## University of Glasgow

### Learning and Teaching Strategy Action Plan

#### Project: Process Improvement

**Action 1: Role of Quality Officers**

| 1. Action | **Quality Officers’ Role development**  
*ELIR Reflective analysis*  
Further develop the role of the Faculty Quality Assurance and Enhancement Officers to promote greater ‘knitting together’ of quality management processes and, through that, greater promotion of quality enhancement and embedding of our quality culture. |
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<td>2. Officers/Bodies responsible</td>
<td>Quality Officers Forum, College Quality Officers, School Quality Officers.</td>
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| 3. Progress to date | The University’s quality processes were reviewed in 2010 in the light of the restructuring of the University. Responsibility for annual monitoring has been devolved to Colleges with effect from Session 2010-11.  
[https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1005.pdf](https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1005.pdf)  
A corresponding Code of Practice on the new Annual Monitoring Process was approved and published by the Quality Officers Forum in 2010-11 and revised in 2011-12.  
[http://www.gla.ac.uk/services/senateoffice/aea/annualmonitoring/](http://www.gla.ac.uk/services/senateoffice/aea/annualmonitoring/)  
Colleges and Schools have appointed Quality Officers who have a clear remit.  
College Quality Officers sit on College Learning & Teaching Committee and on the University Quality Officers Forum. Their remit includes:  
o 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  
o have particular responsibility for the annual monitoring process  
o work with the School Quality Officers to improve the consistency of quality processes within the College to enhance the student learning experience.  
o promote good practice arising from quality assurance and enhancement activity  
The remit of School Quality Officers includes:  
o provide leadership in the development, implementation and maintenance of QE&A processes in the School in line with University and College expectations and the requirements of external bodies  
o have particular responsibility for the annual monitoring process.  
o be a member of relevant School committees (e.g. Learning & Teaching Committee, Staff-Student Liaison Committees)  
o work with the College Quality Officer to improve consistency of practice within and across the Schools within the College  
o build useful synergies and promote good practice in quality assurance and enhancement activity. |
| 4. Timescale for implementation | Implemented in Session 2010-11 |
| 5. How are/will you evaluate effectiveness | Annually:  
- Through the annual monitoring process  
- At the Quality Officers Forum, through discussions with College and School Quality Officers and representatives of the Students’ Representative Council  
- Through the annual, Annual Monitoring Workshop  
- Through School and College Quality Officer training |

Last updated: 19 June 2013
### Longer term:
- Through the 6-year cycle of Periodic Subject Review

### 6. Evaluation of effectiveness thus far

2011-12 was the first full cycle of Annual Monitoring following the implementation of the revised system. Generally, this has been perceived as an improved process though has highlighted opportunities to refine:
- Requirement for ‘overview’ from Senate Office to Academic Standards Committee to highlight key themes across College Annual Monitoring Summaries
- The need for School and College Annual Monitoring Summaries to be routinely published to improve transparency and allow comparability across the University

Quality Officers Forum has provided a useful opportunity for College Quality Officers to share practice and consider commonality of issues raised within each College. Through Quality Officers Forum and the Annual Monitoring Workshop 2011-12 the following issues have been highlighted to be considered for implementation of revised approaches:
- Responsibilities and rewards for School Quality Officers
- Ability of School Quality Officers to effectively engage with all Subject areas particularly in large Schools
- Revised timetable for Annual Monitoring reporting to improve responsiveness to issues raised
- The importance of improving feedback to Schools and Colleges on actions taken in response to annual monitoring

A revised timetable was introduced in 2012-13. Following further evaluation of the Annual Monitoring process in 2012-13 amendments have been made for Session 2013-14 to streamline the process.

There is scope for an increased role from Quality Officers in:
- Reporting actions and outcomes arising from annual monitoring to their School or College
- Interpreting national Quality developments (e.g. Enhancement Themes, Quality Code) and promoting to their School or College

### 7. New Actions arising from this work (optional)

Review of Annual Monitoring Process with consideration of further integration with Learning and Teaching reporting structures.

Also to consider issues raised by Quality Officers Forum:
- Responsibilities and rewards for School Quality Officers
- Ability of School Quality Officers to effectively engage with all Subject areas particularly in large Schools
- The importance of improving feedback to Schools and Colleges on actions taken in response to annual monitoring

### 8. Suggested text to refocus the action (optional)

Develop the role of Quality Officers to provide leadership in the development, implementation and maintenance of quality processes and promote quality enhancement.