



Responsibilities of Chairs/Deputy Chairs for QAA Subject Benchmark Statements

This document sets out the main responsibilities and qualities we look for in Chairs and Deputy Chairs of Subject Benchmark Statements.

QAA is committed to ensuring that the roles of Chair and Deputy Chair reflect the rich diversity of the subject communities, with the aim of promoting equality, diversity and inclusivity in the development of the Statements. Expressions of interest from academic colleagues from ethnic communities are particularly welcome.

Responsibilities

The Chairs and Deputy Chairs of each Subject Benchmark Statement (SBS) will work closely with the QAA Liaison Officer assigned to each SBS Advisory Group. Together, they are responsible for selecting the Advisory Group members.

Each Chair will coordinate the work of their Advisory Group in the review and process of writing the Statement. They will work together with the QAA Liaison Officer to ensure the Statement meets QAA requirements and is completed and published to an agreed timeframe. The Deputy Chair will deputise for the Chair where required and will have specific responsibilities for the operation of the Advisory Group that will be agreed in advance with the Chair and Liaison Officer.

Please note that Chairs and Deputy Chairs of Advisory Groups can only be drawn from higher education providers who are [QAA Members](#).

Qualities and attributes

(Please note: not all examples of evidence need to be met in order to be appointed)

Qualities	Evidenced by...
Academic credibility within the subject community, and an understanding of wider issues affecting the sector such as equality, diversity and inclusivity, sustainability, and employability	<p>Strong track record of leadership in research, and teaching and learning within an institution and subject discipline.</p> <p>Recent experience of course design, including initial approval and periodic review.</p> <p>Experience as an external examiner or moderator.</p> <p>Engagement with equality and inclusivity agendas and respecting and promoting diversity.</p> <p>Engagement with sustainable development <i>and/or</i> employability agendas within your institution or subject network.</p> <p>Previous experience of benchmarking, especially involvement with previous SBS groups.</p> <p>Experience with professional, statutory and regulatory bodies (PSRBs), especially in relation to developing/setting or applying professional standards or standards for accredited higher education provision.</p>
Leadership of projects, groups and/or committees	<p>Experience as chair or committee member of a relevant subject association.</p> <p>Experience as chair or committee member at an institution or subject network (for example, award boards, teaching and learning, research).</p> <p>Sitting on PSRB education committees or boards, or involvement with development of standards. Reviewer for PSRB accreditation.</p>
Management of report/policy document production, including editing and writing	<p>Experience of editing reports, consolidating multiple contributions into a single report.</p> <p>Experience of writing clearly and succinctly for a range of different audiences.</p> <p>Efficient management of processes and deadlines.</p>
Creative problem solving, and coordination of remote writing groups	<p>Experience of creative problem solving for groups and committees, including agenda-setting, delegation of work, summation of discussions, resolving conflict when there is disagreement within groups/committees and encouraging contributions from quieter members.</p> <p>Ability to deal with technologies used in virtual meetings (for instance, Teams, SharePoint) and supporting group members who may be less familiar with them.</p> <p>Experience of managing and supporting the development of online documents with contributors working in different geographical locations.</p>