Queen Mary
University of London

Senate

Paper Title	Academic Governance Review
Outcome requested	Senate is asked to **consider** the report of the review of academic governance.
Points for Senate members to note and further information	Senate commissioned a review of academic governance in October 2014. The report provides the outcome of a desk-based review which focussed on an evaluation of the following: • Senate's effectiveness at exercising its responsibility for the academic activity of QMUL; • the extent to which the QMUL Academic Framework introduced in 2010 (included for reference), is reflected in current practice; • the capability of the governance structure to support QMUL's strategic aims; • the degree of alignment with the expectations of the QAA's *UK Quality Code for Higher Education*.
Questions to consider	Senate members are invited to comment in particular on the following questions (paragraph 11 of the report): [a] Does Senate agree with the observations detailed in the report and are there any other significant issues or themes that should be taken into consideration? [b] To what extent are the structures and behaviours proposed in the QMUL Academic Framework reflected in current governance practice and are there any aspects not already outlined that require further attention? [c] Does the report identify all the elements of the QMUL Strategy that will require changes to governance structures? [d] To what extent are the governance arrangements at the institutional, faculty, and school and institute levels, and the inter-relationships between them, clear and well understood and are there any aspects not already outlined that require further attention?

QM	Senate has general responsibility for the academic activity of QMUL, including the management of academic standards and the quality of provision.
Strategy and risk	Aligns with: QMUL Strategy QMUL Academic Framework, 2010 Quality Assurance Agency, *UK Quality Code for Higher Education* Committee of University Chairs, *The Higher Education Code of Governanc*e
Reporting/ consideration route for the paper	n/a
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QUEEN MARY UNIVERSITY OF LONDON

ACADEMIC GOVERNANCE REVIEW

Introduction

1.   This is an initial report of a review of academic governance arrangements at Queen Mary that was commissioned in October 2014 by Senate in order to evaluate:

[a]   Senate's effectiveness at exercising its responsibility for the academic activity of QMUL;

[b]   the extent to which the QMUL Academic Framework, introduced in 2010, is reflected in current practice;

[c]   the capability of the governance structure to support QMUL's strategic aims;

[d]   the degree of alignment with the expectations of the UK Quality Code.

2.   The review was predominantly a desk-based exercise, encompassing governance within schools and institutes as well as at the institutional level, but also included discussions with a selection of managers to test and expand on the emerging issues.

3.   The review did not look at academic quality assurance processes or the Planning and Accountability Review (PAR) process, except to consider how these interact with the governance structure. Assessment governance was also excluded from this review on the grounds that it has been the subject of a recent, dedicated review through the work of the Assessment Governance Task and Finish Group.

The QMUL Academic Framework

4.   QMUL introduced a new academic governance framework in September 2010, the aims of which were:

[a]   to establish the Senate as the body responsible for the academic activity of QMUL with a particular emphasis on safeguarding academic standards and promoting academic freedom;

[b]   to reduce bureaucracy and establish a clearer distinction between management and governance by making the Vice-Principals individually accountable for decisions and strategic delivery, consultation and communication in their areas of responsibility and for providing assurance to Senate through regular reports;

[c]   to establish task and finish groups as required, and advisory groups for the Vice-Principals, in place of a number of standing committees;

[d]   to identify individuals with responsibility for taught programmes and for research at the executive, faculty, and school and institute levels.

The relationship to corporate governance

5.   The Senate is nominated in the Charter as the body responsible for the academic activity of QMUL, subject to the general superintendence and control of Council. Council's oversight of Senate is regulated by its commitment, through the CUC Code of Governance, to the principles of collegiality and academic freedom. The responsibilities of Council in relation to academic governance are therefore:

   [a]   to approve QMUL's strategy and oversee the educational character of the institution;

   [b]   to assure itself that QMUL has an effective framework, overseen by Senate, to manage the quality of learning and teaching and to maintain academic standards;

   [c]   to have oversight of all major academic partnerships involving significant institutional-level risks;

   [d]   to assure itself that student complaints are addressed effectively, to encourage student engagement in academic governance and to make such provision as it thinks fit for the general welfare of students, in consultation with Senate.

6.   A recent review of Council's effectiveness highlighted a desire among Council members to engage more with these responsibilities and to strengthen the interaction between Council and Senate, while noting that Senate already provides Council with appropriate assurance in relation to academic risks. In order to address this, Council will receive more expansive reports from Senate in future, together with summaries of student surveys, appeals and complaints processes and institutional performance in relation to academic strategies. Presentations from early career researchers have been well received by Council members and plans are also underway to increase their awareness of developments in learning, teaching and assessment.

Observations

7.   Overall, QMUL has a comprehensive framework of academic governance that provides structured opportunities for staff and students to engage on issues at all levels of the institution and conforms to sector expectations. There is the potential for some aspects of the framework to be clarified or strengthened and the remainder of this report identifies those areas that could benefit from further consideration.

8.   It is a widely expressed view that Senate meetings contain insufficient debate and that a significant proportion of time is devoted to formal business.

   [a]   Senate does not regularly receive information about strategic issues in a way that stimulates debate and constructive challenge. The Vice-Principals provide assurance to Senate on the responsibilities delegated to them in the Academic Framework through oral reports. Compared to written reports circulated to members in advance, these have the advantage of being more up to date, but give less opportunity for members to make a considered contribution in meetings.

   [b]   Although the majority of Senate members are drawn from faculties, schools and institutes, their role is to act in the general interest of QMUL, rather than to represent the view of any individual constituency within it. Some contributions in meetings are nonetheless perceived to be relatively parochial, which makes it more difficult for Senate to reach decisions through consensus and discourages debate and constructive challenge.

[c]   In common with most UK higher education institutions, QMUL has more comprehensive formal mechanisms for reporting to Senate on learning, teaching and assessment than on research and public engagement. This, combined with the practice of giving oral reports on the work of the Vice-Principals, results in a partial agenda which does not reflect all the concerns of academic staff and makes it more difficult for members to take a strategic overview.

9.   The Academic Framework defines the route through which consultation and decision making takes place vertically within the institution by making the Vice-Principals individually accountable for strategic delivery and by creating roles with responsibility for teaching and research at the executive, faculty, and school and institute levels. The extent of the authority of Vice-Principals, Deans and Directors of teaching and research to make and implement decisions is not widely understood across the institution, however, and there is a tendency for decisions to be referred, rather than reported, upwards through the governance and management structure. This limits the visibility of decision making at the school and institute level and has the potential to reduce the overall capacity of the institution to drive strategic initiatives. The Directors of teaching and research are not all represented on the senior management groups of their schools, making it more difficult for them to communicate and implement initiatives that are being driven at the faculty and institutional levels.

10.   The practice of establishing fixed-term task and finish groups in place of standing committees has become well embedded. This has not led to there being evidently fewer meetings, in particular for staff working at the faculty and institutional levels, but it has ensured that meetings remain aligned with current requirements. The introduction of the QMUL Strategy 2015 will require consideration of how the governance structure should in future support the achievement of longer-term initiatives in internationalisation, public engagement and partnership, and cross-disciplinary curricular and educational developments, which are at the interface between institutional strategy and planning at the school and institute level.

Questions for Senate

11.   Senate is asked to comment in particular on the following questions.

[a]   Does Senate agree with the above observations and are there any other significant issues or themes that should be taken into consideration?

[b]

[a]   Does Senate agree with the above observations and are there any other significant issues or themes that should be taken into consideration?

[b]   To what extent are the structures and behaviours proposed in the QMUL Academic Framework reflected in current governance practice and are there any aspects not already outlined that require further attention?

[c]   Does the report identify all the elements of the QMUL Strategy that will require changes to governance structures?

[d]   To what extent are the governance arrangements at the institutional, faculty, and school and institute levels, and the inter-relationships between them, clear and well understood and are there any aspects not already outlined that require further attention?

Jonathan Morgan   Jane Pallant
Academic Registrar and Council Secretary   Deputy Academic Registrar

2 June 2015

ANNEX: Emerging Recommendations

1.   The role of Senate in debating strategic issues and providing constructive challenge to members of the executive should be strengthened.

     [a]   Brief written reports from the Principal and Vice-Principals should be circulated to Senate in advance of each meeting both to provide assurance in relation to their areas of responsibility and to invite comment from members on current issues and developments. The reports from the Vice-Principals' advisory groups should also be considered in this context to avoid duplication.

     [b]   Senate should consider whether it would stimulate more discussion to receive presentations periodically from the Vice-Principals on the progress of strategic initiatives.

     [c]   Work should continue to develop an induction and handbook for Senate members to clarify their role and the distinction between their responsibilities as members of Senate and as members of faculties, schools and institutes.

     [d]   The annual schedule of Senate business should be reviewed to ensure that all areas of academic activity are adequately represented.

     [e]   Formal reports from quality assurance processes should be refocused to highlight the key issues and recommendations requiring Senate's attention. The remit and membership of the new Education Quality Board, which undertakes detailed quality assurance work on behalf of Senate, should be kept under review in this regard.

2.   Where consultation and decision making processes have deviated from what is defined in the Academic Framework, they should be realigned.

     [a]   The extent of the authority of Vice-Principals, Deans and Directors of teaching and research to make and implement decisions within the Academic Framework should be clarified.

     [b]   The Directors of teaching and research should be represented on the senior management groups of their schools, where they are not already, so that they can support effective communication and consultation on initiatives that are driven at the faculty and institutional levels.

     [c]   Consultative processes should be planned and supported to give schools and institutes adequate opportunities to engage a broad range of staff. Consideration should be given in this context to providing schools and institutes with a written digest of current issues to be communicated and discussed at staff meetings.

3.   The academic governance arrangements should continue to be strengthened and refocused as needed to support emerging strategic priorities.

     [a]   The remit, membership and reporting lines of the Taught Programmes Planning Group should be renewed to ensure it can take a strategic overview of the taught portfolio and the interface between curriculum developments and the administrative infrastructure.

     [b]   The remit of the Partnerships Board and the interfaces it has with the Education Quality Board and the Vice-Principal (Research) Advisory Group should be kept under review as international and research strategies develop. Consideration should

be given to expanding its remit further to include links with significant industry and NHS partners.

[c]   The process and timescales for approving major academic partnerships across academic and corporate governance should be clarified, and models governing the implementation of major collaborative projects should be developed that can be replicated efficiently in different schools and institutes.

[d]   The Vice-Principal (Research) Advisory Group should keep under review the new arrangements for maintaining oversight of the interface between developments in research and the administrative infrastructure.

4.   While differences in the composition of schools and institutes inevitably lead to variations in individual governance arrangements, Senate should ensure that those matters that it has formally delegated to schools and institutes are addressed in a consistent and transparent way. ARCS staff will arrange to meet with schools and institutes to explore governance arrangements in more depth, and to offer support to chairs and secretaries as appropriate.

Academic Governance

Introduction

1. This paper sets out arrangements for academic governance at Queen Mary that were approved by Academic Board in June 2010. The arrangements were based on proposed discussed at Academic Board and Faculty Boards in March 2010, the Heads Away Days in May 2010 and Faculty Boards in June 2010.

Note on the organisational structure

2. Throughout this paper there is reference to faculty/SMD – there are to be three faculties: Humanities and Social Science, Science and Engineering and the School of Medicine and Dentistry. Throughout there is reference to schools/institutes – all academic departments are to be renamed schools and, in SMD, an institute is the equivalent organisational unit to a school.

Approach

Outline of the new arrangements

3. From September 2010, Queen Mary will adopt a new approach to academic governance based a framework headed by a Senate charged with providing guardianship and oversight of Queen Mary's academic activities with particular emphasis on academic standards and academic freedom. Senate will be informed by reports from the Principal and Vice-Principals and the Chairs of its boards as well as outputs from monitoring and review processes. In turn, the Vice-Principals will be informed by advisory groups. Faculty/SMD staff will engage with discussions about academic policy developments through the mechanism put in place by the VP and Executive Dean and supported by the Academic Secretariat for that purpose. In addition, task and finish groups may be established to look at specific issues; these groups will be characterised by a remit to perform a specific task and a clear end point when the task is completed.

Streamlining committees and individual accountability

4. The new arrangements will replace the current, extensive sub-committee framework. There will be an emphasis on individual accountability for decisions and strategic delivery, consultation and communication where the individual has been given authority and responsibility for delivery in a given area. A more streamlined approach will result in reduced bureaucracy and greater clarity of the distinction between governance and management/executive functions.

5. An important emphasis in the proposed academic governance arrangements will be that of responsibility for decisions resting with individuals not committees. In this regard, the individual concerned will be clearly accountable for a decision, its implementation and the delivery of a major strategic area for Queen Mary. Typically these individuals will be the relevant Vice-Principals and at Faculty/SMD level, the VP and Executive Deans.

Interface with executive structures

6. The academic organisational structure includes identified individuals at executive, faculty/SMD and school/institute level who have a remit and accountability for taught programmes, and for research (including research degrees). To be clear about the responsibilities and authority to make decisions, a delegation framework will be developed to show the levels of authority for decision makers at each level and the areas for which they are accountable. Decision making that does not fall within the purview of Senate, or is made in order to operationalise a Senate decision, will be made by the relevant individual supported as detailed in the delegation framework from the Principal.

Senate

7. Academic Board will be replaced with a Senate as this is now possible because the University of London no longer has a Senate. The role of Senate will be to act on behalf of Council to take broad oversight of the academic activities of Queen Mary, particularly the arrangements for setting and maintaining its academic standards, and for protecting academic freedom. Therefore, it is envisaged that Senate will scrutinise standards and the processes for setting them. Senate will be empowered to intervene when it considered standards to be at risk; it will report to Council on matters concerning academic standards and Queen Mary's discharge of its public responsibilities for the standards of awards.

8. The constitution, terms of reference and membership of Senate are established by Ordinance (approved by Council) and attached as an appendix to this paper. The proposed constitution, terms of reference and membership are detailed in the appendix to this paper and replicated in the draft Ordinances. At its meeting in March 2010, Academic Board members expressed the view that Heads of School/Institute and Deans should be involved in decision making, not just in attendance at meetings, because in many cases these individuals were responsible for the delivery of Senate's decisions. Options for membership have been considered by Faculty Boards which have advised their preferred option. The various models presented are set out in the appendix along with the preferred option.

9. Other Heads of School and Directors of Professional Services that support the academic business may be invited by the Chair to attend meetings of Senate as required.

10. The Academic Secretary, or nominee, will be secretary to Senate.

Boards of Senate

11. The extensive sub-committee structure of Academic Board (see appendix 1) will be replaced by Boards that have a specific remit for the management of academic standards or to provide structured peer review processes in a more detailed manner than is feasible by Senate itself.   There will be the following Boards of Senate:

    [a] Programme and Module Approval Board
    [b] Subject Examination Boards
    [c] Degree Examination Boards
    [d] Research Degrees Examiners and Awards Board
    [e] Research Ethics Board

Task and Finish Groups

12. Senate, QMSE and/or a Vice Principal may identify specific tasks that need to be undertaken and may wish to establish a group to do this work for example to develop a new policy or review an existing one. The group established will take the form of a task and finish group, characterised by a specific task, as opposed to a range of more generic activity, and an end point, usually when the task is completed. The rationale for adopting such an approach enables bespoke responses to specific requirements, the engagement of the relevant people and a focussed approach. A feature of task and finish groups is that they have a 'sunset clause' which means that they identify from the outset the point at which the group will have completed it work and may be disbanded. Senate Task and Finish Groups will be supported by by staff from the Academic Registry and Council Secretariat (ARCS) or other relevant staff depending on remit for the Group.

Vice-Principals' Advisory Groups

13. The Vice-Principals will have delegated authority from the Principal for decision making and taking forward a key area of academic activity. Decision making will be clearly located with the individual, unless it is rightly a matter for Senate or one of its Boards. The Vice-Principals for Teaching and Learning, and for Research will have an advisory group, comprising key individuals such as the Deans, to provide a forum for consultation and dissemination of information and decisions. The Vice-Principals' Advisory Groups will be supported by staff from ARCS.

Student views and representation

14. The new arrangements make provision for the continued operation of Student-Staff Liaison Committees (SSLCs). ARCS publishes guidance on SSLCs along with templates for agendas and minutes.   Annual reports on the operation of SSLCs are prepared for Senate. Senate also received annual reports on student complaints, appeals and discipline, and reviews by the Office of the Independent Adjudicator.   In addition, to SSLCs, student views are being fed into annual programme reviews and internal reviews. VP & Executive Deans, and Deans for Teaching and Research may also wish to hold regular meetings with student representatives as a way of ensuring they are informed about the student experience. Likewise, the Principal meets with the President of the Students' Union.

Faculty and School/Institute Structures

Faculty-level engagement on academic policy etc

15. Each VP & Executive Dean will establish a mechanism to enable a wide range of staff to engage with the development of academic policy and for communication about such matters in his/her faculty. The Academic Secretariat will assist the VP & Executive Dean to establish this mechanism and will support it to ensure consistency of approach and a consistent standard of service across the faculties. One model that might be adopted would be the establishment of faculty forums however, in all cases, any such body will be advisory and will be supported by the Academic Secretariat. The VP & Executive Dean will draw on the feedback from this body/mechanism when making reports to Senate. The Academic Secretariat will assist as appropriate in the preparation of reports and ensure that Senate is equipped with the knowledge and information it needs. It is intended that this approach be flexible to meet the needs of the different faculties/SMD and at the same time provide sufficient consistency of approach to enable Senate to be clear in discharging its responsibilities.

Other Faculty Structures

16. VP & Executive Deans are likely to wish to establish Faculty Executive Teams. There may be other groups required at faculty/SMD level, to be determined by the VP & Executive Deans, Deans for Research and Deans for Taught Programmes. A proliferation of groups is discouraged in the interests of avoiding the creation of an unwieldy bureaucracy and inability to hold individuals to account.

School/Institute Committee Structures

17. At school/institute level, the Head of School/Institute is responsible for setting School/Institute policies. Committees and boards can enable staff to come

together to consider relevant matters and make recommendations to the Head of School/Institute. Each school/institute will be expected to work to a standard framework by establishing a relevant body in each of the following areas: research (including research degrees), taught programmes, and staff-student liaison. These bodies will report to a School/Institute Board and/or any School/Institute Executive Team as determined by the Head of School. In addition to the standard requirements, Heads of School/Institute may wish to establish other relevant groups to meet the needs of their school/institute.

18. The research and taught programmes committees will provide staff with an opportunity to engage with the relevant agendas, inform the school lead for research or taught programmes and identify matters for discussion in other forums. Staff-student liaison committees will continue to provide a formal forum where matters of concern to students can be raised and discussed with actions formally reported and recorded. A further reason for putting in place a standard core framework is to ensure that Queen Mary wide procedures can be operated consistently and engage staff and students at all levels. Support for school/institute-level bodies will be drawn from staff in the school however the current operation of SSLCs is variable and may be indicative of the need for greater support to committee secretaries in schools/institutes.

Operating framework

19. The following will be incorporated into the operating framework to enable more efficient operations across the College. (These points were mainly identified at the HOS/I away days.)

[a] In seeking nominations for Senate, younger staff should be encouraged to stand.
[b] Ways of ensuring that early career/new staff understand the way the College works should be considered and put in place.
[c] Provide committee papers further in advance than the current arrangements (despatch one week ahead of the meeting) to allow members a time to digest and consult.
[d] Make more effective use of the web site and email by publishing papers and circulating summaries of discussions and decisions.
[e] The Principal's Open meeting is a useful forum for communication. This should be retained and might be replicated at Faculty level. The UCL monthly bulletin from the Principal was considered useful.
[f] Professional services should be encouraged to attend School/Institute staff meetings to talk about their service.
[g] At its first meeting of the new academic year, each group/board/committee should receive its terms of reference and membership and a business plan for the coming year's meeting.

[h] At the last meeting of the academic year, each group/board/committee should review its effectiveness over the past year and its continued need going forward.

Wendy Appleby
Secretary to Council and Academic Secretary
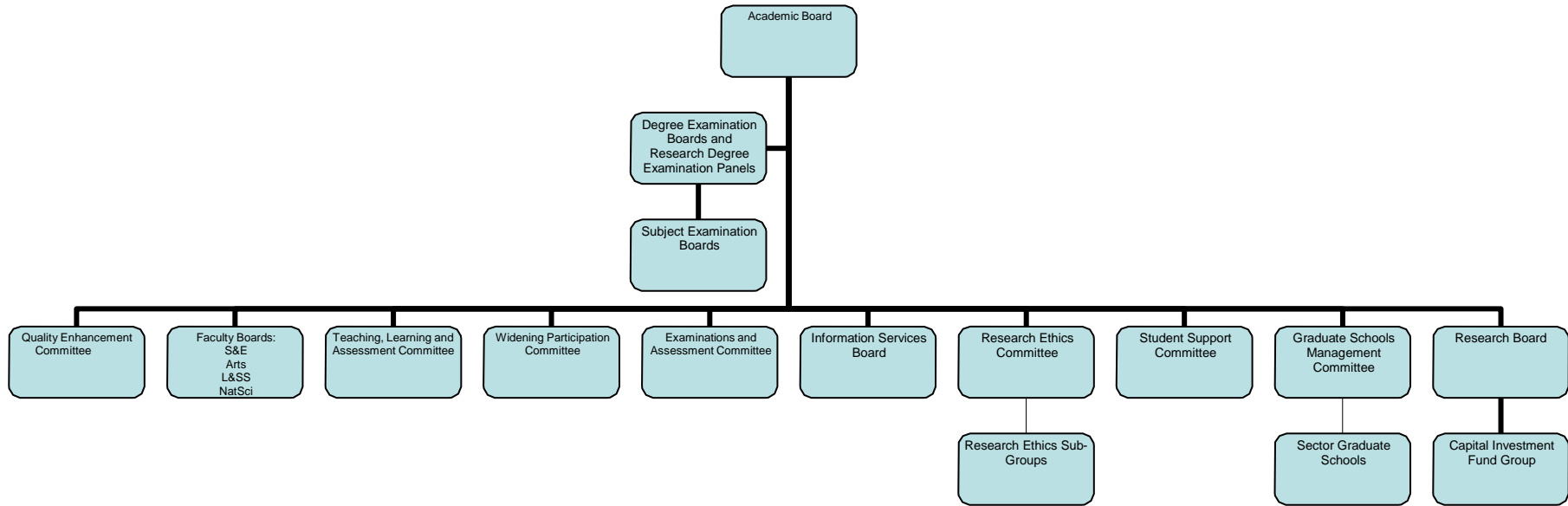
July 2010

November 2009
Updated January 2010
Updated February 2010 for first consultation with the Faculty Boards in March
Updated May 2010 in the light of feedback from Faculty Boards and Academic Board in March and Heads Away Day in May.
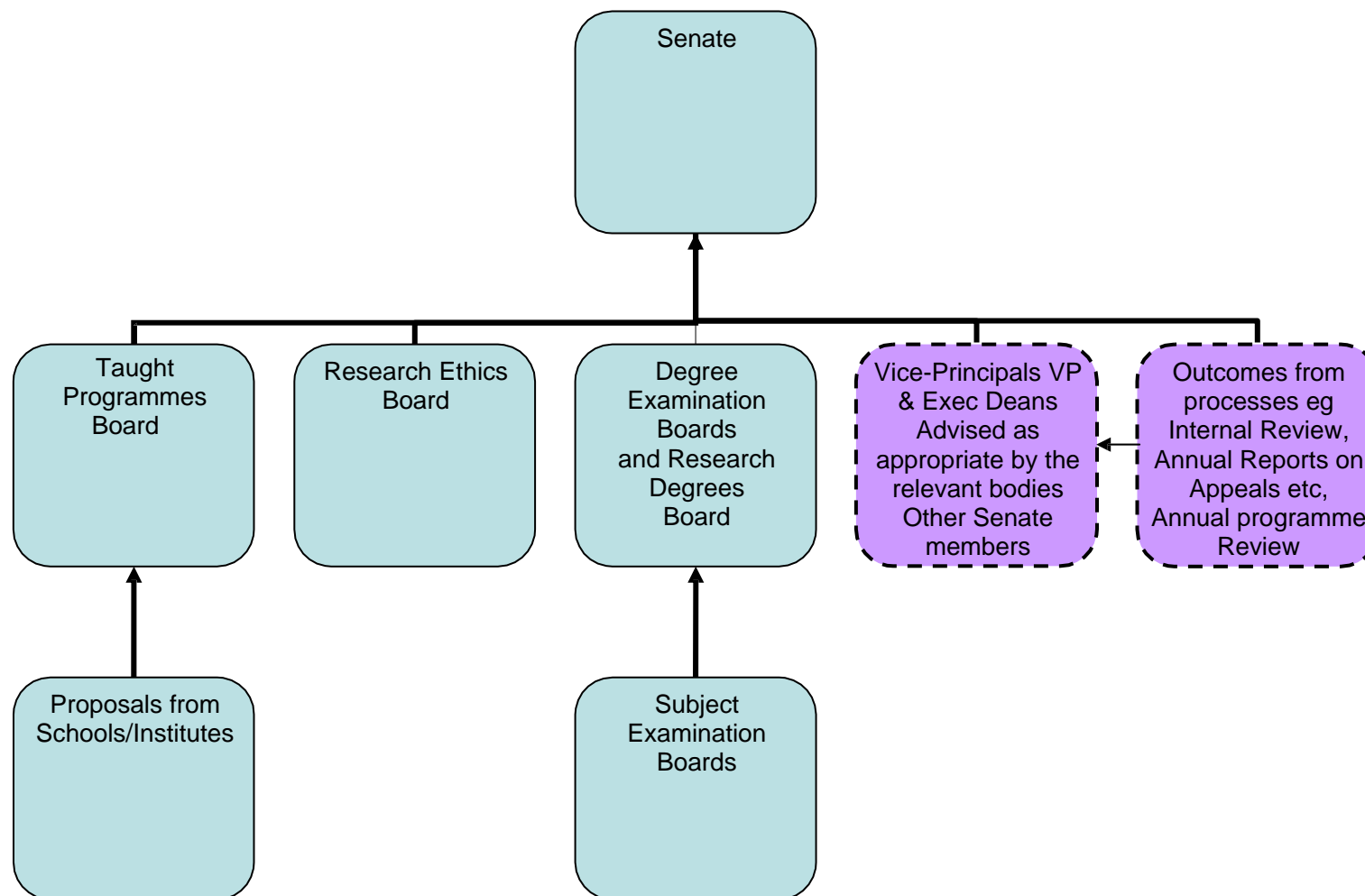Updated June 2010 for final draft to Academic Board on 17 June 2010
This version is based on the arrangements approved by Academic Board in June 2010

Previous structure

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                          │  Academic Board  │
                          └────────┬─────────┘
                                   │
     ┌──────────────────┐          │
     │ Degree Examination│         │
     │ Boards and        │         │
     │ Research Degree   │         │
     │ Examination Panels│         │
     └────────┬──────────┘         │
              │                    │
     ┌────────┴──────────┐         │
     │ Subject Examination│        │
     │ Boards            │         │
     └───────────────────┘         │
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Quality Enhancement Committee	Faculty Boards: S&E Arts L&SS NatSci	Teaching, Learning and Assessment Committee	Widening Participation Committee	Examinations and Assessment Committee	Information Services Board	Research Ethics Committee	Student Support Committee	Graduate Schools Management Committee	Research Board
						Research Ethics Sub-Groups		Sector Graduate Schools	Capital Investment Fund Group

Structure from Sept 2010

Senate

Taught Programmes Board

Research Ethics Board

Degree Examination Boards and Research Degrees Board

Vice-Principals VP & Exec Deans Advised as appropriate by the relevant bodies Other Senate members

Outcomes from processes eg Internal Review, Annual Reports on Appeals etc, Annual programme Review

Proposals from Schools/Institutes

Subject Examination Boards

Ordinance A15: The Senate

Constitution of Senate

20. The Senate is established by the Charter, subject to the overall superintendence of the Council, to exercise general responsibility for the academic activity of Queen Mary. In addition to exercising jurisdiction over the following issues, it may offer advice to the Council and to the Principal on all academic matters.

Terms of reference

Academic Standards
[a] To establish the requirements for degrees and other awards made under the Charter and to put in place procedures and boards for the consideration of such awards.
[b] To approve regulations relating to the admission, assessment and operation of all programmes, modules and awards.
[c] To approve procedures for approval and amendment of programmes and modules leading to awards of the College and the University.
[d] To approve procedures for the withdrawal of programmes and modules.
[e] To consider and approve or advise on as applicable strategies and policies designed to ensure the academic quality of programmes, including the teaching, learning and assessment strategy.
[f] To receive reports on procedures that relate to academic standards, academic quality and the quality of the student experience and recommend appropriate action in the light of these reports.
[g] To approve provisions for the operation and award of prizes as applicable.

Academic Freedom
[h] To approve policies to support and foster academic freedom in relation to the academic activity of Queen Mary and to report to Council on matters of concern in relation to the provision of academic freedom.

Research
[i] To consider and approve or advise on as applicable the research strategy and policies for research.
[j] To approve regulations relating to the admission, supervision, assessment and operation of postgraduate research programmes in addition to those provided for under Academic Standards above.
[k] To approve in place structures and procedures for the consideration of research ethics.

Academic Organisation
[l] To advise the Principal and the Council on matters related to the academic organisation of Queen Mary.

[m] To advise the Principal and the Council on the election of Honorary Fellows of the College and award of Honorary Degrees of the University, upon the recommendation of the appropriate committee.

Other

[n] To regulate the conduct of students and receive reports from the Student Disciplinary and Fitness to Practise Committees.

[o] To advise on any other matter referred to it by the Council.

Membership

[a] The Principal as Chair *ex-officio*
[b] The Vice Principals (7) *ex-officio*
[c] The President of the Students' Union *ex-officio*
[d] The Students' Union VP Education and Welfare *ex-officio*
[e] Heads of School/Institute (20) *ex-officio*
[f] Faculty Deans of Research and Taught Programmes (6) *ex-officio*
[g] Three students elected by the students' representatives across all faculties.
[h] Elected members of academic staff so that there is an overall elected majority (including the elected student members). The numbers of elected members of academic staff per faculty may vary to provide for uneven numbers of HOS/I so that there is in total an even number from each Faculty over all membership categories. In the first instance this will be: 9 from HSS; 12 from SMD and 13 from S&E.

Elected members of Senate

21. The call for nominations and elections shall be conducted by the Academic Secretary. The elections shall be conducted by a ballot using a single transferable vote system.

22. All academic staff in the relevant constituencies shall be entitled to stand and to vote. Academic staff are defined in Ordinance BXX. In any category, where more than one person stands for election, the Secretary to Council conducts a postal ballot.

23. Elections are normally held during the second semester prior to the academic year in which an elected member's period of office shall be due to end.

24. Where a casual vacancy arises because an elected member ceases to be a member before his/her term of office expires, the member replacing him/her shall commence a new term of office of four years and be eligible for re-appointment in the same way as other members.

Attendance at Senate meetings

6. Individuals in attendance at meetings of Senate, in addition to the Secretary to Senate, do so at the invitation of the Chair.

Boards and Committees of Senate

7. Senate may establish such Boards and Committees as it considers appropriate for the discharge of its responsibilities

Indicative Remits and Participants of Groups and Forums

Vice-Principal's Advisory Group for Research

Indicative Remit

The Vice Principal for Research may establish an advisory group to provide advice on research policy development for approval by Senate and/or QMSE and for the operation of decisions of Senate and/or QMSE. The Group's remit would also cover research degrees. The terms of reference are determined by the VP and might include:

- Commenting on the Research Strategy and monitoring progress against key targets.
- Receiving annual reports and periodic reviews of research Centres and recommending to QMSE the establishment of Research Centres.
- Advising on draft policies before they are put before Senate for approval.
- Making recommendations to QMSE about new strategic developments and advising the Vice Principal on the implementation/operation of policies.
- Other matters referred to the Vice-Principal by Senate and QMSE

Indicative participants may include

- Vice Principal, Research and International (Chair)
- The Deans for Research

In attendance may include

- A representative from Research Grants
- A representative from the Research Degrees Office
- A representative from the Joint Research and Development Office

Co-ordination

- Nominated by the Academic Secretary

Vice-Principal's Advisory Group for Taught Programmes

Indicative Remit

The Vice Principal, Teaching and Learning (VPTL) may establish an advisory group to provide advice on to teaching and learning policy development for approval by Senate and/or QMSE and for the operation of decisions of Senate and/or QMSE. The terms of reference are determined by the VP and might include:

- Commenting on the Teaching and Learning Strategy and monitoring progress against targets.
- Making recommendations to Senate on proposed policies and procedures that relate to teaching and learning, including those that are focused on academic quality and standards, and widening participation.
- Advising on draft policies before they are put before Senate for approval.

Making recommendations to QMSE and advising the Vice Principal on the operationalisation of policies.
Other matters referred to the Vice-Principal by Senate and QMSE.

Indicative Participants may include

Vice Principal, Teaching and Learning (Chair)
The Deans for Taught Programmes

In attendance may include

A representative from Education and Staff Development
A representative from Student and Campus Services in relation to learning support.
The Director of Library Services
The Director of Information Services

Co-ordination

Nominated by the Academic Secretary

Faculty Groups

Indicative Remit

The VP & Executive Dean for each of Faculty/SMD may establish a Group to advise on matters relating to the activities of the faculty and to provide a basis for consultation with faculty staff on academic policy developments and other matters of relevance. The purpose of such a Group is to facilitate participation in academic policy developments and to provide a basis for communication. The VP make reports to Senate and QMSE as applicable.

Indicative membership

The VP & Executive Dean (Chair)
The Faculty Dean for Research
The Faculty Dean for Taught Programmes
The Heads of School/Institute in the Faculty
Staff from each School/Institute in the faculty as determined by the VP & Exec Dean, taking advice from the HOS/I as appropriate.

In attendance may include

Those staff and students invited by the VP & Executive Dean

Co-ordination

The nominee of the Academic Secretary

School/institute Structures

Heads of School/Institute may wish to establish a School Board and/or School Executive to advise them on all matters relating to the operation of the School. The membership of any such group is determined by the Head of School/Institute. Co-ordination and support for School/Institute level groups is from within the School/Institute.

Heads of School/Institute are required to put in place structures to provide oversight of the following matters in their school/institute:

Research and Research Degrees to advise the School/Institute Director of Research on the delivery of the QM Research Strategy at School/Institute level and the application of the Code of Practice for Research Studies and other relevant policies.

Taught Programmes to advise the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Programme and Module Approvals Board.

Staff-Student Liaison Committees to ensure that the College's requirement for this is met.