

Chapter 3

The University's Academic Structure

3. THE UNIVERSITY'S ACADEMIC STRUCTURE

3.1 The Institutes

The University is divided into three Institutes as shown below:

Yr Athrofa: Institute of Education and Humanities
Institute of Management and Health
Wales Institute of Science and Art

Its academic provision in London and Birmingham, which is managed through the London campus and is known collectively as 'UWTSD London', has the status of an Institute for planning and other purposes.

Institutes offer clusters of cognate academic programmes. Details of the composition of the Institutes, and the programmes they provide, are available on the University's website. The Institutes and the clusters within them may carry other names for branding purposes.

The Institutes have formal programme links with the constituent colleges in the UWTSD Group and with the University's collaborative partner institutions through our collaborative partnership framework as outlined in Chapter 9 of the AQH. Details of the latter are provided on the University's website.

3.2 Institute Management

The organisational structure of each Institute depends upon a number of factors including the size of the Institute, its campus locations, and the range and nature of its provision and activities.

Each Institute is led by a Dean supported by two or more Assistant Deans. This group is in turn supported by the Academic Directors / Academic Leads, who coordinate the programme clusters and other thematic areas within the Institute.

Institutes are not required to adopt a common approach to the management of the quality of the student learning experience and the academic standards of provision. Within each Institute, the Dean is responsible for ensuring that the organisational structure is appropriate to secure compliance with academic and other regulatory requirements, to meet the University's expectations with respect to quality assurance and enhancement, and to liaise effectively with relevant academic and professional services units to achieve this.

Membership of the Institute consists of the Vice-Chancellor (ex-officio), the Dean and all members of the academic and professional services staff assigned to or formally associated with the Institute.

The Institutes work closely with the Provosts, who carry responsibility for the University's individual campuses.

3.3 Institute Structures

Each Institute has an Institute Board, chaired by the Dean and reporting to the Senate. The terms of reference and membership of Institute Boards are published in Chapter 2.

The manner in which each Institute Board discharges its responsibilities in relation to quality assurance and enhancement is determined by the Institute. Some Institutes may establish formal sub-committees of the Board to focus on particular areas whilst others may utilise ad-hoc working groups.

3.4 Staff Student Committees and Student Fora

Staff Student Committees (SSC) and/or Student Fora operate within Institutes and normally meet termly. They are formally constituted bodies with the purpose of considering academic matters in order to promote the quality of the student learning experience. Staff Student Committees / Student Fora are an important component of the principle of student partnership and the development of a learning community.

Institutes decide how to operate SSCs and/or Student Fora. This depends upon a number of factors including the size of the Institute, its campus locations, and the range and nature of its provision and activities. As a result, some Institutes operate such bodies at academic discipline level, others at Institute level.

Terms of Reference

- (1) To monitor, review and action matters arising from the annual review process;
- (2) To monitor, review and action matters arising from student feedback (e.g. module questionnaires and student surveys);
- (3) To consider matters linked to resources that affect learning and teaching within the programme cluster(s) that form part of the SSC;
- (4) To consider ideas and issues raised by elected student representatives;
- (5) To provide feedback on programme cluster matters and issues;
- (6) To consider any other relevant academic matters linked to the programme cluster(s).

A suggested agenda for Staff Student Committees/Student Fora can be found in Appendix UF1.

Guidance on effective staff-student meetings can be found in Appendix UF2.

Membership

Academic Director (or nominee) (Chair)
Programme Managers
Representatives of the programme cluster(s) staff
Student representatives of the programme cluster(s)
Students' Union representative (on request)
Secretary

Other professional services staff may be invited as required by relevant agenda items.

Where appropriate and approved by the relevant Institute Board and the Students' Union, other equivalent means of exercising the responsibilities of Staff Student Committees and engaging students in discussions about the quality of their learning experience may be established. Such arrangements are likely to be appropriate for discussions relating to some postgraduate programmes and where, for example, programmes of study are delivered through non-traditional modes of study such as distance learning. The Students' Union should be involved in the creation of an alternative mechanism from conception to delivery and the principles of representation, accessibility and transparency should be applied throughout.

3.5 Monitoring, Evaluating and Reviewing Staff Student Committees or equivalent

To ensure that matters raised at Staff Student Committees are carefully monitored, evaluated and reviewed, the formal process for discussion of the Committee minutes is as follows:

- (1) Minutes to be received at the relevant Institute Boards and sent to the Students' Union.

- (2) Action points and matters arising to be discussed and, where relevant, passed to other relevant University committees for consideration and comment.
- (3) Feedback to be given to programme clusters at the next Institute Board following discussions at other University committees.
- (4) Students to be informed of responses to the issues raised using an appropriate mechanism.

Additional information about arrangements for student representation and engagement may be found in Chapter 5.