

SCHOOL EDUCATION COMMITTEE (SEC) **(Reports to Faculty Education Committee)**

Scope: Learning and teaching, enhancement of programmes of study and the student experience delivered by the school

(a) Terms of reference

To make recommendations to the Faculty Education Committee (FEC) on:

1. Proposals for new modules developed by the school[†]
2. Proposals for the approval of withdrawals, suspensions and revisions to existing taught programmes of study within the school

To be responsible for, and report to FEC on:

3. Developing the school's learning & teaching in line with the University's education strategy and promoting and monitoring the implementation of the strategy in the school
4. Contributing to the consultation process on new or revised policies relating to learning and teaching, and monitoring the school's engagement with existing policies and procedures, such as peer review of teaching, module evaluation, academic mentors, collaborative provision
5. * Approving revisions to existing modules^{††}
6. * Considering external examiner reports on taught programmes of study and approving school responses to them, with a view to identifying school themes and other issues requiring escalation
7. Maintaining and enhancing the sharing of good practice and promoting innovation within the school
8. Scrutinising programme annual review reports with a view to identifying school themes and other issues requiring escalation and maintaining an ongoing review of action plans
9. Scrutinising the school's revalidation report, as applicable, and monitoring and implementing the school's revalidation action plan
10. Receiving reports from the Student Staff Voice Committee(s) and programme committees, and considering issues raised as appropriate
11. Receiving updates from the school's representative on FEC, and from school officers such as those representing areas such as the library, careers and disability (etc.)
12. Timely provision of minutes to FEC documenting the scrutiny undertaken in relation to items 1, 2, 5, 6, 8 and 9
13. The promotion of equality and diversity and ensuring equality of opportunity in the way it conducts itself and in the transaction of its business

(b) Delegated powers

SECs have been delegated authority to take action under items 5 and 6 (*starred)

(c) Constitution

School Director(s) of Education (ex officio)

Head of School (ex officio)

(One of the above in the chair)

1 representative from each programme within the school

1 undergraduate student voice representative

1 postgraduate taught student voice representative

Members of school staff co-opted by the chair

In attendance

Senior administrator

Secretary: provided by the school

(d) Sub-committees

As specified by the committee

(e) Principal management information needs

School and programme annual programme review report(s)

External examiner reports and school responses

Revalidation outcomes

Module proposal and revision forms

Programme specifications

And others as required by the Committee

(f) Frequency and timing of meetings

A minimum of four meetings per academic year.

(g) Quorum

In terms of quoracy there must be four full committee members present at each meeting.

(h) Chair's action

Between ordinary meetings of SEC, the chair shall have the authority to act on behalf of the committee on any matter requiring a decision prior to the next scheduled meeting where the business does not merit, in the view of the chair, the convening of a special meeting. Any action taken by the chair on behalf of the committee shall be reported as chair's action to the next meeting of the SEC. Prior to taking chair's action, the chair should consider whether it is appropriate to discuss the matter with other members of the committee or to circulate details electronically to give members the opportunity to comment on the proposals. Module revisions and responses to external examiner reports cannot be approved by chair's action.

Note: the nomenclature used in these terms of reference should be adapted for use by the Language Centre and Foundation Year Centre (FYC) as applicable.

‡ New foundation-level modules proposed by schools should be developed in consultation with the FYC. Subject modules proposed by the FYC should be developed in consultation with the relevant school.

‡‡ Foundation-level modules delivered by schools should be revised in consultation with the FYC. Subject modules delivered by the FYC should be revised in consultation with the relevant school.