

# **Ownership, Status, Governance, Quality Assurance and Monitoring**

## **1 Introduction**

The following document sets out details of the ownership, status, governance, quality assurance and monitoring at the University of Law.

## **2 Ownership and Governance Structure**

and company incorporated by Royal Charter) was responsible for all of the provision of legal education under that name. From that date the training and education business of the College was transferred to a new company,

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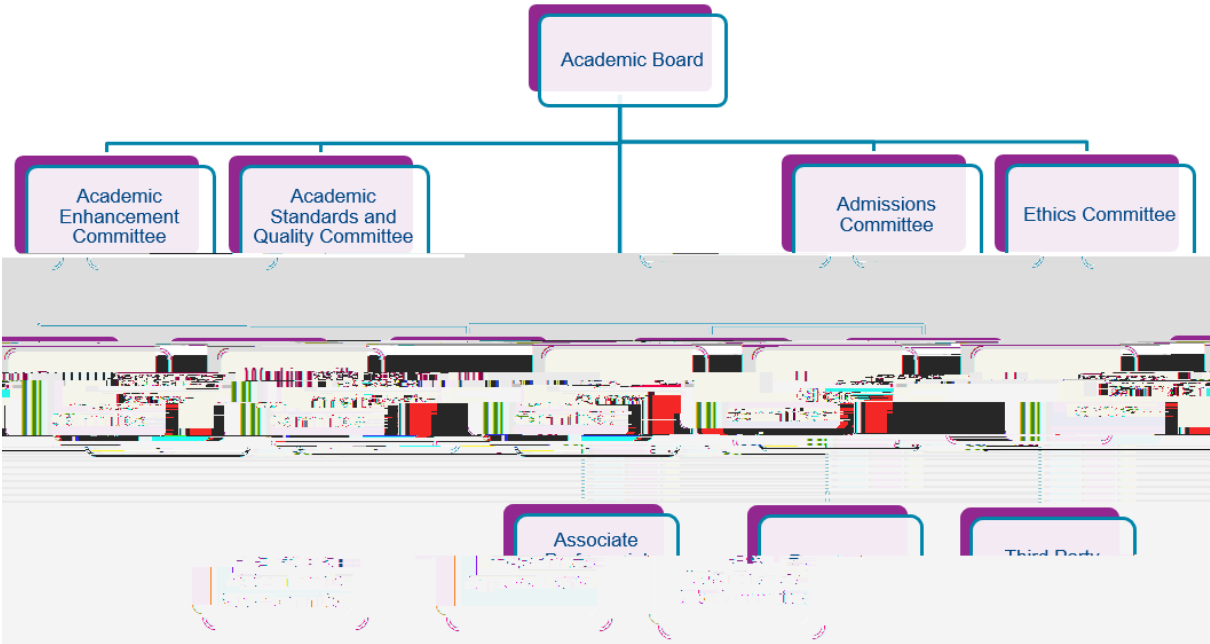
### 3 Academic Governance and Programme Management

#### 3.1 Academic Board

The Academic Board remains the ultimate academic authority of the University and takes such measures and acts in such a manner as shall best promote the academic and professional work of the University. It safeguards the standards of the courses and ensures that students receive a high quality academic

management, including the curriculum and all aspects of academic standards and quality assurance associated with the University as a degree-awarding body, including the programme approval and monitoring of programme delivery, setting and reviewing admissions policy, teaching quality and related staff development, working with others, and enhancement. It has the power to make regulations and policies, including those which delegate any of its powers.

Academic Board meetings are held three times a year and concentrate on major issues of academic strategy, policy, priority and academic standards and quality assurance. The academic governance, standards and quality assurance work of the Academic Board is mainly undertaken by its committees, which report to the Academic Board. The committee structure of the Academic Board is shown in the diagram below:



During 2015/16, these committees assumed more routine business, with meetings of key committees scheduled regularly. The Academic Registry has provided additional support to the committees and minutes and supporting documents are published on the virtual learning environment.

Membership of the Academic Board comprises ex officio members, internal members, four external members from academic higher education or professional



**(b) Programme Directors Group**

and some online. All course materials and assessments are designed centrally by appropriately experienced academic staff, but who will also have teaching input into regional campuses



**(d) Operational Services Team**

The Director of Operational Services is responsible for the delivery of client services, including administrative support and resources, across all campuses. Day-to-day management of these services is the responsibility of the Operational Services Team.

**4 Quality Assurance and Monitoring**

**4.1 Responsibility for quality assurance**

The table below gives an overview of how responsibilities for the management of standards and quality are distributed between the Academic Board and relevant functions involving academic management.

Setting	Academic Board	<ul style="list-style-type: none"> <li>&lt; Setting formal academic standards and quality expectations, including for collaborative arrangements</li> <li>&lt; Ensuring that quality assurance conforms with all applicable external benchmarks</li> <li>&lt; Approval of all regulations, policies, systems and procedures which are required to assure academic standards and quality</li> <li>&lt; Approving academic strategy</li> </ul>
	Academic Executive	<ul style="list-style-type: none"> <li>&lt; Ensuring that all programmes are developed to meet standards required by the Academic Board</li> </ul>

Delivering

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- Programme Directors, Campus Deans, Operational Services as appropriate
- < Acting in response to all relevant quality assurance indicators and reporting on actions to the Academic Board
- < ~~Inf 5 SW 57 \$ U 9 0 7 2 8 0 0 1 0 3~~ at range indicators and reporting on action



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- < appropriateness of assessment standard;
- < quality of design of assessments;
- < standard of performance of students;
- <

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On this basis, it produces at the end of each academic year a summary of results including overall pass, non-pass and withdrawal rates, broken down by mode and campus. The results are matched with factors such as the gender, previous educational background, ethnicity, disability and age of the students concerned. This in turn informs annual reports to the Academic Board.

The data thereby provides a powerful tool to assist the Academic Board to monitor standards; identify inconsistencies and trends and track diversity-sensitive issues. It also allows the University to assess the impact on student performance of any changes to curricula, syllabuses or learning and assessment methods.

including cross-campus comparison, equivalence of different examinations in the same subject or identification of individual markers who may be out of line. For example, where such an issue is identified in relation to a mock assessment, it can result in classroom observation, individual marker training or a broader cross-campus review prior to the formal assessment itself.

For purposes of managing learning opportunities, the University uses a number of centrally produced data sets. These include:

- ◁ The returns from the annual student survey. This covers all the resources which contribute, directly and indirectly, to learning opportunities.
- ◁ The returns from the Teaching Quality Evaluation Forms. These are distributed at the end of a module to enable students to feedback on the effectiveness of the teaching they received in that module. They are completed by the vast majority of students and are used for quality assurance and management of staff development.
- ◁ In relation to employability support services, the returns from the annual First Destination survey; the mid-year analysis of Careers Service activity in each campus; and the statistics produced for the purposes of the Pro Bono
- ◁ Nationally published data such as the National Student Survey (NSS), and Destinations of Leavers from Higher Education (DLHE).

In addition to its use within the annual monitoring, approval and review/re-approval processes, this data is used by a wide range of University and local level managers

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to senior management who work with their teams to create action plans on all issues arising from surveys.

### **4.7 Teaching Quality Evaluation Forms (TQEFs)**

TQEFs are another method of collecting student evaluation focusing only on the

(remunerated positions representing each University campus), along with Course Representatives (volunteers representing each programme), Student Trustees and Student Members of Committees. These representatives meet at Student Parliament meetings, which is the main decision-making body of the Student Association.

The Student Association designed its own internal microsite, Atticus, and this is now the main online student engagement area. Atticus includes a range of information and online feedback mechanisms as well as a list of clubs and societies across all University campuses.

## 4.11 Assessment policies and regulations

The University has a number of policies governing assessment standards and the management of assessment: S1: Setting and maintaining academic standards; S2: Awards Framework; Q6: Assessment Policy; Q6.2 Marking and Moderation Policy. In addition, the University has protocols governing the management of assessments, including:

- ◁ a set of detailed protocols which cover assessment design;
- ◁ a set of protocols which cover the conduct of assessments and thus such matters as the submission of coursework assessments, disruption to examinations, the use of external examination centres and the use of computers to take examinations;
- ◁ a set of detailed assessment regulations for each programme which set out, for example: the requirements for successful completion of the programme concerned; eligibility for (and, where applicable, the classification of) any award; the processing and determination of concessions applications and the finalisation of summative results at both module and programme levels;
- ◁ examination board protocols, maintained by the Academic Registry, which set out procedures to be used in applying assessment regulations consistently across University programmes (for example application of the fit-to-sit regulation and requirements regarding supporting evidence); and
- ◁ other policies such as learning support for students with special needs, diversity, admissions.

## 4.12 Approval and periodic review

Approval and review involve a combination of formal and deliberate, and routine and business processes. These are set out in detail in the University policies Q1: Programme Design.

Following internal strategic and business approval, formal academic programme approval and re-approval is undertaken by the Academic Board through the Programme Approval Committee.

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