

FACULTY (INSTITUTES/SCHOOL)¹ CORE GOVERNANCE FUNCTIONS

In June 2008 the Academic Board received and approved a report of the first year of the operation of the revised committee structure that had been introduced following the 2006/07 quinquennial review of the Academic Board. As part of that report a set of core governance functions for Faculties (Institutes/School) in the broad area of teaching and learning were agreed. Faculties (Institutes/School) can either operationalise these through their current committee structures or re-structure to reflect the College's governance structure by establishing a strategic Faculty (Institute/School) Education Committee supported by sub-committees or scrutiny panels. The following core functions cover admissions, teaching, learning, assessment and quality assurance for undergraduate, taught postgraduate and research postgraduate programmes. Faculties (Institute/School) are free to include functions additional to these core functions as required by their specific circumstances.

1. To maintain an overview of the quality of the teaching and learning experience of all students in the Faculty (Institute/School) at all levels, to ensure quality of provision and to regularly monitor the following processes and procedures:
 - quality assurance mechanisms (including academic support systems)
 - academic standards eg progression and withdrawal rates, awards, thesis submission success rates
 - student feedback and how this is input into curriculum design, monitoring and review and teaching and learning activity.
2. To consider and address issues raised in External Examiners' reports as referred by the Dean of Faculty (Institute/School) or relevant Assessment Board.
3. To disseminate good practice in respect of teaching, learning and supervision and in the development of teachers and supervisors both within the Faculty (Institute/School) and across Faculties (Institutes/School).
4. To monitor the implementation and effectiveness of the College's policies on admissions.
5. To consider and approve proposals for new programmes and modules.
6. To ensure that periodic reviews of all undergraduate and taught postgraduate programmes within the Faculty (Institute/School) are undertaken and to report on such reviews to the College Education Committee¹ for approval.
7. To support the development of bids for teaching and learning (and other related funds and initiatives) and to rank such bids if appropriate.
8. To encourage innovation in teaching, learning and assessment.

Faculties (Institute/School) may wish to convene sub-committees or panels of their Education Committee or equivalent to deal with areas either not covered by the core functions above, or to deal with more specific issues. Some examples of these are:

- programme and module modifications
- overseeing arrangements for the training of postgraduate research students
- facilitating arrangements for postgraduate funding

¹ During 2014/15 a revised structure to College Assessment Board is likely to come into effect and these review reports will then report to that revised Committee.

Terms of reference of the Faculty (Institute/School) Education Committee, or equivalent body, should be followed by information on the membership of the Committee, together with the frequency of meetings. It is a requirement of the College Education Committee that there should be students sitting on Faculty (Institute/School) Education Committees, or their equivalent.

¹ The term “Faculty (Institute/School)” also includes the grouping of free standing Global Institutes and the English Language Centre which operates as a “virtual” School for the purposes of academic governance and quality assurance