

Our 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:

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 Learning¹ (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 student 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 Governance and Quality Assurance Committee (GQAC) 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 Learning². 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 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.
- 5 The School that provides and delivers a module or programme has collective responsibility for the quality of the module or programme. The School is responsible for the quality of the module or programme and for ensuring that the module or programme meets the standards of the University. The School is responsible for the quality of the module or programme and for ensuring that the module or programme meets the standards of the University. The School is responsible for the quality of the module or programme and for ensuring that the module or programme meets the standards of the University.

In the case of modules delivered at a branch campus, a Module Convenor and a Module Lead will

School-level consideration. Senior Reps will provide immediate feedback from a student perspective on School-level initiatives and suggestions. Details of the provision of student representation are available at: www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/cqsd-old-site-documents/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 Policy⁷.
- 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 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 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.

⁷ Programme Approval, Changes and Withdrawal processes are outline in the Programme Life-cycle Policy: www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/cqsd-old-site-documents/programmelifecyclepolicies.pdf

- 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

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

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- (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.

Each School Management Board has oversight and res(40 g0 G[)JTET40.0451 Tc[ol)JTETQq0.000008871 0 595.32 841.

- (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 Quality Assurance Framework, to provide 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 Unive

delegate, whilst retaining responsibility, aspects of the function to DDTLs and DDATs.

- 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
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