

### Purpose of the Quality Manual

1. The procedures contained in the Quality Manual are the means by which SGUL assures the quality and standards of the awards it confers. The Manual has been compiled with reference to the [General Regulations for Students and Programmes of Study](#). These Regulations state that Senate shall ensure that appropriate quality arrangements must be in place for each programme and that guidance about these arrangements must be issued.
2. The Quality Manual covers the following core areas:
  - Validation
  - Programme & module monitoring
  - Periodic Review
  - Modifications to programmes of study and modules
  - Collaborative provision
  - Internal Quality Audit
  - Student information
  - Student engagement
  - Assessment (including external examiners and their reports)
  - Programme Specifications
  - Academic credit and the recognition of prior learning
  - Professional, Statutory and Regulatory Body engagement.
3. SGUL's arrangements for the assuring the quality and standards of research programmes are separately documented in the Research Degrees Student Regulations and in the Core Code of Practice for Research Degrees.
4. Through the development and implementation of effective systems in each of these areas SGUL aims to:
  - assure the academic standards of all its taught courses and programmes of research;
  - assure that the aims, content and learning outcomes of its courses are up-to-date; professionally and vocationally relevant, develop specialist and transferable skills, and meet the expectations of relevant national bodies;
  - assure that the arrangements for assessing its courses are reliable, effective and fair;
  - create a learning environment and provide learning resources that are conducive to effective study;
  - make available to students opportunities to engage with staff who are up-to-date in their subjects and committed to developing and improving their practice in teaching;
  - communicate to students clearly and succinctly the standards they are expected to achieve in order to attain the award for which they are registered and, through the provision of timely and useful feedback on assessed work, allow students to maximise the opportunities for attaining that award;
  - engage with students, individually and collectively, in quality assurance and enhancement processes as a means of improving the quality of the learning opportunities available to students;
  - ensure that arrangements for working with others in the design, delivery and assessment of learning opportunities are well thought out, implemented securely and managed effectively;
  - respond thoughtfully and constructively to feedback from stakeholders, including employers and sponsors, students, professional and statutory bodies, the funding council and other agencies;

- encourage staff to reflect on the quality and standards of the courses for which they are responsible and as a result of that reflection seek achievable improvements to those courses;
- ensure that opportunities for enhancement are captured;
- contribute to the advancement and application of knowledge through research.

### **Quality assurance governance structures**

5. The governance of quality assurance at SGUL consists of two elements – the senior management and the committee structure.

#### **Senior management**

6. SGUL is led by the Vice-Chancellor who is supported by a senior management team which consists of:
  - Chief Operating Officer
  - The two Deputy Vice-Chancellors
  - Dean for Student Welfare and Support
  - Dean for Student Conduct and Compliance
  - Dean for Equality, Diversity and Inclusion
  - Head and Deputy Heads of the Graduate School
  - Directors of Institutes (principally the Institute of Medical and Biomedical Education)
  - Academic Lead for Quality and Partnerships
7. Executive responsibility for quality and standards rests with the Vice-Chancellor. In practice, the Deputy Vice-Chancellor (Education) has specific responsibility for the delivery of SGUL's taught and research programmes and the experience of students on those programmes.
8. The Academic Lead for Quality and Partnerships has academic responsibility for SGUL's quality assurance framework. Operational responsibility rests with the Quality and Partnerships Directorate.
9. The management structure includes Associate Deans with specific responsibility for elements of the course portfolio or areas of strategic importance. These are:
  - Associate Dean (Student Development)
  - Associate Dean (Admissions)
  - Associate Dean (Student Experience)
  - Associate Dean (Equality Diversity and Inclusion)
  - Associate Dean (Widening Participation)
  - Deputy Head of the Graduate School (taught postgraduate programmes)
  - Associate Dean (Postgraduate Research)
  - Associate Dean (Career Development of Research Staff)

#### **The committee structure: Executive Board, Senate and the Senate sub-committees**

10. Senate is responsible for all major matters of academic policy and strategy. It is Senate that has ultimate responsibility for the quality and standards of the awards conferred by and on behalf of St George's.

11. Responsibility for the management of St George's rests with Executive Board. Executive Board defines strategies, establishes policies and determines priorities and, thereafter, establishes a framework in which those strategies can be communicated and put into practice. Executive Board also takes important decisions on resource issues after consultation with the Finance Board and Finance Committee if appropriate.
12. The key features of the SGUL committee structure are:
- The Education and Student Strategy Committee has overarching responsibility for the development of SGUL's education strategy and for all aspects of the student experience.
  - Oversight of quality assurance is the responsibility of the Quality Assurance and Enhancement Committee (QAEC). QAEC is also responsible for the development of enhancement plans emerging from quality assurance activity;
  - regular monitoring of the undergraduate medicine and bioscience courses is the responsibility of the Undergraduate Programmes Committee (UPC) that reports directly to Senate;
  - regular monitoring of all postgraduate programmes is the responsibility of the Taught Postgraduate Courses Committee (TPCC) that reports directly to Senate;
  - The Research Degrees Committee reports directly to Senate;
  - The Student Experience Action Group (SEAG) develops and implements strategies and plans intended to enhance the student experience and strengthen student engagement;
  - Validation panels and periodic review panels are recommending bodies; the recommendations of these panels require endorsement at Senate.
13. A committee structure diagram is available from the [Governance, Legal and Assurance Services](#) page on the University website.

#### **Course committees and course leadership**

14. Each programme will have a Course Committee (or its equivalent). The Course Committee is a forum in which staff and students are able to discuss issues about the general health of a programme and share ideas about ways in which the programme might be improved.
15. Each programme will have a Course Director (or its equivalent) who is responsible for the delivery of the approved programme and for protecting the interests of its students. The Course Director and the Course Committee are jointly responsible for implementing specific elements of the quality assurance and enhancement framework outlined in this Manual.

#### **Updates to the Quality Manual**

16. The procedures contained in the Quality Manual will be reviewed and updated annually. The Quality and Partnerships Directorate has responsibility for leading these reviews. Changes will be discussed at the Quality Assurance and Enhancement Committee prior to approval at Senate.