

## LEARNING TEACHING AND QUALITY COMMITTEE (LTQC) TERMS OF REFERENCE

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### Purpose

Learning, Teaching & Quality Committee (LTQC) is responsible to Academic Board for the continuous enhancement of the University's approach to learning, teaching and assessment, the student experience and the development, maintenance and implementation of the University's academic standards in line with legislative and regulatory expectations.

### Reports to

Academic Board

### Sub-committees

Assessment Boards  
Faculty Committees (one per faculty)  
Online Quality Committee  
Partnership Quality Committee  
Short Course Quality Committee

### Occurrence

At least four times a year

## TERMS OF REFERENCE

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- 1 To develop and, subject to Academic Board approval, implement and monitor policies that enable the:
  - 1.1 University's 2030 Strategy including the strategic consideration and dissemination of good practice and innovation across the institution;
  - 1.2 enhancement of quality and standards in learning, teaching and assessment.
  - 1.3 continuous, strategic enhancement of the student experience.
- 2 To ensure that the University's academic regulatory and policy environment is aligned with regulatory and legislative obligations and developed in line with identified good practice.
- 3 To consider and agree enhancement strategies and dissemination of good practice arising from consideration of:
  - 3.1 annual performance indicators (e.g. survey results, performance analysis, complaints and appeals).
  - 3.2 the outcomes of quality and standards procedures (e.g. external examiners' reports, periodic review, re-approvals and continuous improvement processes) or issues raised through other student engagement mechanisms.
- 4 To be responsible for, and have oversight of, the processes supporting external examining, including appointment, training and guidance for external examiners and staff.
- 5 To note outcomes from approval panels and Professional Statutory and Regulatory Body (PSRB) reports on new, and significant changes to, curriculum.
- 6 To advise Academic Board on matters or priority areas referred to it by the Vice-Chancellor.

- 7 To report annually to Academic Board on how it has fulfilled its obligations set out above.

## MEMBERSHIP

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<b>Chair</b>	Deputy Vice-Chancellor
<b>Deputy Chair</b>	Head of Quality Assurance & Enhancement One Head of Subject (or equivalent) nominated by each Faculty Committee One elected Academic Staff Member (on campus)* One elected Academic Staff Member (online)* Academic Board Technical Staff Member (or nominee) FX Plus Director of Student & Academic Support (or nominee) FX Plus Head of Library & Archives, Student & Academic Support Head of Online & Digital Learning Head of Employability Head of People Success Senior Head of Academy of Continuing Education Falmouth President of The Students' Union (SU)

\*below Head of Subject level

### Term of office for Heads of Subject and Academic Staff Members

Two years, renewable to a maximum of four years.

## IN ATTENDANCE

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<b>Servicing Officer</b>	QAE Officer, nominated by the Head of Quality Assurance and Enhancement
<b>Attendees</b>	Staff as necessary to conduct the business of the Committee

## MEETING PROCEDURES

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For procedures relating to meeting dates, circulation of meeting papers, quorum, decisions, and record keeping refer to the [Falmouth University Standard Meeting Procedures](#).

<b>Approved by:</b>
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Academic Board on 22 October 2025
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**Annex:** Guiding principles and behaviours for Academic Board and its sub-committees (attached)

## ANNEX

### Guiding principles and behaviours for Academic Board and its sub-committees

We are united by our commitment to the [Mission, Vision and Values](#) and long-term success and academic reputation of Falmouth University. We model a balanced culture of cohesion and challenge in our meetings, and foster a vibrant, respectful environment that nurtures academic excellence, creativity, innovation and progress, and values every perspective. This is characterised by the following guiding principles and behaviours which are underpinned by our values (**Creative, Achieve, Respectful, Sharing**).

#### PRINCIPLES

- **Academic standards** – upholding and advancing the quality of teaching, research, knowledge exchange and scholarship is central to our work. We listen to our community and our industry stakeholders, and we critically reflect and utilise data-driven insights to proactively address challenges and recognise successes. We role model and promote a culture of continuous improvement and enhancement.
- **People-centric** – we care about the experience, wellbeing and outcomes of our diverse students and staff. We are a close-knit community and are conscious of the impact our decisions and actions may have across different groups and teams, inside and outside of the University. We ensure there are opportunities for students and staff to engage with academic governance and for their perspectives to have influence.
- **Future-focussed** – change is constant. We are always on the lookout for opportunities and remain vigilant of threats as we navigate a fast-changing and complex external environment. We ensure that decisions align with the Mission, Vision and Values, and our [Learning & Teaching Philosophy](#) and [Research & Knowledge Exchange Philosophy](#) guide our thinking and the development of the academic activities of the University.
- **Responsible** – we understand and take seriously our responsibilities, including our regulatory, legal, and other formal obligations. We ensure our ways of working are legal, ethical, fair and compliant, and seek and test assurance with regard to University compliance. We role model Values-aligned behaviours, both in meetings and throughout broader University activities.
- **Transparent** – we are open, clear and transparent in our communications, fostering trust, cooperation and collaboration. We ensure that decisions are appropriately communicated to those impacted.

#### BEHAVIOURS

- **Engaged** – we prepare thoroughly for each meeting, listen actively, and contribute meaningfully. We actively respond to actions assigned to us in meetings, embrace opportunities to participate in projects beyond meetings, and actively develop our understanding of the breadth of the University's academic activities and the context we operate within.
- **Curious** – we speak out if we have questions or concerns. By seeking further insight, we broaden perspectives, gain a deeper grasp of the issues before us, and enhance the quality of decisions and outcomes.
- **Constructive** – we share our individual perspectives, insights and experiences in a thoughtful and pragmatic manner. We navigate complex issues with empathy and understanding, and ensure our contributions are solutions focused.
- **Open-minded** – we value different perspectives, and welcome constructive feedback and challenge. By remaining receptive to alternative approaches and ideas, we create an environment where everyone feels safe to engage in meaningful, respectful discussion and debate, supporting an inclusive and collaborative culture.
- **Cohesive** – debate is healthy. In situations where there are opposing views in meetings, we remain mindful of the wider context and understand the importance of achieving consensus and presenting a unified stance after decisions have been taken, as well as maintaining the confidentiality of sensitive discussions.