

DOCUMENT DETAILS

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Document Author	Damian Fidler
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Applicability	All teaching or support staff who deliver HE teaching learning and Assessment at Nottingham College
Summary	This confirms the Governance Framework which assures and enhances the standards and quality for HE provision.

DOCUMENT CONTROL

Version history			
Version	Date	Reason for release/version update	Issued by
1	17/09/2018	First Publication	Nikki Jackson
2	17/09/19	Annual Review	Damian Fidler
3	3/09/20	Annual Review	Damian Fidler

DOCUMENT APPROVAL

Approving person/body	Job Role (where applicable)	Date Approved
SLT (Emma woods)	Director of Quality	1/09/2018
Lauren Waters	Director of Quality	24/09/2019
Lauren Waters	Director of Quality	7/9/2020

COMMUNICATION

Date sent to OLT	
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1. Overview

This College's Higher Education Academic Governance Framework sets out process and procedure for assuring and enhancing the standards and quality of provision. It is designed to offer an efficient and robust committee structure, which has student involvement and their learning experience at its centre.

- 1.1 The Board of Corporation and Chief Executive Officer have oversight of the Higher Education provision at Nottingham College and consider the maintenance of academic standards for HE based on reports and recommendations from the Senior Leadership Team.
- 1.2 The Senior Leadership Team report updates regarding the HE provisions from discussions and recommendations made at Academic Board.
- 1.3 **An Academic Board** is chaired by the Principal of Curriculum and Learning. Members include Director of Quality, Director of Curriculum, Heads of Faculty and Head of Higher Education, student representation and others by invitation. The Academic Board leads on the strategic direction of Higher Education within Nottingham College and reports into the Senior Leadership team who inform and update the Board of Corporation.
- 1.4 **An Academic Standards and Quality Committee** is chaired by the Head of HE. This group discuss and communicate operational activity and decisions, which are then cascaded to curriculum teams. The membership of this committee includes Faculty Area Managers that operationally manage Higher Education delivery and quality within Faculties.
- 1.5 **Course Committees** are **jointly** chaired by Higher Education Course Leaders and by Faculty Area Managers, with a strong emphasis on student voice, external reviews, scholarship, and operational matters to resolve localised concerns.
- 1.6 Other important features of the College Higher Education Framework include:
 - An annual reporting cycle at course and College level with student representation/voice. Reports are submitted to the Head of Higher Education and Director of Quality who prepare a overviews and action plans.
 - The Board of Corporation and Chief Executive Officer approve the annual HE report and action plan.
 - A three to five year re-approval process through HEIs and other awarding bodies to consider the currency and employer need and student market need for courses. For new courses, there is a rigorous internal approval process. A business case is submitted for consideration by the appropriate Head of Faculty to the Academic Board who ratify agreement before commencing of formal development.

2. The Academic Board (AB):

- 2.1 Academic Board has responsibility for the strategic development of Higher Education, including the standards, quality, and enhancement of HE provision within the College. Responsibilities include the development of learning and teaching, scholarship, standards, quality, student

experiences, and business cases for new courses, to maintain academic standards, informing the Chief Executive Officer, the Senior Leadership Team and the Board of Corporation.

2.2 Subject to the overall responsibility of the Board of Corporation and the Chief Executive Officer, the Academic Board is responsible for:

- Policy issues relating to scholarship, learning, teaching and courses at the College, including criteria for the admission of students and terms and conditions.
- Policies and procedures for assessment of the academic performance and behaviour of students.
- Content and offer of curricula.
- Academic standards and the monitoring and review of courses.
- Agreements with validating and accrediting bodies, including professional institutions.
- Advising on such other matters as the Board of Governors or the Chief Executive Officer may refer to the Academic Board.

2.3 The Principal for Curriculum (or representative) chairs the Academic Board, with membership determined by the Academic Board, subject to approval from the Board of Corporation and Chief Executive Officer.

2.4 The Academic Board meets three times per academic year, or with exception when deemed necessary to reviews progress, presenting findings, recommendations and approvals to the Chief Executive Officer and the Board of Corporation.

Academic Board membership:

Principal Curriculum and Learning (Chair)

Director of Quality

Head of Higher Education

Heads of Faculty with Higher Education responsibility

Assessment, Quality and Standards Manager

Member of the Academic Standards & Quality Committee (ASQC)/teaching staff (optional)

Minute secretary

Student representatives

Teachers of HE – one from each type or classification of award at HE levels

Others, as requested by agenda

3. The Academic Standards and Quality Committee (ASQC)

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

3.1 The powers delegated to the Academic Standards and Quality Committee are as follows:

- To advise the Academic Board on policy relating to the management, enhancement, and quality of HE courses focusing on academic standards, currency and health of all courses including characteristic statements and subject benchmark statements updates

- To recommend improvements in teaching, learning, assessment, and scholarship on courses
- To operate and monitor the systems for course development and approval of these
- To ensure course review through committees is effective and address issues or raise concerns
- To review the annual course review summative reports, and to raise issues relating to academic standards, quality matters, and resources
- To monitor the progress of courses in the implementation of their rolling action plans and raise any areas of concern or lack of progress
- Nomination of external examiners for validated courses
- To work with student representatives in the development of systems to ensure the gathering, analysis, evaluation, and productive use of student evaluation of courses and learning and teaching.

3.2 Academic Standards and Quality Committee meets three times per academic year.

3.3 The membership of Academic Standards and Quality Committee will be subject to review and ratification by Academic Board/ a Board of Corporation and Chief Executive Officer.

ASQC membership:

Head of Higher Education (Chair)
 Faculty Area Managers with Higher Education responsibilities
 Director of Quality (optional)
 Minute Secretary
 Student representatives
 Others by invite, subject to agenda

4. Course Committees (CC)

Course Committees are led jointly by the Higher Education Course Leaders and Faculty Area Managers and are held three times per academic year. The key focus of the Course Committees is to consider the ongoing health of the course specially focusing on the student experience and are required to dedicate much of the agenda to their input and feedback. Part of the agenda for the Committees are linked to Course reporting documents which will be used as a ‘working’ document to record discussions at actions at the Committees.

CC membership:

Faculty Area Manager and Higher Education Course Leader (Joint Chair)
 Internal Assurance and Standards Manager/Assessment, Quality and Standards Manager
 Course teaching team
 Other staff involved in supporting curriculum team
 Student representatives
 Head of Faculty (optional)
 Head of Higher Education (optional)

The main functions include:

Course monitoring and annual reporting: To take responsibility for the annual monitoring and enhancement of courses of study per the College's requirements: with the completion of Course reports or alternative reporting document and their action plans, input from students and employer engagement. These are analysed and used to inform academic developments, maintain academic standards and currency and for the purposes of equality and diversity monitoring

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

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

Progression and attainment gaps: Monitoring of trends in progression and attainment gaps at module and course levels and the consideration of course development addressing any areas identified in relation to WP categories.

Course development: To consider and submit proposals for modification to courses to validating collaborates or to consider new courses. Proposals must consider the portfolio of courses at the College, the market and input from students and employers in the proposal.

Quality Assurance Agency (QAA) Subject Benchmarks (validated courses): To receive new and revised Quality Assurance Agency Subject Benchmark statements and ensure that they are acted upon by the course team to maintain quality and currency. Any changes need to be recorded and sent to the Higher Education Standards and Development Manager. The Committee need to consider this review even if no changes are made in their reporting documents.

Public facing documents: to check for accuracy and ensure any changes are made and sent to the Higher Education Business Manager and marketing to replace.

5. Course Development Fora (CDF)

These meetings are chaired by the Head of HE and are information and development sessions to support the ways in which Course Leaders implement best practice and uphold standards within their own teams. They are an opportunity to strengthen cross-college collaboration and dedicate support and advice to immediate needs of provision, as requested by pertinent agenda.

CDF Membership:

Head of Higher Education (Chair)
Course Leaders
HE administrators
Other staff/managers by request

6. Faculty Team Meetings:

6.1 The appropriate Faculty Area Manager chairs team meetings. These are operational meetings that deal with the specific running of the teams. As such, the Faculty Area Manager will set a relevant agenda.

FTM Members:

Faculty Area Managers (Chair)

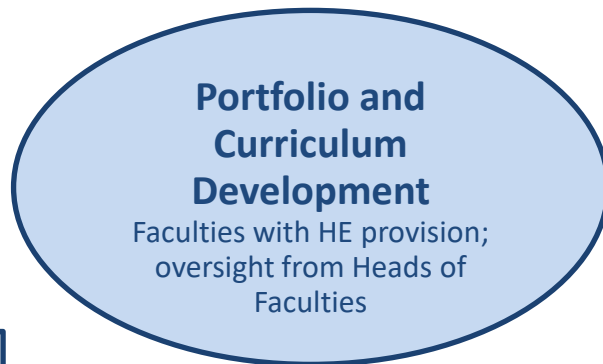
Course Leaders

Course Teams

Head of Faculty (optional)

Other staff/managers by request

Nottingham College - Higher Education Academic Governance and Committee Structure 2020/21



HE Business/ Operations
University Centre administration: OfS, funding returns, data systems

Course Development Forum (CDF)
Attended by **all** Course Leaders, Head of HE and HE administration staff
Meets: Sept; Nov; Feb; May/June

1. Academic Board (AB)
Chaired by Principal Curriculum and Learning. Attended by Heads of Faculties, Student Representatives, Head of HE, Teaching Staff
Meets: Nov; Jan/ Feb; June

2. Academic Standards and Quality Committee (ASQC)
Chaired by Head of HE, Attended by Faculty Area Managers, Director of Quality, Student Representatives
Meets: October; Jan; June

3. Course Committee (CC)
For all individual courses within Faculties. Chaired jointly by Faculty Area Managers and Course Leaders. Attended by course teams, Student Representatives,
Meets: Nov; February; June/ July