



Higher Education
Academic Governance Framework
January 2017

Next Review in January 2019

1. Overview

The College's framework, procedures and processes for assuring and enhancing the standards and quality of its higher education provision are designed to ensure an integrated system, which has the student learning experience at its centre.

1.1 The College has a clearly articulated higher education quality management framework, which resides under the authority of the Academic Board. Proportionate powers for aspects of maintaining standards and enhancing quality are delegated to the Academic Standards & Quality Committee (ASQC), the Employer Engagement and Marketing Group, Course Committees and to the Learning & Teaching Enhancement Committee.

1.2 AQSC has an important role in ensuring that the College's higher education quality management procedures are operating in an appropriate manner, and the committee also seeks to identify the need for, and to nurture, new academic development policy and practice.

1.3 Other important features of the College framework include:

- a. A cycle of Periodic Reviews (PRs), whereby, every five years, a Course's quality assurance and enhancement processes are scrutinised by a team of internal reviewers and external peers (including a student representative).
- b. A rolling, annual reporting cycle that derives from critical reflections at course level, and that includes central and local analysis of student data
- c. The inclusion of the student voice in throughout the governance framework
- d. An institutional Learning and Teaching Enhancement Strategy (LTES), driven by the Learning & Teaching Enhancement Committee that sets priorities and goals for course teams

2. Academic committee framework and responsibilities

Academic Board

2.1 Academic Board has ultimate responsibility for the standards, quality and enhancement of higher education provision within the college. It is the senior academic committee of the College, with a range of responsibilities relating to the development of learning and teaching, scholarship, standards, students and courses and advising the Principal and Governing Body on these matters.

2.2 Subject to the overall responsibility of the Board of Governors and to the responsibilities of the Principal and Chief Executive, the Academic Board is responsible for:

- a. policy issues relating to scholarship, learning, teaching and courses at the College, including criteria for the admission of students;
- b. the nomination of external examiners for validated courses;
- c. policies and procedures for assessment of the academic performance of students;
- d. the content of the curriculum;
- e. academic standards and the monitoring and review of courses;
- f. agreements with validating and accrediting bodies, including professional institutions;
- g. the procedures for the expulsion of students for academic reasons (such responsibilities shall be subject to the requirements of validating and accrediting bodies);
- i. considering the development of the academic activities of the College and the resources needed to support them, and for advising the Principal and Board of Governors thereon;
- j. advising on such other matters as the Board of Governors or the Principal may refer to the Academic Board.

2.3 Academic Board meets at the beginning of the academic year as a minimum to plan the schedule of work and set an agenda for the year and twice during the year to review progress against the plan.

Academic Board Membership

Principal (Chair)

Deputy Principal

Director of FE Curriculum & Student Experience

Head of Higher Education

Higher Education Manager

Director of Quality Improvement

Student Services Manager

Learning Resource Centre Manager

Four members of regular staff to be elected by all regular staff, each member to serve for 2 years with two members replaced each year.

Wanda McCormick and James Littlemore to July 2017

Kat Nicola and Caroline Caplan July 2018
Two Lead Student Representatives to be elected from the HE Student Engagement Committee

Minute secretary: HE Administrator

3. The Academic Standards & Quality Committee

Academic Board delegates powers for setting, maintaining and assuring standards and quality of Higher Education (HE) courses to the Academic Standards & Quality Committee.

3.1 The powers delegated to Academic Standards & Quality Committee (ASQC) are defined and exercised according to a set of clear terms of reference, an appropriate constitution and are subject to regular reporting to Academic Board. The terms of reference are as follows:

- a. To advise Academic Board on policy relating to the management and enhancement of academic standards and quality of the College's HE courses and of teaching and learning on those courses.
- b. To operate and monitor the systems for course development and approval and the five-year cycle of Periodic Reviews in order to assure the Academic Board of the maintenance and enhancement of academic standards and quality of courses. In the case of university-validated courses, this is the responsibility of the university whereas for Pearson approved Higher Nationals, this undertaken by the College.
- c. To consider and approve course development proposals.
- e. To ensure that course teams discharge their responsibilities for course monitoring effectively and according to the requirements of the ASQC.
- f. To consider the annual Self Evaluation Document, and to take appropriate actions on academic standards and quality enhancement matters contained therein.
- g. To monitor the progress of courses in the implementation of their rolling action plans.
- h. To ensure the operation of an external examiner system which constructively contributes to the management and enhancement of academic standards and quality.
- i. To work with representatives of the student body via the Student Engagement Officer in the development of systems to ensure the gathering, analysis, evaluation and productive use of student evaluation of courses and learning and teaching.

j. To advise on and oversee the development and operation strategic initiatives in support of the enhancement of learning and teaching.

3.2 ASQC meets approximately monthly, alternating with the Management Operational Group and the FE Curriculum Operating Group.

3.3 The membership of ASQC will be subject to review and ratification by Academic Board.

ASQC Membership

Head of Higher Education - Chair

HE Manager

HE Subject Leads

Quality Improvement & Standards Manager

HE Learning Support Coordinator

Library Services Manager

Minute Secretary (HE Administration Coordinator)

4. Employer Engagement & Marketing Group

Academic Board delegates responsibility for working with industry to identify training needs and promote training solutions to the Employer Engagement & Marketing Group which has the following responsibilities:

4.1 Work with employers to identify patterns of training demand and requirements for higher technical and professional education in the region.

4.2 Act as the link between Academic Board and the Teaching and Learning Enhancement Committee in order to facilitate growth in demand-driven higher education provision.

4.3 Develop institution-wide strategies and approaches for the marketing and promotion of the college HE offer

4.4 Support course teams in the marketing of HE provision internally and externally

Employer Engagement & Marketing Group Membership

Chair TBC

Head of HE

HE Manager

Assistant Director of Commercial Enterprises

Andrew

Peter Thom

Programme Leader Apprenticeships

Employers by invitation or Gov

PSRB

5. Learning & Teaching Enhancement Committee

Academic Board delegates powers for the enhancement of the quality of Higher Education (HE) courses to the Learning & Teaching Enhancement Committee.

5.1 The powers delegated to the Learning & Teaching Enhancement Committee (TLEC) are defined and exercised according to a set of clear terms of reference, an appropriate constitution and are subject to regular reporting to Academic Board. The terms of reference are as follows:

- a. To promote innovative practice in the delivery and support of all academic courses through a range of quality enhancement approaches, and to liaise in this respect with the Quality Improvement team.
- b. Develop and promote opportunities for students to engage with applied research, real-world problems and industry-led projects.
- b. To oversee the development, operation, monitoring and review of the Learning and Teaching Enhancement Strategy (LTES).
- c. To establish as necessary ad hoc groups to support the development of learning and teaching.
- d. To consider the impact of scholarship activities on the curriculum and learning and teaching.

5.2 The LTEG meets bi-monthly.

LTEC Membership

Head of Higher Education – Chair

HE Manager

Director of Quality

Professional Development Coordinator

Course Managers

Lead Reps

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6 Course Committees

6.1 The academic standards and quality of courses are monitored and regularly reported on by Course Committees. Each Course Committee meets three times a year to complete and maintain a Rolling Action Plan (RAP).

6.2 The Course Committees have terms of reference as set out below;

a. To advise the Head of HE on the maintenance and enhancement of the standards and quality of HE courses.

b. To assure the Head of HE of the currency of the courses and the appropriateness of the student learning experience.

c. To promote and monitor innovation and enhancement in teaching and learning.

d. To ensure that College policies and approaches are embedded within HE provision and to promote innovative practice in the delivery and support of academic courses and the dissemination of good practice in learning and teaching, and quality management processes.

e. To evaluate the impact of scholarship activities on HE provision.

f. To consider and report on matters as may be referred from time to time by the Head of Higher Education and by ASQC.

Course monitoring and annual reporting

g. To take responsibility for the continuing annual monitoring and enhancement of courses of study according to the College's requirements: completion of RAPs.

h. To review student enrolment, progression, completion and employment/further study data across each course and ensure that these are analysed and used to inform academic developments, and for the purposes of equality and diversity monitoring.

Student assessment

i. To monitor the effectiveness, appropriateness and implementation of regulations on student assessment and to make recommendations for changes as appropriate.

External examining

j. To receive and analyse in detail external examiners' reports and action points ensuring that they are acted upon and result in quality enhancements.

Professional, Statutory and Regulatory Bodies

k. To monitor the involvement of Professional, Statutory and Regulatory Bodies (PSRBs) with courses, as appropriate, and ensure action is taken on the reports and recommendations from those bodies.

Course development

l. To consider and submit proposals for modification to courses to validating partners

QAA Subject Benchmarks (validated courses)

m. To receive new and revised QAA Subject Benchmark statements and ensure that they are acted upon by the course team.

6.3 Course Committees meet, as a minimum, once per term

Course Committee Membership

Course Leader (Chair)

HE Manager

Course Tutors

Course support staff (e.g. placement officer)

Student representative

7. Post-graduate Supervision Committee

7.1 The supervision of post-graduate research is the responsibility of the Post-Graduate Supervision Committee

Post-graduate Supervision Committee Membership

Head of HE

PhD Supervisors

8. Student Engagement Forum

The Student Engagement Forum represents an opportunity by which all course representatives can engage in learning and in education enhancement and quality assurance activities. The committee engages the support of course representatives:

8.1 To enhance the student experience and learning opportunities for all students registered to the College by responding to assurance process outcomes, e.g. student surveys, the views of the student representatives etc.

8.2 To promote effective practice in learning, teaching and assessment, including feedback to students and student academic support in order to enhance the student experience.

8.3 To review the outcomes of the National Student Survey and other feedback from students and ensure issues are addressed and responses published.

8.4 Monitor, review and develop the arrangements for student support both academic and pastoral which is provided by the College and ensure this aligns with centrally provided services.

8.5 To monitor and review the College's strategy and activities in relation to access and achievement.

8.6 To monitor and review the curriculum delivered by the College to ensure that the College's strategic objectives are met.

8.7 To ensure that the College is compliant in relation to its legal responsibilities including the embedding of current Equality and Diversity policies.

8.8 To report to the University Student Experience Committee on activity undertaken, to promote good practice and raise issues which require attention both within the College and across the University.

Student Engagement Forum Membership

Quality Improvement & Standards Manager (Chair)

Karen Kelly to nominate

Alison to nominate

Lead Reps

Course Reps

9. Data Sub-committee

This sub-committee has responsibility for the oversight of the quality and use of data relating to student outcome and experience. It serves three principal functions:

- a. Oversight of the quality and appropriateness of data being used to inform decisions about student outcome (including progression, achievement, continuation, employment) and experience (including NSS, module evaluations, UKES);
- b. Oversight of the effectiveness of the use of these data to inform quality and enhancement;
- c. Identification of potential enhancements arising from the analysis of such data.

The terms of reference are as follows:

- a. To ensure appropriate oversight of the College's use of student satisfaction data (NSS, module evaluations, UKES), and other business and quality metrics (retention, achievement, continuation, employment).
- b. To oversee the quality systems which support the collation, access and dissemination of student data.
- c. To review data to inform the prioritisation of enhancement themes.
- d. To advise ASQC on the relevance and appropriateness of evidence used to support decision-making about quality and enhancement of student learning opportunities.
- e. To review and enhance Moulton's use of data to inform quality and enhancement.
- f. To oversee the effective use of data in internal monitoring, review and reporting activity.
- g. To support the evaluation of the impact of initiatives designed to reduce gaps in attainment.
- h. To advise ASQC on the organisation, interpretation and submission of data for the purposes of external review (in particular the TEF and the Annual Provider Review).

10. Senior Leadership Team (SLT)

10.1 The Director of Quality Improvement is responsible, in liaison with the Principal and other members of the Senior Leadership Team (SLT) as appropriate, for executive oversight of the efficient, effective development of the College's Higher Education portfolio and supporting systems and frameworks.

10.2 The key central agency which supports ASQC is the Higher Education Office (HEO). The HEO is led by the Head of Higher Education (HoHE), supported by a team of Senior Lecturers (SL) and an HE Administrator. The core function of the SLs is the maintenance of academic standards and the leading and support of innovation and developments in HE leading to enhancements in teaching, assessment and learning in their academic area. The HoHE provides strategic leadership across the Higher Education provision to deliver an excellent student experience by generating an academic culture that blends education, scholarship and professional practice.

10.3 The HoHE produces an annual HE report for presentation to SLT and inclusion in the college report to Governors.

Other College departments provide additional support:

- Admissions
- Marketing
- MIS
- Quality
- Library Services
- Student Support

11. Features of framework

Features of the College's framework

External	HEFCE; Office for Students, PSRBs; Employers
College HE structures and processes	Academic Board/ASQC/ Course Committees Higher Education Office/ Student Support Services/Information Systems External examiners/Periodic Review

Senior Lecturers

External examiner, PSRB inputs etc.

Analysis of student feedback

Course structures and procedures

Student evaluation

RAPs

Course committee/team meetings

External examiner input

Module analysis and evaluation

Student evaluation

Module leader analysis review and development

Student involvement

Trained student representatives

Staff/student meetings

RAPs

Questionnaires/surveys

Curriculum Forum

Student representation on Period

Review panels

12. Structure for quality management and enhancement of courses

HE ACADEMIC GOVERNANCE

