

# School Director of Quality Role Outline



THE UNIVERSITY  
of EDINBURGH

## Purpose of Policy

Outlines the role of the School Director of Quality, which supports Schools in the area of quality assurance and enhancement.

## Overview

The Scottish Quality Enhancement Framework makes explicit the purpose of quality systems in higher education as being to improve student experiences and, consequently, their learning. In this context the School Director of Quality role makes a vital contribution to the student experience through effective quality assurance processes and their contribution to informing enhancements and strategic developments in learning and teaching and the research student experience. The role is intended to apply to Schools and equivalent academic structures.

## Scope: Mandatory Policy

Academic staff in Schools and equivalent academic structures. The role covers all taught and research provision in the School.

**Contact Officer**    Nichola Kett    Academic Policy Manager    nichola.kett@ed.ac.uk

## Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	05.09.13	05.09.13	01.09.17	20.05.21	2023/2024

**Approving authority**    Senate Quality Assurance Committee

**Consultation undertaken**    College Deans of Quality and Senate Quality Assurance Committee

**Section responsible for policy maintenance & review**    Academic Services

**Related policies, procedures, guidelines & regulations**    [Quality Framework](#)

**Alternative format**    If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 650 2138.

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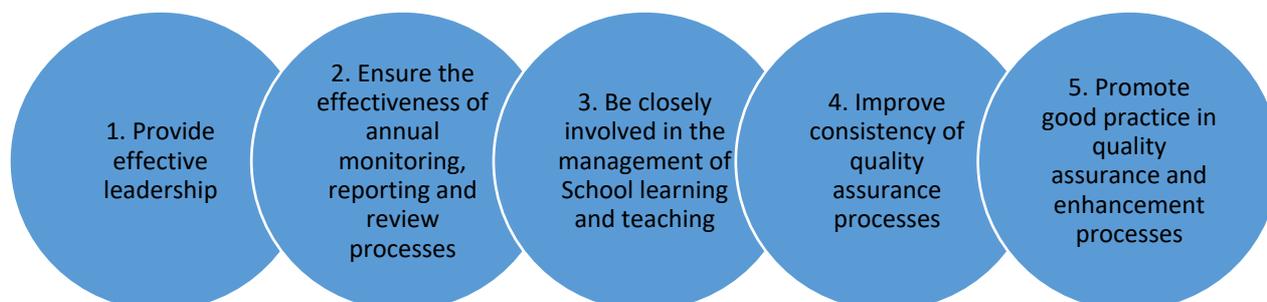
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## Summary

To provide effective leadership in developing, implementing, maintaining and reviewing quality assurance processes in the School, and through these to inform enhancements and contribute to strategic developments in learning and teaching. The role relates to external compliance expectations.

To provide expert advice to the Head of School (or equivalent) and School colleagues on quality assurance matters across all taught and research provision (for all modes of delivery, including collaborative provision and distance learning) and their impact on enhancement.

## Role outline and Detailed Responsibilities



**1. Provide effective leadership** in developing and implementing quality assurance processes in the School which align with the University's quality framework and take an active role in enhancement activity.

- Within the School, to lead on and promote engagement with/effective implementation of University and College policies and processes in quality assurance and its impact on enhancement, of requirements of professional bodies where relevant, and with the SFC/QAA Enhancement Themes with the aim of maintaining academic standards and enhancing the student learning experience. In this context the role contributes to the implementation of University strategy.
- Undertake periodic review and development of the School's quality model, in particular to reflect requirements by the University. The responsibilities of the role form a key contribution to the University meeting its external compliance expectations, including its annual reporting to the Scottish Funding Council.
- To contribute to internal and external periodic review activity as directed by the Head of School and as invited/recommended by the College Dean of Quality (or equivalent) /Assistant Principal. To ensure that mechanisms are in place to inform students of the outcomes of internal and external periodic review. To advise the Head of School and staff responsible for implementing recommendations of internal and external review, and to advise on and ensure where appropriate the discussion of outcomes at relevant meetings.
- To ensure the School has an effective process that includes students for discussing and responding to External Examiner reports. For taught provision this will encompass themes from

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THE UNIVERSITY  
of EDINBURGH

External Examiners' reports and for postgraduate research provision any comments about processes from Part III reports (not relating to individual students). The process will be aligned with the requirements of the University's External Examiners for Taught Programmes Policy.

## 2. Ensure the effectiveness of annual monitoring, reporting and review processes in the School and report on and monitor outcomes and actions.

- Contribute to the management of the School through responsibility for School annual quality monitoring, review and reporting in all taught and research provision, liaising with line managers as appropriate, working with relevant data, and reporting on monitoring outcomes and the effectiveness of processes. Prepare the annual School quality assurance report to College and Senate Quality Assurance Committee. Feed back to School colleagues on actions and recommendations arising from monitoring activity and advise line managers so as to ensure their effective implementation.
- To advise School colleagues on the delivery of the required outcomes of the annual monitoring, review and reporting process in terms of monitoring student performance and progression; maintaining academic standards; demonstrating progress towards the School and College learning and teaching priorities; identifying and embedding good practice. This will involve making recommendations to relevant School committees.

## 3. Be closely involved in the management of School learning and teaching, including as a member of relevant committees.

## 4. Improve consistency of quality assurance processes within the School, working with the College Dean of Quality (or equivalent) and the Assistant Principal Academic Standards and Quality Assurance

- Proactively work with School, College and University-level colleagues to improve consistency of practice within the School and to contribute to improvements

## 5. Promote good practice in quality assurance and enhancement processes, fostering and embedding a strong student-focused quality assurance and enhancement culture.

- To promote, develop and review the effectiveness of student engagement with quality processes within the School, including working with student representatives and ensuring effective student-staff liaison committees
- To advise School colleagues on effective mechanisms for obtaining feedback from students on their learning experience, ensuring alignment with University requirements. To engage in induction and periodic development activities internally and, as appropriate, externally.



# School Director of Quality Role Outline

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## **Representation and engagement**

1. School Directors of Quality will attend events (internal and external) as recommended by the College Dean of Quality (or equivalent), and may be asked to represent them or the Assistant Principal at external events.
2. The School Director of Quality will be a member of relevant committees, including where relevant committees relating to the management of School learning and teaching matters, including the School Management Team. They will represent their School and the quality area more widely, and will be expected to consult and communicate with colleagues on issues under discussion in the committees. The School Director of Quality will make recommendations to the School quality committee or equivalent, and to other College committees as appropriate.
3. The School Director of Quality may be invited from time to time to contribute to specific College or University projects or initiatives in which they or the School has a particular interest or expertise.

## **Grade**

The role will typically be held by academic staff at grade UE09 or UE10, but may also be undertaken as possible career development by those at UE08. In the latter case it is expected that staff appointed to the role will already have or be developing as part of their career development the expertise and authority necessary to deliver the leadership aspects of the role. The role cannot be undertaken below UE08.

## **Time allocation**

The time allocated to fulfil the role is for agreement with the Head of School and incorporation in the workload model, with a recommended minimum of 0.5 days per week.

## **Term of office**

The minimum period of office will be two years, and ideally three years. Schools are strongly encouraged to ensure consistency through succession planning.

## **Network**

The School Directors of Quality Network meets regularly and provides a forum for induction, update and discussion.

## **Support and Guidance**

As well as support provided within Schools, support and guidance is provided by Academic Services and College Offices.

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