

1 Departmental Teaching Committees

Terms of reference

The following should be regarded as core terms of reference for Departmental Teaching Committees (DTCs). This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by the Academic Committee and/or the relevant Faculty Education Committee(s) (FECs), the DTC will normally be expected:

1. Within the framework of Academic Committee and FEC statements of policy and good practice in respect of quality management and enhancement (QME), to define, develop and keep under regular review departmental QME processes and mechanisms.
2. To consider and approve proposals to institute, amend, revise or withdraw modules or programmes, for forwarding to the appropriate faculty committees or officers.
3. To consider and approve proposals to institute, amend, revise or terminate academic partnerships, for forwarding to the appropriate faculty committees or officers.
4. To monitor the progress of the Department Education Plans (DEP) [1] and where appropriate, to advise the Head of Department of the need to review the scope, the resourcing or the timeline associated with that activity. The DEP must be a standing item on each meeting's agenda in order to facilitate this.
5. As part of the implementation of the Internal Quality Review (IQR) [2] process to: (i) receive the Departmental Self-evaluative Statement and approve this for forwarding to the relevant Faculty Education Committee.
6. To receive the continuous module dialogue summary proforma in order to confirm module engagement with the process and to discuss changes and improvements made to provision.
7. To receive the minutes of Student Partnership Committees (SPCs), to note the main matters arising, and where necessary, to take further action.
8. To review annually the department's arrangements for Induction Week.
9. To receive reports: (i) on how peer dialogue has run in the department over the past year, any generic issues that have been identified and any associated enhancement work that could usefully be adopted across the department and (ii) from any students who have participated in the student reviewers of teaching practice scheme on good practice they have observed and would like to recommend is adopted within the department.
10. To report to the Head of Department (either via the Departmental Staff Meeting or through such other mechanism as the Head of Department sees fit) by submission of the Minutes of each meeting of the Committee to the Head.
11. To report to the FEC concerned by submission of Minutes of each meeting of the Committee to the officers of the relevant FEC (s).

Constitution

The following should be regarded as comprising minimum requirements for the constitution of a DTC:

Staff Membership

Head of Department (or her/his designated representative)
Departmental Learning and Teaching Co-ordinator
the Programme Co-ordinator for each programme of study offered by the department.

Student Membership

The DTC should invite the student Lead Departmental Representative to membership of the Committee. Other student representatives may also be invited where appropriate [3]. Committee chairs and/or secretaries should meet the student representatives in advance of the first committee meeting, in order to brief them on the committees' works and proceedings and to put the students at ease and introduce them to key committee members.

Meetings

The DTC should normally meet at least once in the Autumn Term each year and at least once in the Spring Term each year. Departments are encouraged to convene the DTC more frequently if they see fit to do so.

The DTC should normally be serviced by a member of the department's administrative or secretarial staff.

Faculty monitoring of DTC operations

As indicated in the core terms of reference, FEC s should routinely receive the Minutes of DTC meetings.

¹ See UCL's policy on the DEP and FEP process (Academic Manual Chapter 9, Quality Review Framework)

² It is understood that the timing of some IQR visits may mean that the DTC's approval will need to be obtained, either through Chair's action or through correspondence rather than in discussion at a DTC meeting.

³ If the DTC agenda includes business which the Chair feels should not be discussed in the presence of student members, there should be a separate, Reserved Area of Business section of the agenda.

2 Faculty Education Committees

Terms of reference

The following should be regarded as core terms of reference for Faculty Education Committees (FECs), formerly known as Faculty Teaching Committees (FTCs). It is acknowledged that some faculties operate separate committees for undergraduate and taught postgraduate/research student matters. Therefore, the following list should be applied, as appropriate, to the relevant committee. This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by the Education Committee, the Faculty Education Committee will normally be expected:

1. To ensure that faculty-level strategy on education matters reflects the principles of the Education Strategy and UCL 2034.
2. Within the framework of A8(re)(o)-3(o)-3(o)-3(o) Tm0 gcc 4(e)-3(wil,)6(th)-5mfacul5(y)10(

12. To receive reports on or to consider, as appropriate, relevant issues arising from meetings of Academic Committee, Education Committee or other relevant institutional-level committees [3].
13. To report to Education Committee by the submission of Minutes of each meeting of the FEC to the officers of Education Committee.

Constitution

The following should be regarded as comprising minimum requirements for the constitution of a FEC:

Staff Membership

Dean and/or Vice/Sub-Dean
Vice-Dean (Education)
Faculty Tutor
Faculty Graduate Tutor (if appropriate)
One member of staff from each department within the faculty (e.g., Chair of DTC and/or Departmental Tutor)
Chairs of steering committees of inter-faculty or inter-departmental programmes for which the parent department is from within the faculty.
Representation from UCL Arena.

It is recommended that representatives of relevant Professional Support Services are invited at least once a year to FEC meetings if possible, at the discretion of the Faculty Tutor.

Student Membership

The student Faculty Representative should be invited to membership of the FEC. Other student representatives may also be invited where appropriate [4]. Committee chairs and/or secretaries should meet the student representatives in advance of the first committee meeting, in order to brief them on the committees' works and proceedings and to put the students at ease and introduce them to key committee members.

¹ See UCL's policy on the DEP and FEP process (Academic Manual Chapter 9, Quality Review Framework)

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³ It is recommended that receipt of a report on the proceedings of the most recent meeting(s) of Academic Committee, Education Committee and or other relevant institutional-level committees should be a standing item on the agendas for meetings of FECs.

⁴ If the FEC agenda includes business which the Chair feels should not be discussed in the presence of student members, there should be a separate, Reserved Area of Business section of the agenda.

3 Faculty Research Degree Committees

Terms of reference

The following should be regarded as core terms of reference for faculty committees responsible for postgraduate research student provision, including MPhil/PhD, professional and specialist doctorates and the research elements of MRes programmes. This should be read alongside the framework of the core terms of reference for Faculty Education Committees. This list of items should not be regarded as exhaustive.

Subject to any general or particular direction which may be prescribed from time to time by

1. Within the framework of the UCL Doctoral Educational Strategy, to define, develop and review a faculty-level postgraduate research student strategy.
2. Within the framework of the UCL Academic Manual, to define, develop and keep under regular review faculty quality and enhancement processes and mechanisms.
3. To monitor faculty key performance indicators for a high quality research student environment including applications and enrolments, number of supervisors per student, upgrade and/or progression rates, thesis submission rates and the Postgraduate Research Experience Survey results.
4. To keep under review the postgraduate research student experience across the faculty, including discussion of, but not limited to:
 - (i)

9. To consider the academic and resource implications of new research degree programmes and academic partnership proposals from departments within the faculty and, if and when relevant sub-group thereof). To also receive regular reports on amendments, withdrawals and reviews of programmes approved by the faculty.
10. To provide a forum for discussion of issues raised by department level committees responsible for postgraduate research student provision or their equivalent, such as joint graduate teaching and research provision committees. Refer institutional level issues to Research Degrees Committee via the Faculty Graduate Tutor as appropriate.
11. To receive the minutes, where applicable, of departmental level committees responsible for postgraduate research student provision.
12. To receive regular reports, as appropriate, on relevant issues arising from meetings of level committees.
13. meeting to the officers of Research Degrees Committee.

Constitution

The following should be regarded as comprising minimum requirements for the constitution of a committee:

Staff Membership

Faculty Graduate Tutor (Chair)

Vice-Dean Research

One member of staff from each department within the faculty (e.g. Departmental Graduate Tutor)

Representatives from inter-faculty or inter-departmental programmes as appropriate.

Membership might also include representatives from library and other learning resources services, UCL Arena and other UCL departments as appropriate.

Student Membership

It is suggested that the Committee should include three postgraduate Research Student Academic Representatives in its membership and that attendance may rotate depending on