, and putting in place effective processes for engagement with relevant employers, and, as appropriate, receiving reports from industrial liaison committees/employer forums
- l) Considering the development of new programmes (including Online Courses) and potential discontinuation of existing programmes, in accordance with School and University strategy, and referring these to the S/DDTL and School Management Board as appropriate
- m) Considering, and referring to the S/DDTL as appropriate, any amendments to the programme(s) to ensure a high-quality student experience and ongoing coherence of the provision at programme level, in accordance with the University's Programme Lifecycle Policies
- n) Contributing to the production and/or review of any relevant documentation and other evidence prepared for internal (e.g. Periodic Review) and external (e.g. TEF, PSRB) review processes at the level of the programme
- o) Engaging with relevant stakeholders involved in the delivery of Combined Programmes, shared teaching and Partnership programmes, to ensure a coherent programme and consistent student experience
- p) Considering any programme related matters arising from the wider sectoral, disciplinary, and University context and, where appropriate, make recommendations to S/DTL
- q) Identifying staff training and development needs in the context of the programme and, where appropriate, make recommendations to S/DDTL and School Management Board as appropriate
- r) Delegating tasks, where appropriate, to standing sub-groups or sub-committees
- s) To report to appropriate School EQA2 Committees and liaise with the School Management Board as necessary. To report to University EQA3 Committees as appropriate.

## Delegation

The BoSSE is responsible and accountable for ensuring the above core responsibilities and functions are carried out effectively; however, individuals within Schools will have the opportunity to support and lead on these and it will be appropriate for the BoSSE to appoint individuals or groups to oversee some work on behalf of the Board.

Module Convenors will be responsible for the design and delivery of the modules within a programme and will ensure that the module provides a high quality student academic experience and will arrange for student evaluations of the module.

Reflection on module evaluations and a module's effectiveness within a programme may be delegated to the Programme Directors and the programme team, who, in partnership with students, will feed into the BoSSE.

## Combined Honours Programmes

A programme should be the responsibility of one single Board of Studies and Student Experience only. In the case of combined subject degrees, the Home-School has responsibility for the oversight of that programme, and this should be informed by the Programme Director and the Subject Liaison Officer in the Partner School. All Boards of Studies and Student Experience which have oversight of combined programmes should extend a standing invitation to Programme Directors and Subject Liaison Officers for the combined programmes.

### **Membership of the BoSSE:**

Membership for Boards of Studies and Student Experience is normally as follows:

- School/Department Director of Teaching and Learning (or his/her designate) (*Chair*)
- Programme Directors
- School Director of Academic Tutoring
- School Exams Officer
- School Director of Recruitment and Admissions
- STEAP Priority Leads
- A representative Programme Administrator
- At least two Student Course Representatives
- UoRM Programme Lead (where relevant)
- A Secretary

#### *Standing invitations:*

- The Head of School/Department
- Student Senior Representative
- School Diversity Champions
- Relevant Programme Manager
- Representative from the Library/ Librarian Liaison Officer
- Representative from Study Advice
- Representative from Careers
- Representative from CQSD
- Representative from DTS
- Representatives from Marketing, Communications and Engagement
- Additional Programme Administrators
- Programme Director for any Combined Honours programmes and subject liaison for Partner School (where relevant)
- Nominated person from Partner Schools, with modules which contribute to the Programmes

### **Branch Campus Programme Boards Core Functions**

- (a) To advise the Board of Studies and Student Experience on amendments to programmes to provide local context and to comply with local regulations, 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 and Student Experience, for referral to the School Director for Teaching and Learning, 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 and Student Experience to existing programmes for which the Branch Campus Programme Board has responsibility for delivery
- (e) To ensure, in consultation with appropriate Head of Section at the branch campus, 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
- (h) To report to the appropriate EQA2 and EQA3 Committees and liaise with Schools as necessary.

## **EQA2 - Schools: School Management Boards, School Directors for Teaching and Learning / Branch Campus Academic Boards and Teaching and Learning Committee (UoRM).**

Each School Management Board has oversight and responsibility for the programmes and degrees within its purview. The SDTL will lead on matters of teaching and learning, advising the board on strategic direction and taking forward the implementation of the strategy. School Directors of Academic Tutoring provide School-level leadership for student academic, personal and professional development and maintain strategic oversight of student engagement with their studies, success and retention across the School.

School Management Boards may put in place School level sub-committees to manage some of the core functions within its remit. These should be overseen by the SDTL, or other relevant senior leader.

### **School Management Board core responsibilities and functions, in regard to Teaching and Learning:**

- (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 University and School Learning and Teaching Strategy, and specifically to implement locally the Learning and Teaching Strategy;
- (b) Ensuring, in consultation with BoSSE, that the programme(s) are adequately resourced, including staff development needs
- (c) To monitor and oversee the School's Teaching Enhancement Action Plan.
- (d) 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 branch campus programmes, and to make recommendations for change where appropriate
- (e) 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;

- (f) To appoint, receive reports from, and monitor the effectiveness of Boards of Studies and Student Experience for programmes delivered in the School, including reports of BoSSE responses to Staff Student Partnership Group
- (g) To take an overview of student attainment and experience on programmes delivered across the School, informed by Boards of Studies and Student Experience, and relevant internal and external datasets, and as part of the School Teaching Enhancement Action Plan process
- (h) 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 oversight of the Reflection on Practice with Colleagues process within the School.
- (i) 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
- (j) 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
- (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, in which processes the Board will be supported by the Centre for Quality Support and Development, upon request (excluding Henley Business School and the Institute for Education's Ofsted reports).
- (l) To recommend nominations of Examiners to the University Board for Teaching, Learning and Student Experience
- (m) To have oversight of the admissions and recruitment process and the implications of recruitment targets for Teaching and Learning in the School
- (n) 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
- (o) 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
- (p) To have oversight of the termly BoSSE reports to UBTLSE, on teaching and learning and student experience matters arising within the School, and to receive reports from UBTLSE for dissemination to relevant groups and individuals within the School

- (q) To ensure all teaching activities are conducted in line with the statutory and procedural requirements for health and safety<sup>8</sup> and that staff are aware of their individual responsibilities.

## Delegation

The School Management Board maintains oversight for the Core Functions listed above. The SDTL and the SDAT will lead on Teaching and Learning and Student Experience matters. SDTLs and SDATs may delegate, whilst retaining responsibility, aspects of the function to DDTLs and DDATs. The SMB may also appoint sub-groups to manage the core functions listed above.

## Membership of the School Management Board

Schools have autonomy to decide the membership of their management board; however, it would normally be expected that the School Director of Teaching and Learning and the School Director of Academic Tutoring would be included in the membership of the board, to represent the teaching and learning and student experience aspects of a Schools operations. Where appropriate, Schools will normally include the Head of Section at the branch campus in the School Management Board.

## Branch Campus Academic Boards Core Functions:

- (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 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 and Student Experience for consideration, prior to the School's 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 report regularly to the University Board for Teaching, Learning and Student Experience on T&L matters which require University consideration.

---

<sup>8</sup> Requirements are laid out on the [Health and Safety Resources](#) webpages

The Membership of each branch campus Academic Board can be found in the Committee List:

<https://www.reading.ac.uk/about/governance/governance-zone.aspx>

### **EQA3 - University Board for Teaching, Learning and Student Experience and Senate**

The University Board for Teaching, Learning and Student Experience 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 PVC(s) (Education and Student Experience)
- c) to advise the University Executive Board on resource implications relating to teaching and learning, where appropriate
- d) to articulate with the Committee on Researcher Development and Postgraduate Research Studies and with School Management Boards
- e) to report to the Senate of the University and to School Management Boards and Boards of Studies and Student Experience (via SDTLs). UBTLSE will report, by exception, to the University Executive Board (UEB).

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

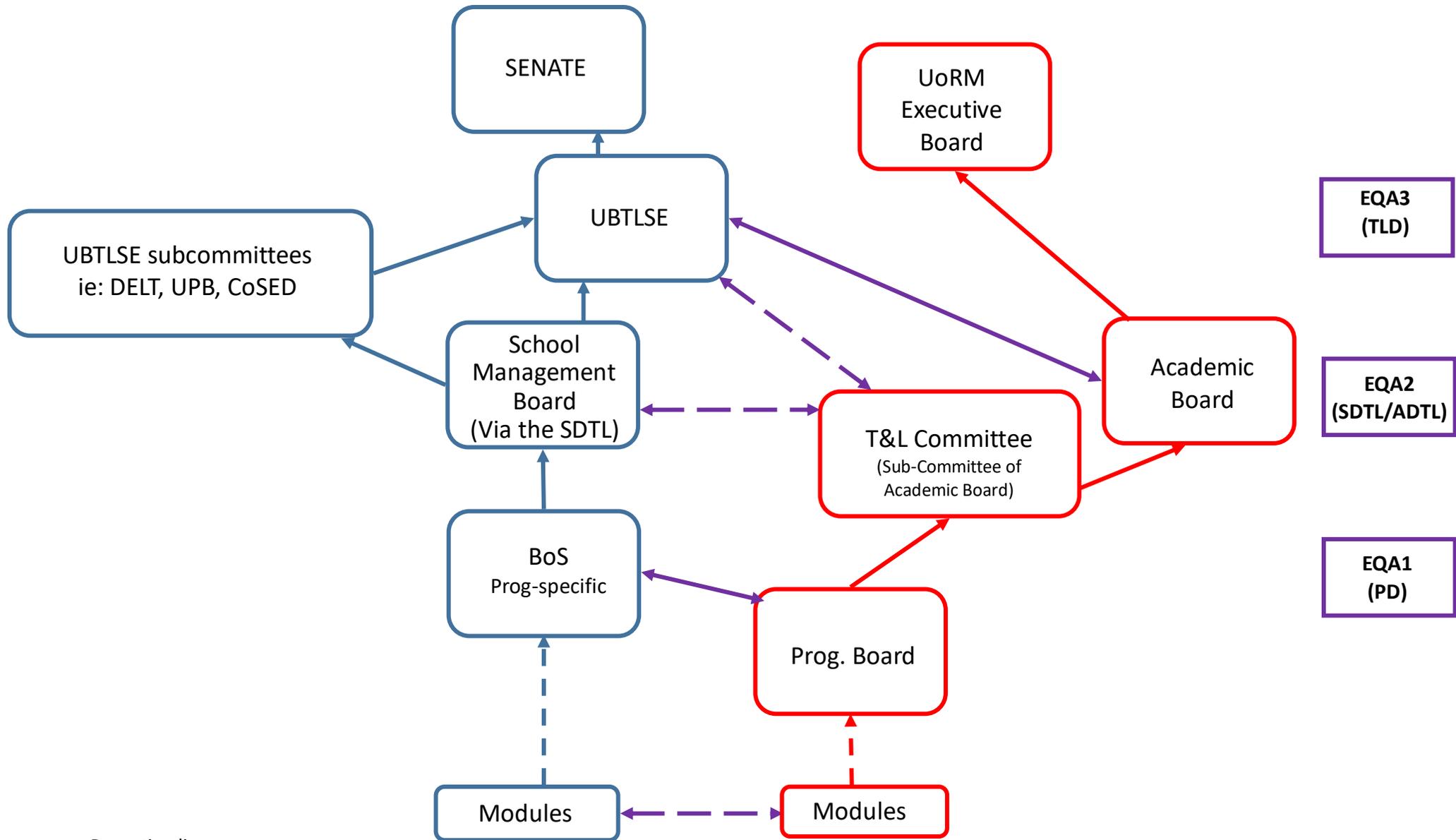
<https://www.reading.ac.uk/about/governance/governance-zone.aspx>

#### **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: The UoR and UoRM T&L Committee Structure



————— Reporting lines  
 - - - - - Information/Operational communication