

College Quality and Enhancement Officer – Role Summary

The Head of College should invite expressions of interest and follow the general guidance issued for the Appointment of School and Research Institute Functional Support Teams

Duration: Fractional Appointment (normally 3 years in the first instance)

Role Summary

The College Quality & Enhancement Officer (CQ&EO) will advise the Head of College, the Dean (Learning & Teaching) and School Quality & Enhancement Officers (SQ&EO) on matters relating to Quality Enhancement and Assurance for undergraduate and taught postgraduate provision.

Potential candidates should have: a good understanding of the University's Academic Quality framework including enhancement and assurance (QE&A) mechanisms; and a commitment to promoting and developing the consistency of the College's engagement with quality processes to enhance the student learning experience.

The postholder will:

- provide leadership in the development, implementation and monitoring of QE&A processes across the College in line with University expectations and the requirements of external bodies;
- have particular responsibility for the Learning & Teaching Enhancement Review process, working in close collaboration with the Senate Office;
- work with the School Quality & Enhancement Officers to improve the consistency of quality processes within the College to enhance the student learning experience and culture surrounding enhancement in the University;
- promote good practice arising from quality assurance and enhancement activity;
- be a member of the University Quality & Enhancement Officers Forum and a member of relevant College committees (e.g. Learning & Teaching Committee and College Board of Studies);
- as a member of the Academic Standards Committee present the College-level Learning & Teaching Enhancement Summary Report;
- contribute to the preparation for the University's Enhancement-led Institutional Review (ELIR) on a cyclical basis, including the Reflective Analysis.

Responsibilities

The College Quality & Enhancement Officer's specific responsibilities will include:

1. To oversee the management of the Learning & Teaching Enhancement Review process within the College:
 - Prepare a College Learning & Teaching Enhancement Summary Report for consideration by the College Learning and Teaching Committee and subsequent submission to the Academic Standards Committee.
 - Liaise with Dean of Learning & Teaching to identify actions arising from LTE Review and items from College LTE Summary to feed into College Learning & Teaching Plan, and to report to the University (e.g. at the LTE Review Open Meeting).
 - Disseminate report and College LTC discussion to School Quality & Enhancement Officers.

- Feedback to School Quality & Enhancement Officers on agreed actions and prepare action plan to progress unresolved issues.
2. To meet with School Quality & Enhancement Officers to promote a cohesive approach to QE&A and College-wide sharing of effective practice and good practice and disseminate information on external QE&A activity.
 3. In consultation with the Dean (Learning & Teaching) ensure that the College Learning & Teaching Committee is advised of the outcomes of internal and external reviews and that there are opportunities to discuss them at relevant College meetings.
 4. To engage proactively with the work of the University Quality & Enhancement Officers Forum.
 5. To attend and contribute to University events such as:
 - the University's induction workshop for Quality & Enhancement Officers;
 - the Open Meeting on LTE Review, convened by the Vice Principal (Learning & Teaching).
 6. To oversee the College's engagement with internal and external QE&A, University Codes of Practice and the Scottish Funding Council/QAA Scotland enhancement themes with the aim of maintaining academic standards and enhancing the student learning experience.
 7. Represent the University or College at national conferences or events to keep up to date with national developments and to gain and share information, knowledge and working practices in the higher education context.

Useful references

- University of Glasgow: Glasgow 2020 - A global vision
https://www.gla.ac.uk/media/Media_176004_smxx.pdf
- Learning & Teaching Strategy 2015-20
https://www.gla.ac.uk/media/Media_433176_smxx.pdf
- University of Glasgow: Academic Quality Framework
https://www.gla.ac.uk/media/Media_127773_smxx.pdf
- University of Glasgow: LTE Review
<https://www.gla.ac.uk/myglasgow/senateoffice/qea/lter/>
- My Class Reps
<https://frontdoor.spa.gla.ac.uk/StudentVoice/classRepsHome.aspx>
including
 - University of Glasgow: Student Representation – staff toolkit
<https://www.gla.ac.uk/myglasgow/students/studentrepresentationtoolkit/stafftoolkit>
 - University of Glasgow: Course Evaluation Policy:
<https://www.gla.ac.uk/myglasgow/senateoffice/qea/courseevaluation/#thepolicy>
- University of Glasgow, Enhancement-led Institutional Review (ELIR)
<https://www.gla.ac.uk/myglasgow/senateoffice/qea/enhancement-ledinstitutionalreview/>
including
 - Reflective Analysis https://www.gla.ac.uk/media/Media_298619_smxx.pdf
 - ELIR Reports <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/provider?UKPRN=10007794>
- QAA Scotland <https://www.qaa.ac.uk/scotland/about-us>
- Enhancement Themes <https://www.enhancementthemes.ac.uk>