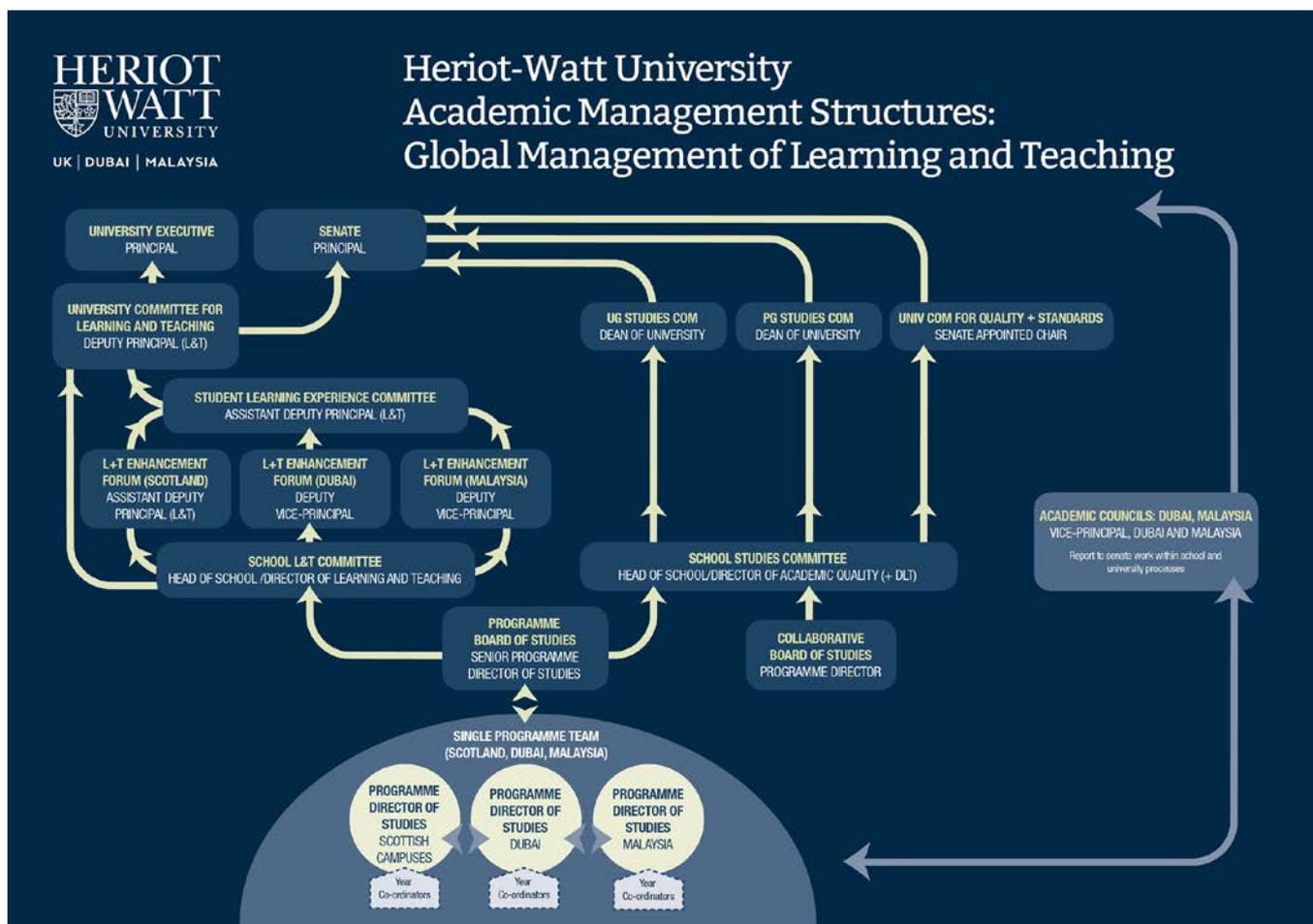


ACADEMIC STRUCTURES AT MULTIPLE CAMPUSES

Key Points

1. A University-wide academic management structure across all campuses was introduced **from session 2014/15**.
2. The academic management structure has been implemented by all Schools (except Edinburgh Business School, which does operate a School Board of Studies).
3. **Heads of School have responsibility for all academic matters** relating to programmes offered in their School's discipline areas across all campuses, regardless of mode or location of delivery.
4. The academic management structure of Schools is as follows:

| | |
|--|---|
| (1) School Learning and Teaching Committee | (4) School Director of Learning and Teaching |
| (2) School Studies Committee | (5) School Director of Academic Quality |
| (3) School Board of Studies | (6) School Senior/Programme Director of Studies |
| | (7) School Year Co-ordinator |



References and Further Information

Academic Structures at Multiple Campuses: <https://www.hw.ac.uk/services/docs/multiplecampuses.pdf>

Learning and Teaching Policies and Procedures: <https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/policy-bank.htm>

Learning and Teaching Briefing Papers

This briefing paper has been produced by the Academic Registry and is one of a series related to Learning and Teaching. <https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-and-teaching-briefing-papers.htm>

Academic Management Structures at Multiple Campuses – Summary

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee
- School Learning and Teaching Committee
- School Board of Studies
- School Collaborative Board of Studies
- School Director of Learning and Teaching
- School Director of Academic Quality
- School Senior Programme Director of Studies/School Programme Director of Studies
- School Year Co-ordinator

The Remits and Terms of Reference, which were approved by the University Executive at its meeting on 12 November 2013 and further revised and approved at the meeting on 23 January 2014, are presented in accompanying papers. In June 2018, the University Committee for Learning and Teaching approved a revised remit for Programme Director of Studies and the introduction of the remit for the role of Year Co-ordinator (both from 2018/19).

The University Executive also agreed that:

- The academic management structure should be in place across all Schools by September 2014¹;
- A consistent set of post/committee titles (as per those listed above) should be adopted across all Schools from September 2014.

At its meeting on 3 October 2013, the Senate Business Committee agreed that the Senate Councils at the Dubai and Malaysia Campuses should be renamed as "Academic Council (Dubai)" and "Academic Council (Malaysia)".

This paper, together with the associated briefing paper, summarises the key points of the approved academic management structure arrangements. The paper also outlines the flexibility afforded to Schools in operating the approved structure, eg where roles and/or committees can be combined.

University-wide Academic Management Structure

The key aims of the University-wide academic management structure are to:

- Clarify where intermediate and ultimate responsibilities for academic matters lie
- Integrate the management of academic activities across locations
- Support academic alignment
- Support quality assurance and quality enhancement activities
- Be efficient to run
- Be scalable
- Be understood by, and easily communicated to, the academic and professional services communities across the University.

In particular, the academic management structure will key to supporting the University's position on spectrum of choice underpinned by common safeguards for its multi-location/mode provision, which is encapsulated in, and summarised by, the following fundamental principle:

identical academic standards; diversity of learning experiences

¹ Originally, the Edinburgh Business School operated only a Board of Studies; it is increasingly aligned with the Academic Management Structures, eg in having a Learning and Teaching Committee.

School Academic Management Structure – Key Features

With effect from September 2014 (and from September 2018 for the revised Programme Director of Studies role and the role of Year Co-ordinator), the academic management structure of all Schools will comprise the following² (see below for structural diagram):

- School Studies Committee
 - School Learning and Teaching Committee
 - School Board of Studies
 - School Collaborative Board of Studies (only where relevant for partnership programmes)
-
- Director of Learning and Teaching
 - Director of Academic Quality
 - Senior Programme Director of Studies
 - Programme Director of Studies at each Campus (collectively forming a single Programme Team)³
 - Year Co-ordinator
1. A Board of Studies will be established for individual programmes or groups of programmes within disciplines. All versions of a programme/group of programmes will come within the remit of the Board of Studies, ie all campuses and other locations, and all modes of study.
 2. A Programme Director of Studies will be appointed to lead academic programmes (or groups of programmes) at each campus. All Programme Directors of Studies from all campuses will be members of the School Board of Studies.
 3. A Senior Programme Director of Studies will be appointed, by the Head of School, from amongst the relevant Programme Directors of Studies and will act as Chair of the Board of Studies.
 4. Within each School, there will be a School Learning and Teaching Committee and also a School Studies Committee¹.
 5. The Head of School will appoint both a Director of Learning and Teaching and a Director of Academic Quality¹. The Director of Learning and Teaching will chair the School Learning and Teaching Committee, and the Director of Academic Quality will chair the School Studies Committee.
 6. The School's Learning and Teaching Committee, Studies Committee and Boards of Studies must provide scope for equal engagement and representation of colleagues at all campuses.

See accompanying papers for various remits and terms of reference.

School Academic Management Structure – Responsibilities

- Heads of School have overall responsibility and authority for all academic matters relating to programmes offered in their School's discipline, irrespective of mode or location. This academic responsibility extends across all campuses of the University. *Implemented with effect from September 2013.*
- In practice, the Head of School delegates responsibility for all academic matters relating to taught programmes to the Director of Learning and Teaching. In this context, the responsibility and authority of the Director of Learning and Teaching extends across all campuses and all other locations as well as all modes of study. *Implemented with effect from September 2013.*

² See subsequent section *School Academic Management Structure – Operational Aspects* for options in combining committees and/or posts. In the case of partnership arrangements, Boards shall be referred to as "Collaborative Boards of Studies" to differentiate them clearly from the School Board of Studies.

³ The UCLT approved the discontinuation (from 2018/19) of the term "Director of Studies" (as a short-hand for Programme Director of Studies, as an alternative to "Year Co-ordinator" or any other capacity) in order to minimise confusion with other roles. The title Programme Director (PGT Programme) may be used to designate the individual with responsibility for a postgraduate programme within the overall discipline. The Programme Director (PGT Programme) reports to the Programme Director of Studies, who has overall responsibility for all programmes within any given discipline.

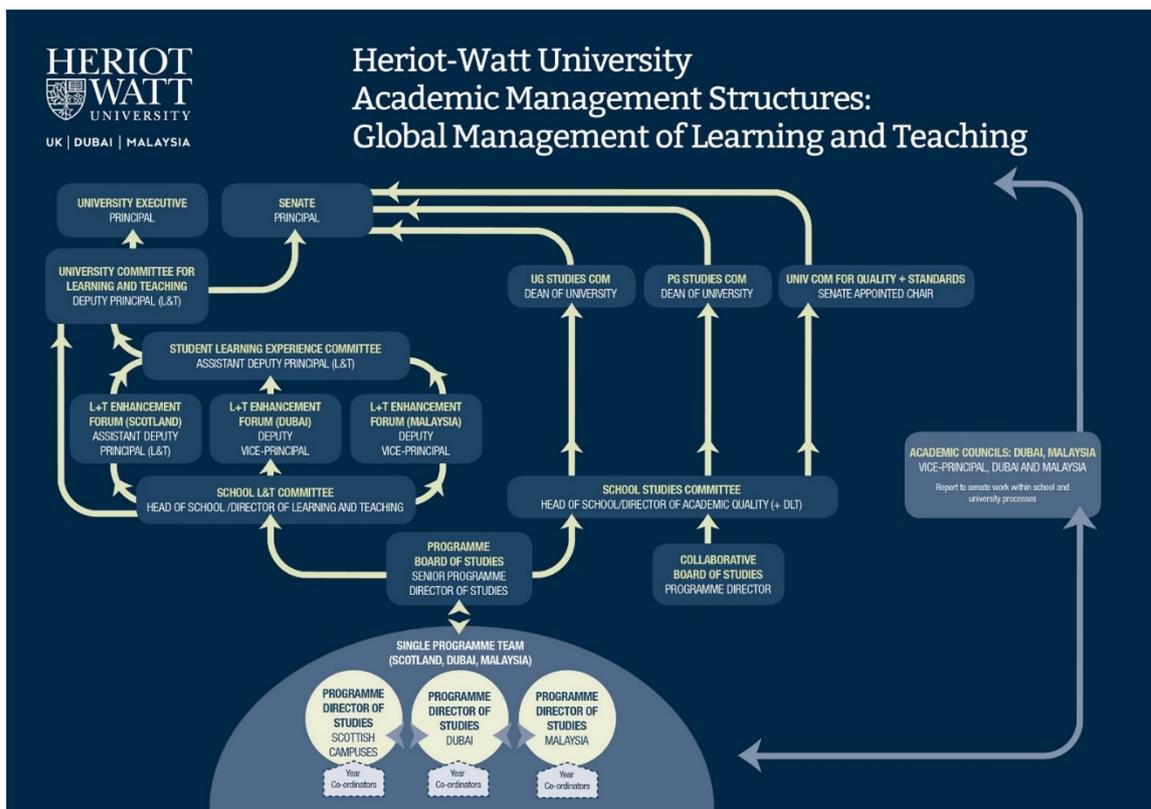
- If the size of the School or the scale of the School's multi-mode/location activity warrants, under the new academic management structure, aspects of the Director of Learning and Teaching's remit will be delegated to the Director of Academic Quality, Senior Programme Director of Studies, Programme Director of Studies or Year Co-ordinator. The Director of Learning and Teaching retains, however, responsibility for all learning and teaching matters across all modes and locations.

School Academic Management Structure – Operational Aspects

At its meeting on 18 September 2013, the Learning and Teaching Board endorsed the implementation of a common academic management structure across Schools and a consistent use of titles for the associated posts and committees. However, it was agreed that there should be some flexibility afforded to Schools in the operation of this structure, as befits the size of the School or the scale of its multi-mode/location activity.

- The Director of Academic Quality may be a separate post or the functionality may be subsumed within the remit of Director of Learning and Teaching. It is strongly recommended, however, that each School should establish a separate post of Director of Academic Quality.
- The Senior Programme Director of Studies and Programme Directors of Studies should be separate posts and should not be combined within the Director of Learning and Teaching or Director of Academic Quality posts.
- There may be a separate School Studies Committee or the functionality of this committee may be subsumed within that of the School Learning and Teaching Committee. There should be one or more separate Boards of Studies for programmes; the remit of Boards of Studies should not be subsumed within the School Learning and Teaching Committee or School Studies Committees.
- A single School Board of Studies may cover a group of programmes or separate School Boards of Studies may be established for each programme.
- In the case of partnership arrangements, Boards shall be referred to as “Collaborative Boards of Studies” to differentiate them clearly from the School Board of Studies.

University-wide Academic Management Structure



Academic Structures at Multiple Campuses – Remit of School Studies Committees

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper presents the approved remit for the **School Studies Committee: Terms of Reference**. Note: depending on size and scale, the School Studies Committee and the School Learning and Teaching Committee may operate as a single group.

School Studies Committee: Terms of Reference

The School Studies Committee is responsible for overseeing the quality and standards of the School's entire taught provision in all modes and locations. It must provide scope for equal engagement and representation of colleagues at all campuses. Its key responsibilities are:

1. To provide a forum for the discussion and dissemination of good practice in quality assurance and partnership activities across the School.
2. To consider and approve proposals to introduce, amend or withdraw programmes or courses for onward approval by the University's Undergraduate/Postgraduate Studies Committees as appropriate.
3. To consider and act upon, as required, the School Annual Monitoring and Review Report, the Partner Annual Monitoring and Review Reports and associated Action and Enhancement Plans.
4. To oversee all aspects of Periodic Review (Academic Review and Internal Audit) at both School and discipline levels, and to monitor progress towards recommendations.
5. To oversee all aspects of approval and review documentation submitted to overseas regulatory and accreditation authorities, and to work with management teams in the respective countries to monitor progress.
6. To receive summaries of comments from Chief External Examiner and External Examiner Reports and recommendations for action.
7. To consider, where appropriate, reports from relevant overseas accreditation authorities.
8. To consider, where appropriate, reports from professional, statutory and regulatory bodies.
9. To consider and approve new, amended or withdrawn partnerships arrangements, and to keep under review all external partnerships.
10. To develop and promote opportunities for student and staff mobility/exchange.
11. To report to the Head of School and the School Management Committee.
12. To co-ordinate a School-wide responses to academic-related consultations and to report on such, and any other matters as required, to the University's Undergraduate/Postgraduate Studies Committees or the University's Quality and Standards Committee.
13. To consider any other matters related to partnerships and/or quality assurance, as identified by School or University committees.

School Studies Committee: Membership

The minimum membership for the constitution of a School Studies Committee is as follows:

- Chair: Head of School or, as nominee of Head of School, the Director of Academic Quality
 - Director of Academic Quality
 - Director of Learning and Teaching
 - Academic Heads of Disciplines (or equivalent) from each Campus
 - Director of Administration or, as nominee, Senior Administrator(s) for quality assurance
 - Student representatives (usually a School Officer)
 - Clerk: quality assurance/discipline administrator
- Meetings to be held at least once per semester
 - Any confidential matters related to individual students should be scheduled at the end of the meeting and student representatives should be invited to leave the meeting prior to that item

Academic Structures at Multiple Campuses – Remit of School Learning and Teaching Committees

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper presents the approved remit for the **School Learning and Teaching Committee: Terms of Reference**. Note: depending on size and scale, the School Learning and Teaching Committee and the School Studies Committee may operate as a single group.

School Learning and Teaching Committee: Terms of Reference

The School Learning and Teaching Committee is responsible for overseeing the management and enhancement of learning, teaching and assessment for the School's entire taught provision in all modes and locations. It must provide scope for equal engagement and representation of colleagues at all campuses. Key responsibilities are:

1. To develop and approve the School's Learning and Teaching Strategy and associated Enhancement Plan in accordance with the University Learning and Teaching Strategy and Operational Plan, and to monitor and review annually progress towards objectives.
2. To develop and revise School academic policies and procedures within the University's academic policy framework.
3. To provide a forum for the discussion and dissemination of good practice in learning, teaching and assessment.
4. To monitor the operation, results and actions related to student surveys and other mechanisms to obtain student feedback.
5. To receive and act upon, as required, reports from the School Board of Studies.
6. To receive and act upon, as required, reports from School Staff-Student Liaison Committees.
7. To receive, and act upon as required, reports from Industrial Advisory Boards or equivalent bodies.
8. To receive, and act upon as required, reports from professional, statutory and regulatory bodies.
9. To review the School's annual performance data in the context of the University's learning and teaching key performance indicators.
10. To monitor the School's academic support provision for taught students, including induction and transition arrangements.
11. To report to the Head of School, School Management Committee, individuals and committees as appropriate.
12. To co-ordinate a School-wide responses to learning and teaching consultations and to report on such, and any other matters as required, to the University's Learning and Teaching Board.
13. To review student performance in assessment data at the course, programme and discipline level.
14. To consider any other matters related to learning and teaching, as identified by School or University committees.

School Learning and Teaching Committee: Membership

The minimum membership for the constitution of a School Learning and Teaching Committee is as follows:

- Chair: Head of School or, as nominee of Head of School, the Director of Learning and Teaching
- Director of Learning and Teaching
- Director of Academic Quality
- Academic Heads of School (or equivalent) from each Campus
- Heads of Disciplines (or equivalent) from each Campus
- Director of Administration or, as nominee, Senior Administrator(s) for learning and teaching
- At least one undergraduate student representative (usually a School Officer)
- At least one postgraduate taught student representative
- Clerk: learning and teaching administrator
- Meetings to be held at least once per semester
- Any confidential matters related to individual students should be scheduled at the end of the meeting and student representatives should be invited to leave the meeting prior to that item

Academic Structures at Multiple Campuses – Remit of School Board of Studies

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper outlines the approved remit for the **School Board of Studies: Terms of Reference**. Note: depending on size and scale, a Board of Studies may be created for an individual programme or for a group of related programmes within a discipline.

School Board of Studies: Terms of Reference

The School Board of Studies is responsible for the management and operation of a programme or groups of related programmes across all campuses. It must provide scope for equal engagement and representation of Programme Directors of Studies (Academic Leaders of Programmes at each campus) and other colleagues as appropriate at all campuses. Its key responsibilities are:

1. To act as a cross-campus, discipline-specific locus for the academic management, operation and development of multi-campus programmes.
2. To provide a forum for the discussion and dissemination of good practice in enhancing the relevant multi-campus programme.
3. To contribute to the implementation of the School's Learning and Teaching Strategy and associated Enhancement Plan.
4. To review and act upon the results of student surveys and other mechanisms to obtain student feedback.
5. To review and, where appropriate, act upon the results of feedback from employers and industry,
6. To review and act upon academic performance data related to the multi-campus programme(s).
7. To consider proposals to introduce, amend or withdraw multi-campus programmes or courses for onward consideration by the School's Studies Committee.
8. To contribute to, and act upon, as required, the School Annual Monitoring and Review Report, and associated Action and Enhancement Plans.
9. To contribute to Academic Review at the programme/discipline levels, and to progress recommendations.
10. To receive summaries of comments from Chief External Examiner and External Examiner Reports and recommendations for action.
11. To report to the School's Learning and Teaching Committee and/or the School's Studies Committee as appropriate.
12. To report to the Head of School as appropriate.
13. To liaise with other Boards of Studies where necessary to fulfil their respective remits.
14. To consider any other matters related to the development and operation of multi-campus programmes, as identified by School or University committees.

School Board of Studies: Membership

The minimum membership for the constitution of a School Board of Studies is as follows:

- Chair: Senior Director of Studies (appointed by the Head of School in consultation with the Vice-Principals (Dubai and Malaysia) from the UK, Dubai and Malaysia Programme Directors of Studies; initially, the UK Director of Studies)
- Programme Director of Studies (UK): Academic Leader of the Programme(s) at the relevant Scottish Campus
- Programme Director of Studies (Dubai): Academic Leader of the Programme(s) at the Dubai Campus
- Programme Director of Studies (Malaysia): Academic Leader of the Programme(s) at the Malaysia Campus
- Representatives of the teaching staff of the programme(s) from each campus
- Administrative staff involved in the programme(s) from each campus.
- Clerk: School Administrator or appointed from amongst members of the Board of Studies
- Meetings to be held at least once per semester

Note: in the case of partnership arrangements, Boards shall be referred to as "Collaborative Boards of Studies" to differentiate them clearly from the above School Board of Studies.

Academic Structures at Multiple Campuses – Remit of School Collaborative Board of Studies

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

At its meeting on 27 March 2014, the University Executive approved the Terms of Reference for a School Collaborative Board of Studies.

This paper outlines the approved remit for the **School Collaborative Board of Studies: Terms of Reference**. Note: a Collaborative Board of Studies should be established for programmes which are delivered through partnership arrangements; a School Board of Studies covers programmes which are delivered exclusively by Heriot-Watt University at one or more of the University's campuses (*see separate remit*).

School Collaborative Board of Studies: Terms of Reference

The School Collaborative Board of Studies is responsible for the academic management and operation of a programme delivered in partnership with one or more higher education institutions (either in the UK or overseas). In such cases, the programme is referred to as a "Joint Collaborative Programme" and the partnership as a "Joint Collaborative Partnership". The key responsibilities of the School Collaborative Board of Studies are:

1. To act as a cross-institution, discipline-specific locus for the academic management, operation and development of a Joint Collaborative Programme.
2. To provide a forum for the discussion and dissemination of good practice in enhancing the Joint Collaborative Programme.
3. To review and act upon the results of student surveys and other mechanisms to obtain student feedback.
4. To review and, where appropriate, act upon the results of feedback from employers and industry,
5. To review and act upon academic performance data related to the Joint Collaborative Programme.
6. To consider proposals to introduce, amend or withdraw courses in the Joint Collaborative Programme for onward consideration by the School's Studies Committee.
7. To prepare an Annual Report for consideration by the School's Studies Committee.
8. To contribute to, and act upon, as required, the School Annual Monitoring and Review Report and associated Action and Enhancement Plans.
9. To contribute to Academic Review at the programme/discipline levels, and to progress recommendations.
10. To receive summaries of comments from Chief External Examiner and External Examiner Reports and recommendations for action.
11. To report to the School's Learning and Teaching Committee and/or the School's Studies Committee as appropriate.
12. To report to the Head of School as appropriate.
13. To liaise with other School committees where necessary to fulfil their respective remits.
14. To consider any other matters related to the development of the Joint collaborative Programme, as identified by School or University committees.

School Board of Studies: Membership

The minimum membership for the constitution of a School Collaborative Board of Studies is as follows:

- Chair: Programme Director (appointed from amongst the Programme Directors of the various contributing higher education institutions)
- Programme Directors of the various contributing higher education institutions
- Representatives of the teaching staff of the programme(s) from each of contributing higher education institutions
- Administrative staff involved in the programme(s) from each of contributing higher education institutions
- Clerk: School Administrator or appointed from amongst members of the Collaborative Board of Studies
- Meetings to be held at least once per academic year

Academic Structures at Multiple Campuses – Remit of Director of Learning and Teaching

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper outlines the approved remit for the post of School **Director of Learning and Teaching**. Several modifications have been made to previous versions in order to amend out-dated details and to reflect the multi-mode/location scope of the remit of the Director of Learning and Teaching.

Director of Learning and Teaching: Role Description

The School Director of Learning and Teaching is responsible for all matters related to the learning, teaching and assessment of the School's entire taught provision across all modes and locations. The remit also includes "quality and standards", namely quality assurance processes and all external partnership arrangements; although, in practice, this part of the role can be delegated to the School Director of Academic Quality.

The key aspects of the role are summarised according to the key functional areas.

Leadership and Management

1. To be responsible, on the delegated authority of the Head of School, for functional management of the School's entire taught provision across all campuses, and in all modes and locations.
2. To provide academic leadership in the management and enhancement of learning, teaching and assessment across all modes and locations.
3. To be responsible for all academic quality assurance processes and external partnership within the School (*this function may be delegated to the School's Director of Academic Quality*).
4. To undertake management-related tasks identified by the Head of School, and in consultation with the Vice-Principals (Dubai and Malaysia) as appropriate, which may include, but are not limited to: staff management (including recruitment, promotion, development, PDR); budget/resource management; workload distribution; development of the taught portfolio.
5. To report on relevant matters related to the management of learning, teaching and assessment to the Head of School and the School Management Committee, ensuring that the Head of School is fully informed and able contribute to, and represent the School view at, University Executive discussions on learning and teaching matters.
6. To be a member of the School Management Committee and other relevant School Committees.
7. To represent the School on the University's Learning and Teaching Board and to provide reports or identify items for consideration, as appropriate, to the Board.

Strategy

8. To lead the development and implementation of the School's Learning and Teaching Strategy and associated Enhancement Plan in accordance with the University Learning and Teaching Strategy and Operational Plan, and to monitor and review annually progress towards objectives.
9. To be responsible, at the institutional level as a member of the Learning and Teaching Board, for the development and implementation of the University's strategies, policies and procedures related to learning and teaching.

Operational Management

10. To manage the development, revision and implementation of School academic policies and procedures within the University's academic policy framework.
11. To monitor the operation, results and actions related to student surveys and other mechanisms to obtain student feedback.
12. To set key performance targets for the School in learning and teaching (including student recruitment numbers), as part of the annual Planning Round.
13. To review the School's annual performance data in the context of the University's learning and teaching key performance indicators.

14. To keep an overview of student performance in assessment data at the course, programme and discipline level.
15. To monitor the School's academic support provision for taught students, including induction and transition arrangements.

People

16. To chair the School Learning and Teaching and ensure that the Committee fulfils its remit with respect to the management and enhancement of learning, teaching and assessment.
17. To oversee the activities of Programme/Discipline/Academic Leaders, ensuring that their work related to learning and teaching meets both School and University requirements.
18. To collaborate with School Officers and other representatives, and to encourage and support the proactive engagement of student, in developments related to the strategy, policy and general enhancement of learning, teaching and assessment.
19. To promote discussion and dissemination of good practice in enhancing learning, teaching and assessment across the School.
20. To collaborate with the Centre for Academic Leadership and Development to ensure that all academic staff have the knowledge and skills to deliver high quality teaching currently and in future.

Communication and Consultation

21. To co-ordinate, via the School Learning and Teaching Committee, School-wide responses to learning and teaching consultations and to report on such, and any other matters as required, to the University's Learning and Teaching Board.
22. To disseminate across the School all learning and teaching consultations, ensuring that staff at all campuses have an opportunity to provide their views on proposed University developments.
23. To communicate across the School all institutional strategies, policies and procedures approved for implementation, ensuring that all staff, and students where relevant, are made aware of them.

Externality

24. To collaborate with local and international partners to grow and diversify the School's taught provision.
25. To oversee the management of open days, outreach activities and widening participation initiatives.
26. To act as the primary point of contact between the University and the School, and external parties and the School, on all major matters related to learning and teaching.

Academic Structures at Multiple Campuses – Remit of School Director of Academic Quality

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee: Terms of Reference
- School Learning and Teaching Committee: Terms of Reference
- School Board of Studies: Terms of Reference
- School Director of Learning and Teaching: Remit (*already in existence; updated remit produced*)
- School Director of Academic Quality: Remit
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper presents the approved remit for the post of **School Director of Academic Quality**. Note: depending on the size and scale, the School Director of Academic Quality post might be combined with the Director of Learning and Teaching post.

School Director of Academic Quality: Role Description

The School Director of Academic Quality is responsible for all matters related to the academic quality and standards of the School's entire taught provision across all modes and locations. "Quality and standards" includes quality assurance processes and all external partnership arrangements.

The key aspects of the role are:

1. To chair the School Studies Committee and ensure that the Committee fulfils its remit with respect to the quality and academic standards of all taught provision, programme and course proposals, partnership arrangements, professional accreditation and student-related matters.
2. To provide leadership in developing, implementing and maintaining quality assurance processes in the School.
3. To provide reports on matters related quality and standards to the School Studies Committee and/or to the University's Undergraduate/Postgraduate Studies Committees or Quality and Standards Committee.
4. To represent the School on the University's Quality and Standards Committee.
5. To be responsible for School and Partner Annual Monitoring and Review processes.
6. To co-ordinate Periodic Review (Academic Review and Internal Audit) arrangements and documentation, and to oversee progress towards recommendations.
7. To co-ordinate external accreditation and review arrangements and documentation for overseas government accrediting authorities and Professional Statutory and Regulatory Bodies (PSRB's), and to oversee progress towards recommendations.
8. To ensure actions are taken in response to reports from Chief External Examiners and External Examiners.
9. To promote discussion and dissemination of good practice in quality assurance and partnership activities across the School.
10. To be a member of relevant School Committees.

Academic Structures at Multiple Campuses – Remit of Programme Director of Studies

At its meeting on 1 November 2017, the University Committee for Learning and Teaching approved revisions to the Academic Management Structures, which included (1) standardisation of the terminology and remit of the Programme Director of Studies/Senior Programme Director of Studies (*part of the original Academic Management Structures*); (2) the addition of the role of Year-Co-ordinator. The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee
- School Learning and Teaching Committee
- School Board of Studies
- School Collaborative Board of Studies
- School Director of Learning and Teaching
- School Director of Academic Quality
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper presents an updated remit for the post of **Programme Director of Studies** and for the post of **Senior Programme Director of Studies**. *Note: most of these updates are related only to terminology. As agreed by the University Committee for Learning and Teaching, the revisions will be implemented with effect from 2018/19. This updated remit was approved by the UCLT at its meeting on 12 June 2018.*

Programme Director of Studies/Senior Programme Director of Studies: Role Description

A Programme Director of Studies¹ is appointed by the Head of School as the academic lead of a programme (or group of related programmes within a discipline) at each campus. The Programme Directors of Studies for each programme at the various campuses (UK, Dubai and Malaysia) collectively form the basis of a single programme team, referred to as a Board of Studies. The Programme Director of Studies title is qualified and differentiated by the title of the relevant discipline or subject area, eg Programme Director of Studies (Chemical Engineering).

The key aspects of the role are:

1. To provide academic leadership in the management, operation and development of a programme (or group of related programmes within a discipline) at undergraduate and, if relevant, postgraduate taught² levels at the UK, Dubai or Malaysia Campus as appropriate.
2. To contribute, in conjunction with the other campus Programme Directors of Studies, to the collective of management, operation and development of the programme(s) in all its campus variants.
3. To provide reports on matters related to the programme(s) to the relevant Board of Studies.
4. To contribute to the School Annual Monitoring and Review processes.
5. To contribute to the Academic Review of the programme(s)
6. To contribute to professional accreditation of the programme(s) and liaise with employers and industry as appropriate.
7. To ensure actions are taken in response to reports from Chief External Examiners and External Examiners.
8. To promote discussion and dissemination of good practice in enhancing the programme(s).
9. To represent the views of the teaching staff at the Board of Studies.
10. To be a member of relevant Board of Studies.

In addition to the above, the School Senior Programme Director of Studies, who is appointed by the Head of School in consultation with the Vice-Principals (Dubai and Malaysia) from among the three campus Programme Directors of Studies³, has the following responsibilities:

1. To chair the School Board of Studies for the relevant cross-campus programme (group of programmes), and ensure that the Board fulfils its remit with respect to being a single locus for the collective management, operation and development of the programme across all campuses.
2. To provide academic leadership of all campus versions of the programme(s).
3. To provide reports from the Board of Studies on matters related to the programme(s) to the Head of School and/or to the School's Learning and Teaching Committee and/or the School's Studies Committees.

¹ The UCLT approved the discontinuation (from 2018/19) of the term "Director of Studies" (as a short-hand for Programme Director of Studies, as an alternative to "Year Co-ordinator" or any other capacity) in order to minimise confusion with other roles.

² The title Programme Director (PGT Programme) may be used to designate the individual with responsibility for a postgraduate programme within the overall discipline. The Programme Director (PGT Programme) reports to the Programme Director of Studies, who has overall responsibility for all programmes within any given discipline.

³ The Senior Programme Director of Studies may initially be the Programme Director of Studies of the UK Campus version of the programme; in time, however, it is intended that this role will be taken by either the Dubai Campus or Malaysia Campus Programme Director of Studies.

Academic Structures at Multiple Campuses – Remit of Year Co-ordinator

At its meeting on 1 November 2017, the University Committee for Learning and Teaching approved revisions to the Academic Management Structures (AMS), which included (1) standardisation of the terminology and remit of the Programme Director of Studies/Senior Programme Director of Studies (*part of the original Academic Management Structures*); (2) the addition of the role of Year-Co-ordinator.

The Academic Management Structures were originally implemented institution-wide in September 2014 as a common structure for managing learning and teaching at the School level across multiple campuses. See *separate paper summarising the structure*. The AMS comprise Terms of Reference and Remits for the following:

- School Studies Committee
- School Learning and Teaching Committee
- School Board of Studies
- School Collaborative Board of Studies
- School Director of Learning and Teaching
- School Director of Academic Quality
- School Senior Programme Director of Studies/School Programme Director of Studies: Remit
- School Year Co-ordinator: Remit

This paper provides an overview of the remit of **Year Co-ordinator**. As agreed by the University Committee for Learning and Teaching, the post of Year Co-ordinator will be added to the AMS and implemented with effect from 2018/19. The remit was approved by the UCLT at its meeting on 12 June 2018.

Year Co-ordinator: Role Description

A Year Co-ordinator⁴ is appointed at each campus by the Head of School or nominee (eg Head of Discipline or Programme Director of Studies) to provide an operational, co-ordinating role for a particular cohort/year group within a programme (or group of related programmes within a discipline). The Year Co-ordinators for programmes delivered at more than one campus will work together on operational matters related to the delivery of the programme across all campuses, eg all Year Co-ordinators for First Year Civil Engineering in Edinburgh, Dubai and Malaysia will work together on operational issues related to the delivery of the programme across the three campuses.

The key aspects of the role are:

1. To provide co-ordination for a particular cohort/year group within a programme (or group of related programmes within a discipline) at the UK, Dubai or Malaysia Campus as appropriate.
2. To contribute, in conjunction with the other Year Co-ordinators, to the collective of management, operation and development of the relevant cohort/year group across all campus locations.
3. To co-ordinate and manage cohort-specific/year-specific operational matters, such as: liaising over teaching and exam timetables; working with the programme teaching team to coordinate assignment submission dates across courses; communications to students at key points in the academic year; approving change of course requests; liaising with Class Representatives; attendance monitoring; collaborating with Professional Services regarding students with additional support requirements.
4. To act as contact and source of advice for Course Co-ordinators associated with a particular year of study, including providing advice on regulations and policies.
5. To co-ordinate cohort-specific/year-specific induction and transition activities for new and/or returning students.
6. To act as a contact and source of advice for all Personal Tutors associated with a particular cohort/year group.
7. To engage in discussion and dissemination of good practice in enhancing the experience of the cohort/year group.
8. To contribute to cohort-specific/year-specific reports to the relevant Student-Staff Liaison Committees and Boards of Examiners, and, if appropriate, to attend meetings of both groups.
9. To provide cohort-specific/year-specific reports to the relevant Programme Director of Studies.

⁴ The term “Year Co-ordinator” replaces, with effect from 2018/19, the use of the terms “Director of Studies” or “Year Director of Studies” as an individual responsible for a cohort/year group.