



<u>Policy Title</u>	NCG Curriculum and Quality Policy	
<u>Policy Category</u>	Compliant	
<u>Owner</u>	Executive Director for Quality	
<u>Group Executive Lead</u>	Chief Executive Officer	
<u>Date Written</u>	July 2023	
<u>Considered By</u>	QTLA Forum / HE Quality and Standards Committee	
<u>Approved By</u>	Executive Board	
<u>Date Approved</u>	August 2023	
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics	
<u>Freedom of Information</u>	This document will be publicly available through the Groups Publication Scheme.	
<u>Review Date</u>	September 2026	
<u>Policy Summary</u>	The NCG Curriculum and Quality Policy sets out the arrangements for planning, reviewing and implementing the curriculum across the Group, and the arrangements in place to frequently review the quality of provision and performance outcomes	
<u>Applicability of Policy</u>	<u>Consultation Undertaken</u>	<u>Applicable To</u>
Carlisle College	Yes	Yes
Professional Services	Yes	Yes
Kidderminster College	Yes	Yes
Lewisham College	Yes	Yes
Newcastle College	Yes	Yes
Newcastle Sixth Form College	Yes	Yes
Southwark College	Yes	Yes
West Lancashire College	Yes	Yes
<u>Changes to Earlier Versions</u>		
<u>Previous Approval Date</u>	<u>Summarise Changes Made Here</u>	
July 2023 (this version)	This version adapts the Executive Curriculum Group to become the FE & Skills Academic Board, and introduces the NCG Policy Council. A survey procedure is now included following a recommendation from business assurance review.	
March 2021	This update constitutes the ITE Council and T Level Council. The Curriculum Strategy Group has been renamed the Executive Curriculum Group. A number of small other changes are required.	
<u>Linked Documents</u>		
<u>Document Title</u>	<u>Relevance</u>	
Academic (HE) Regulations	Standards required for the submission, validation and operation of HE provision	
Apprenticeship Policy	Sets out the requirements for high quality delivery of apprenticeships at NCG.	
Assessment and Internal Verification and Moderation Policy	Ensure that the assessment practice is consistent across the Group and that all outcomes / criteria for a programme / course are met within the assessment process	
Attendance Management Policy	Arrangements for the administration of learner registers and the follow up required for non-attendance. Links to safeguarding policy.	

Careers, Advice and Guidance Framework (Policy)	The framework for the delivery of high-quality careers information, advice and guidance in line with funding requirements and recommend DfE guidance.
Complaints Policy	Sets out the structured method of formally complaining, including complaints about a course, course management or delivery.
EDI Policy	Provides the approach to EDI impact assessment for policy approval
Examination Contingency Policy	The purpose of the NCG Examination Contingency Policy is to ensure that there is a consistent and effective response across the Group in the event of a major disruption to the examination system affecting one or more of the colleges of NCG. It is a requirement of the Joint Council for Qualifications to have this policy in place.
Malpractice Policy	The policy is written in line with the JCQ guidelines. This policy defines malpractice, maladministration and conflicts of interest, providing examples and guidance on the processes that must be put in place to ensure that college managers (and NCG) can manage and monitor potential risks.
Non-Examination Assessment Policy	To ensure that all JCQ and awarding body guidelines are clearly understood and followed in the completion of non-examination assessments
Positive Student Behaviour Policy	The policy defines the student 'Code of Conduct'; high expectations and positive behaviours which are applied to online and blended learning models
Safeguarding Policy	This policy is directed related to protocols for maintaining the safety of our learners.
Teaching, Learning and Assessment Policy	Sets out arrangements for continuous improvement of TLA at NCG
Unified Tutorial, Progress and Attainment Policy	Sets out the stages within the learner journey and progress review milestone points.

Equality Impact Assessment

	Judgement	Explanatory Note if required
EIA 1 - Does the proposed policy / procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	Yes	
EIA 2 - Does the proposed policy / procedure in any way impact unfairly on any protected characteristics below?		
Age	No	
Disability / Difficulty	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Pregnancy / Maternity		
Race	No	
Religion or Belief	No	
Sex	No	
Sexual Orientation	No	
EIA3 - Does the proposed policy / processes contain any language / terms / references / phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA4 - Does the policy / process discriminate or victimise any groups or individuals?	No	
EIA 5 - Does this policy / process positively discriminate against any group of people, or individuals?	No	
EIA 5 - Does this policy / process include any positive action to support underrepresented groups of people, or individuals?	Yes	The policy makes clear the ability to make dynamic updates in support of EDIB and under-represented groups of people. The survey procedure makes clear that online surveys can be delivered in alternative formats if required and appropriate for some learners.
EIA 6 - How do you know that the above is correct?		The policy has passed through the QTLA and has been reviewed by NCUC to ensure alignment with current HE Policies. - a representative group of experienced managers in this aspect of our work.

1. Scope and purpose of the policy

This is an overarching policy to set out the arrangements at NCG to deliver and quality assure a high-quality curriculum, aligned to the NCG Mission to 'Enable social mobility and economic prosperity through exceptional education'.

This policy sets out the purpose, annual cycle and arrangements and role of a number of specific groups, councils, forums that underpin the planning, delivery and quality assurance of a successful curriculum.

1.1 Definitions

The term **Group** refers to the seven colleges and professional services that make up NCG.

The term **college** refers to all NCG colleges, and **professional services** refers to NCG's centralised services.

The term **learner / student** is used interchangeably and includes all learners, whether young people aged 14-18, learners with specific high needs, apprentices, adult learners or higher education students.

The term **teacher** is used to describe all teaching, training and educational staff, including teachers, lecturers, instructors, skills trainers, learning support practitioners, coaches / mentors, work experience coaches and teachers in managing positions.

The term **staff** refers to all NCG staff in the organisation, including volunteers, sessional workers, agency staff and volunteers.

The term **committee** refers generally to any committees, forums, council and standing working groups.

2. Policy Statement

NCG, and its constituent colleges, is committed to a curriculum that supports the Group's mission of 'Enabling social mobility and economic prosperity through exceptional education'. This policy both promotes and underpins all strategic aims:

- Exceptional teaching, learner experience and outcomes.

- Innovative, relevant courses and qualifications.
- Ambitious and responsible educators and leaders.
- Outstanding digital and physical learning environments.
- Financial sustainability powering reinvestment.
- Impactful external engagement and civic commitment.

3. Strategic Intent – NCG Our Strategy Towards 2030 and College Strategies

NCG's strategic curriculum intent is set out in the strategic document NCG: Our Strategy Towards 2030, which is defined at the corporate level through our mission and vision.

Mission: Enabling social mobility and economic prosperity through exceptional education

Vision: To be the UK's leading college group recognised for our local impact, national influence and reach.

All NCG staff have a responsibility to follow this policy and participate fully in any additional duties.

3.1 Supplementary / Supporting Strategies (designated lead)

- **College Strategies & Accountability Plans (College Principal)** – usually a three-year plan to integrate the NCG strategic themes and make relevant to the priorities of local employer, education, community and civic stakeholders. It will result in a clear curriculum intent statement for the foreseeable future. They are underpinned by shorter-term operating statements.
- **Quality & Curriculum Plan** (Executive Director, Quality) – usually a three-year plan, this document will set out the Group-wide actions to continuously improve the curriculum, learners experiences and associated outcomes.
- **Higher Education (HE) Strategy** (Deputy Principal HE) – the HE strategy integrates the NCG strategic themes and articulates their relevant to

higher education. It results in a clear vision for higher education. The HE strategy is underpinned by shorter-term operational plans.

- **Digital Strategy** (Chief Information and Data Officer) - usually a three-year plan, this document will set out the Group-wide actions to continuously improve the approaches to the digital infrastructure at NCG for the benefit of staff and learners.
- **Infrastructure Plan** (Chief Financial Officer) - usually a five-year plan, this document will set out the Group-wide actions to continuously improve the physical and digital estate across NCG, considering likely capital developments and investment.
- **Financial Plan** (Chief Financial Officer) – a rolling three-year plan, this document will set out the provision of budgets to underpin all activity at NCG.
- **People Plan** (Executive Principal) – a three-year plan to realise ambitions associated with the ‘people’ strand of the policy.
- **EDIB Strategy** (Executive Director, Quality) – a three-year plan to set out the Group’s duties and deliverables associated with equality, diversity, inclusion and belonging.

4. Annual Review and Self-Assessment

Each college will review annually the efficacy of its curriculum and quality using an agreed approach to self-assessment. The template for college self-assessment (CSAR) will be broadly aligned to the Ofsted Education Inspection Framework (EIF). CSARs will be approved annually in November by College Boards.

NCG will additionally publish an annual Group-level summary for use by the Corporation Board and external stakeholders. It will be approved annually by Corporation Board in December.

HE provision will be reported through the annual review.

Professional Services will undertake self-assessment in a suitable format in the spirit of continuous improvement and adding value to NCG's college operations. An overview will be contacted in the NCG Annual Quality Review / SAR.

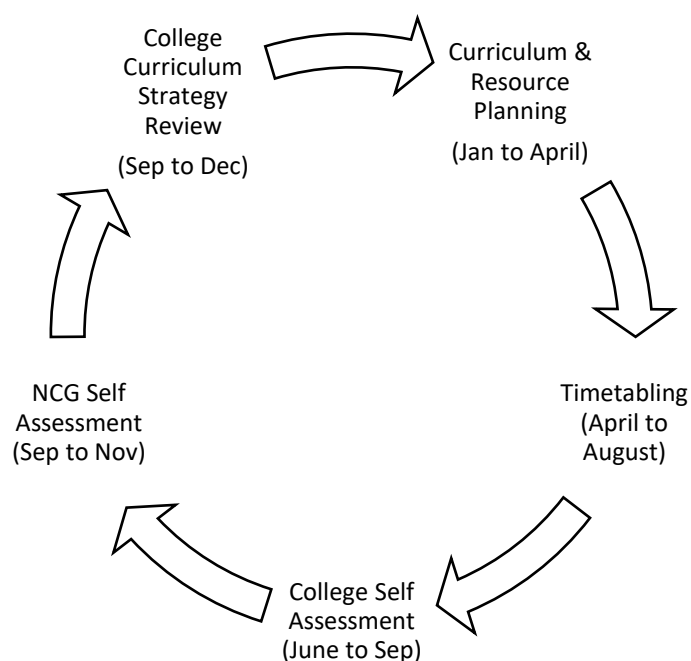
5. Annual Strategic Planning Cycle

NCG will follow a standard academic planning cycle that commences in the summer term with a tradition review of the curriculum and quality of delivery / outcomes using an agreed approach to self-assessment.

College leaders will identify, through this process, any areas of significant strength and areas for development. This is intended to support curriculum growth strategies in terms of curriculum areas of strength, and continuous quality improvement. Occasionally the process will identify areas for intensive improvement, or even discontinuation of provision.

In the winter term, college leaders will utilise of combination of national, regional and local labour market intelligence, using information tools where appropriate, regional skills priorities and community information, to review the appropriateness of curriculum strategies, making updates where required.

In the spring and summer terms, college leaders will plan the curriculum for the next academic year starting with a review of changing curriculum intentions (winter term), detailed curriculum and resource planning (spring term) and finally timetabling and resource enabling (summer term).



5.1 Tools for Curriculum Planning

Professional Services Information and Data Services (Group IDS) will make available a number of tools to support the successful and timely planning process. These tools will be reviewed periodically for efficacy, accuracy and value for money.

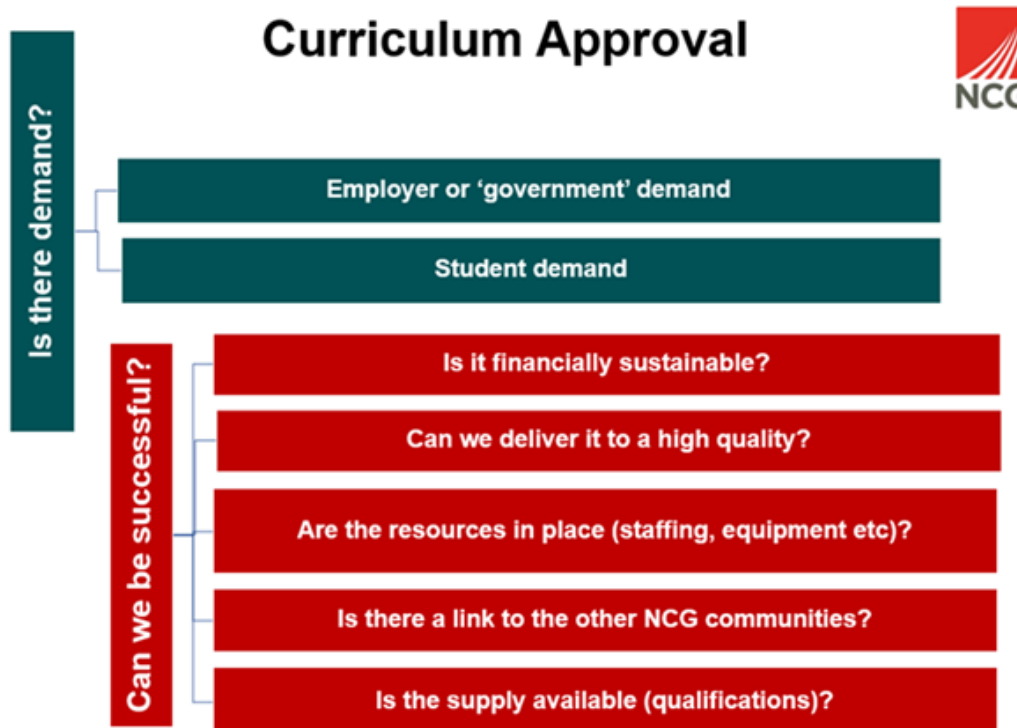
- **4Cast** is an externally procured software platform to support curriculum and resource planning. It provides for a course by course plan, incorporating national curriculum requirements and frameworks, funding regimes, guided learning hours and resource requirements.
- **Vector** and **EMSI** are externally procured software platforms to provide a source a labour market intelligence – whilst Vector provides an analysis of ILR performance of the College and local competition; EMSI provides for comprehensive employment analysis and trends.
- **ProAchieve** is an externally procured software platform that presents college performance data, extending to analysis of sector, qualification types and learner characteristics; **eTrackr** is the learner progress tool and provides a consistent platform across Group to highlight learner progress data.

- NCG will utilise an external provider to support the annual survey of destination data – this helps provide a level of impartiality and additional resource to support the process; for HE this will be delivered via the Graduate Outcome Survey.
- **QDP** is a provider of learner survey that is used to centrally gather learner views – the platform provides national benchmarking from subscribing colleges and providers.

5.2 Curriculum Approval Principles

NCG sets out a basic set of principles when considering new curricula – it is summarised in the diagram below and draws on the tools above. The development of the curriculum will always consider the national policy context, the skills requirements of the region, the needs of learners, including those groups that are under-presented, or positive action to support learners requiring adjustments to ensure that they can access education and training. The curriculum will lead to positive outcomes and / or progression, for all¹ learners, apprentices and HE students.

¹ Note there are circumstances where a positive destination may not be the primary purpose – for example, recreational courses funded through community learning. They will however still intend to result in a positive outcomes, for example a new skill, or interpersonal / social growth.



5.3 Learner-Led Timetabling

The NCG Executive Group will consider, review and approve a number of high-level timetabling principles to ensure that due consideration is given to the mode of learner attendance for efficacy, learner convenience and to widen participation. There may be instances where not all principles can be achieved due to logistical or resource timetabling constraints, however college leadership teams must ensure that curriculum timetabling teams use these statements as guiding principles, in addition to any funding rules that are mandatory for the course design.

1. English and mathematics must be integral to the timetable and not peripheral - the specific requirements for the delivery of high-quality English and maths programmes must be the starting point for all college and departmental timetabling; English and maths leaders will work together to review the efficacy of timetabling models, and in doing seek to continuously improve attendance and learner experience.
2. All subject sectors should benefit from interaction with relevant stakeholders, whether through sponsorship, industry visits, internships, masterclass speakers, social action, or through work experience. Where possible curriculum teams should aspire to have a sponsor– this is an individual, or business, that has significant experience in the sector and / or community. The sponsor will be an interested volunteer who will meet with course leaders, and occasionally learners, to ensure that the delivered content is aligned with current business or industry standards.

The standard here will be employers involved in the sequencing of curriculum, advising industry standards for assessment, and / or participating in setting the criteria for, and / or judging skills competitions.

3. Staff will be deployed to teach on courses based on their expertise and subject knowledge only - senior curriculum staff are expected to demonstrate curriculum leadership to new or inexperienced teachers and undertake a timetable that demonstrates challenge and commitment to different groups of learners (based on their expertise).
4. Class sizes will depend on the room, subject, specialist resource and associated levels of risk – practical class sizes should not exceed approved risk assessment supervision ratios.
5. Rooms are resourced and allocated based on learner and specialist curriculum need only - rooms with Information and Learning Technologies (ILT) must be timetabled based on a clear need and intent to provide digitally enhanced training. For example, learners are not expected to use ILT for long periods of assessment completion, which would normally be conducted independently as homework or self-study.
6. The nominated course leader / tutor should teach on the course, unless a compelling / practical reason is provided. This helps ensure that the management of course, is aligned to the needs of learners and that it supports progress review.
7. Excessive breaks or periods of inactivity should be avoided – for example, no full-time learner should travel to a college for less than half a day tuition (three hours), the preference is for at least five hours of tuition; learners should not have to endure large breaks throughout the day.
8. Academic and theory lessons should not be more than two hours long – a scheduled break should be provided if this duration is exceeded.
9. Education programmes for young people should include the opportunity to participate in sport, volunteering (e.g., NCS), cross-college enrichment, and social activity, where available and practical. Learners requiring adjustments should be duly considered to ensure that can access, participate and benefit from a programme of enrichment.
10. Timetabled lessons must be subject specific, e.g., notional hours and large blocks titled 'practical or theory sessions' are to be avoided - learners must be able to understand the subject and what they are doing from their timetable.
11. Long (two hrs +) theory sessions attached to practical competency qualifications (e.g. NVQ diplomas) should be regularly (at least annually) reviewed for efficacy – long periods of logbook completion or needless research activity should be replaced with focused theory, or additional practical skills delivery.
12. Risk assessment must be completed for all practical skills delivery workshops / salons / kitchens etc – this must consider maximum staff: learner supervision ratios (H&S statutory requirement, not advisory).

6. Annual Continuous Improvement Cycle

Each NCG college undertakes annual review and evaluation work to examine the root causes contributing to the headline areas for improvement, before formulating the actions and controls required to ensure impactful and sustainable improvement. The process is one of continuous review and is drawn together through local governance and leadership structures and the NCG performance management and review cycle. The success (impact) of this process is evaluated through the annual self-assessment process, which is completed with the support of teachers, course leaders and business support staff from across the Group. Governors will appraise the progress of these key actions through a number of clearly defined Lines of Enquiry (i.e. strategic quality risks, areas of interest and improvement) and in doing so, they also form an essential part of the quality improvement cycle.

7. Quality & Curriculum Plan and Quality Improvement Plans (QIP)

At NCG-level the Curriculum & Quality Plan will set out the medium term (three year) expectations in terms of curriculum development and quality standards. The latter will be based around collaboratively agreed professional expectations that will be embedded into the routine activity of all relevant delivery teams.

College leadership teams are required to produce a College Quality Improvement Plan (CQIP) based on the continuous improvement in attaining these standards. CQIPs will be updated annually following self-assessment, reflecting on priorities to improve practice, or consolidate and share high standards through professional development. Actions within these plans must address known cause-effect, and be prioritised for maximum efficiency and gain. The plans should set out the means (resources) and ability (knowledge and know-how) to support the attainment of these standards.

7.1 Annual QA Plan

The Professional Services Quality Team will set out the annual QA Plan to detail the anticipated lines of enquiry to underpin Quality Curriculum Performance Review (QCPR). QCPR is an internal format used to periodically review the college provision, explore improvement actions, share knowledge and expertise. The terms of reference are available in 14.12. The intention here is

to set out and resolve a number of predictable delivery risks and support the college leadership team by setting out discussion topics well in advance of the meetings. The plan will be an organic document and will respond to emerging risks as the annual year progresses. The QA Plan will be published on the QCPR Teams site.

7.2 Campaigns and Initiatives

NCG Executive will agree the use and of scope of internal brands used to promote continuous improvement by periodically reviewing the Curriculum and Quality Plan. For example:

- Great Place to Teach for is used to refer to Group-wide initiatives associated with teaching and learning, extending to conferences, masterclass, communities of practice and circulars.
- The NCG guarantee is a brand to harmonise NCG's approaches to learner inter-personal development, employability, and mental well-being.
- The Leadership Hub is a brand to provide opportunities for aspiring leaders at all levels of the organisation. There are several strands for staff, entering at different entry points / experience of leadership.

8. Policy Framework

NCG operates a formalised, collaborative approach to policy development and approval. Policies are required to be developed in partnership between designated leads from all colleges and professional services (where relevant) to ensure that they meet the requirements of any legislation, statutory and funding requirements, business need, stakeholder and awarding organisation requirements and to ensure that they support the mission of the Group.

Policy holders are identified, along with the executive lead and the relevant community of practice used for development and consultation. This is made clear in the policy frontsheet, alongside the approving committee. The impact on equality diversity and inclusion must also be considered. Some policies are required to be implemented into additional working processes to provide additional operational context, where this is required the relevant principal must ensure that a formal

process is in place to develop, review alignment with NCG policy and subsequently approve.

All colleagues are encouraged to constantly review existing / new policy for currency and appropriateness – where policies / process exist / emerge that exceed requirements, due to replication for example, the policy should be challenged and ultimately removed where appropriate to reduce complexity and resource. Policies will be published on the NCG intranet, and where required by legislation or statutory guidance on the NCG / College website.

All policies (excluding those associated with Higher Education) will be considered by the Policy Council. HE Policies will proceed through the HE Quality & Standards Committee, to the HE Academic Board.

8.1 Dynamic Policy Updates for Equality Diversity Inclusion & Belonging (EDIB)

All staff are encouraged to continuously review the impact of our policies on protected characteristics. Should it become apparent that the policy content is having any unintended impact on under-represented, or specific groups of learners, then the staff member is invited to contact the policy author directly (via email or Teams). The policy owner will subsequently review the EDI impact assessment / statement (as outlined in the EDIB Policy) making appropriate changes to the policy.

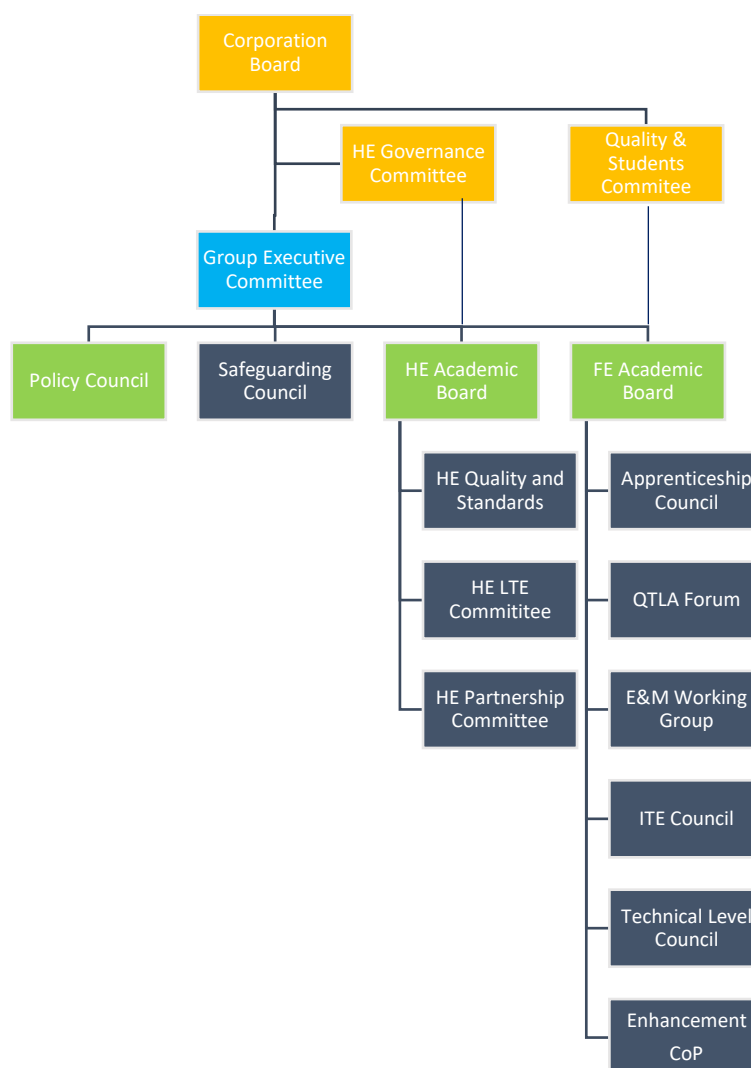
9. Committee Structure

The diagram below highlights the committee structure and associated frameworks for overseeing the curriculum and quality of provision at NCG.

The Group Executive (Committee) is the most senior operational decision-making body for curriculum strategy, policy framework approval, annual approval of self-assessment and continuous improvement. The Executive Group also retains operational oversight of budgets, business assurance, data and information governance, and people development. The members of this committee report concurrently to the Chief Executive Officer and to Corporation (NCG-wide officers

for finance, quality, curriculum and executive leadership) and Local Boards (principals). The HE Academic Board feeds into the HE Governance Committee.

The function and terms of reference of each committee meeting group is highlighted in section 14.



10. Summary of Key Roles and Accountabilities (with relation to curriculum and quality, not exhaustive)

- Chief Executive Officer - the most senior officer at NCG responsible for the day to day operations of NCG's operations and accountable for strategy, finance and quality (appointed by NCG Corporation).

- College Principals – the most senior accountable officer for the operation, quality and performance in each college (appointed jointly by NCG Corporation and College Board).
- Executive Principals – senior officers appointed to specific Group-wide portfolios for curriculum and people. Additionally, provide support and challenge to the college leadership teams in identified area (appointed by NCG Corporation).
- Deputy Principal HE – the most senior officer responsible for the Group’s taught degree awarding powers and for the delivery of HE at NCG.
- Executive Director of Quality – the most senior officer responsible for providing assurance on quality and performance to the Corporation Board, and for implementing quality frameworks and actions for continuous improvement across NCG (appointed by NCG Corporation).
- Chief Financial Officer – the most senior officer responsible for the sound budgeting, planning and financial management of the Group’s curriculum (appointed by NCG Corporation).
- Chief Information and Data Officer – the most senior officer responsible for the Group’s shared services associated with IT, data management and Management Information System (MIS) (appointed by NCG Corporation).
- Chief Compliance & Operations Officer – the most senior officer responsible for the Group’s shared service for business assurance and audit; the incumbent has dual role as Clerk to the Corporation and therefore also reports to the Chair of Corporation (appointed by NCG Corporation).

10.1 Strategic Portfolios

- In addition to the roles above, the CEO will occasionally appoint executive and senior leaders to act as strategic portfolio leads for projects and specific activity. Those leaders will hold a dual role to their primary responsibility / accountability, and a secondary function to support collegiate and cross-Group working. Ultimately this will not relieve the post holders above of their responsibility / accountability, but will provide

additional resource and support to achieve given objectives. Any portfolios relating to curriculum will be overseen by the FE Board.

11. Arrangements for working with Exam Boards and Awarding Organisations

Leadership teams based in Professional Services and Colleges are jointly responsible for ensuring that the Group maintains arrangements to satisfy the requirements of JCQ, Ofqual, OfS / QAA and all awarding organisations. Colleges will typically have their own exam-centre status. This is intended to maintain standards, provide for transparency in working with awarding organisations, and to ensure that any quality issues in one NCG college, will never adversely impact on another. NCG colleges will therefore work in exactly the same way as a standalone college in this regard. College quality leaders must notify the Executive Director of Quality should any quality assurance issues arise. The Executive Director will provide assistance where required, support the successful resolution, and monitor any wider implications for the Group.

11.1 Course Validations and Approvals

Principals must ensure that arrangements are in place to formally review, validate and approve applications for new courses in line with awarding organisation requirements.

This is a formal process and therefore applications should follow an agreed format and decisions must be documented.

The design (including modifications) and validation of higher education provision must adhere to the established HE Strategic Planning Approval and Modification committee (**SPAM**) and Strategic Planning Approval process (**SPA**). This includes arrangements for all level 4 and above provision.

12. Apprenticeship Standard Approval Model (SAM) and NCG Apprenticeship Prospectus

Applications for new apprenticeships will be tabled at the Apprenticeship Council for consideration and approval following satisfactory approval via college

processes. The Apprenticeship Council has delegated responsibility for approval rights of all new apprenticeship standards.

This additional process has been implemented as an additional 'safety net' to ensure that NCG's apprenticeship offer aligns with college and Group strategies, and to ensure that proposed sectors are underpinned by appropriate expertise and resource, and to mitigate curriculum 'creep' into sectors where the Group is not able to deliver a good quality of training and education. Approved apprenticeship standards, by college, will be communicated via the NCG Apprenticeship Prospectus on the NCG intranet. The prospectus will be maintained by Group QA. College staff must not enrol any apprentice onto a non-approved standard, at any time – should an emerging business need / opportunity be established it must be first approved. Apprenticeship Councils meetings are scheduled to provide adequate frequency for dynamic approvals.

12.1 Approval of T-Levels

Similarly, applications for new T-Levels will be tabled at the Technical Council for consideration and approval following satisfactory approval via college processes. The T Council has delegated responsibility for approval rights of all new T-Levels at NCG.

13. Complaints

Complaints relating to the curriculum or quality of the college or Professional Services will follow the NCG Complaints and Compliments Policy. We encourage the resolution of complaints at the earliest stage; however, complaints should be formally documented regardless of stage.

14. Committee Terms of Reference

14.1 FE Academic Board

The FE Academic Board is the forum for the academic leadership to come together to innovate, challenge, and be creative around our current and future curriculum.

The *FE Academic Board* is made up from members of the NCG Executive Board, involving the senior leaders directly responsible for the Group's curriculum and its quality. The purpose of the Executive Curriculum Group is to:

- Ensure that all NCG colleges deliver an ambitious, innovative and relevant curriculum that aligns to local, regional and national stakeholder needs, as identified in accountability plans and agreements.
- Engage in critical discussion and forward-thinking creativity about a future and flexible curriculum that responds to national and local needs, based on insightful LMI, as they start to emerge.
- Ensure that all significant curriculum changes and new developments have the full oversight and support of the wider group.
- Foster a cross-group culture of curriculum best practice sharing.
- Review, approve and monitor the NCG Curriculum & Quality Plan.

Membership

- Chief Executive Officer (Chair).
- Executive Principals (Vice Chairs).
- Executive Director Quality (Vice Chair).
- Principals.
- All other NCG Executive Committee members (ex-officio).
- Nominated senior leader deputies (reviewed annually).

Academic members of the FE Board are asked to nominate a suitable deputy, who will become a full member of the Board for one academic year. The deputy will usually be a Vice / Deputy / Assistant Principal, or Director. The intention

here is both developmental for the individual, and to further widen the insights and knowledge exchange of the Board by recognising the value and importance of this level of senior leadership. The deputies will be reviewed annually to ensure fair coverage across the Group.

Frequency of Meetings

The Executive Curriculum Group will at least meet three times per year. Meetings will be face to face or via Microsoft Teams

Terms of Reference

1. To ensure that all NCG colleges deliver an ambitious, innovative and relevant curriculum that aligns to local, regional and national community and employer needs and is based on insightful LMI.
2. To provide a platform for ensuring our curriculum is future-proofed through engaging in and promoting innovation, creativity and blue skies thinking.
3. To ensure that all significant curriculum changes and new developments have the full oversight and support of the wide group.
4. To identify areas of curriculum innovation and excellence, internally and externally, ensuring these are highlighted and incentivised to share best practice.
5. To ensure that NCG has an ambitious and creative community of educators routinely sharing best practice and resources in relation to teaching, learning and assessment.
6. To review, approve and monitor the NCG Curriculum & Quality Plan, ensuring that it delivers impactful and continuous improvement.
7. To consider and advise Executive and Local Boards on curriculum matters and questions affecting the curriculum strategy of the Corporation, impacting on workplans.
8. To monitor the impact of the EDIB strategy deliverables, and recommend changes.
9. To advise on CPD priorities.

10. To monitor changes to the curriculum landscape and establish forward-thinking policy proposals and responses, including the commissioning of research and task groups as required and to foster a culture of creativity and innovation amongst colleagues at all levels and locations across NCG.
11. To convene specific task and finish sub-groups as appropriate to address specific issues.

14.2 Policy Council

The NCG Policy Council is the forum by which all executive-level policies will be tabled, debated, adapted, and ultimately recommended for approval to either NCG Corporation and / or NCG Executive, where applicable. This Council will have oversight of all policy framework across the Group, harmonising and unifying policy and procedures wherever relevant and possible, for efficiency gains, and thereby removing historic, out of date policy and practise.

Membership

- Chief Executive Officer (ex-officio).
- Chief Compliance & Operations Officer (Chair).
- Executive Director Quality.
- Executive Principals.
- Principals (ex-officio).
- All other NCG Executive Committee members (ex-officio).
- Nominated senior leader deputies (reviewed annually).

Executive members of the Policy Council are asked to nominate a suitable deputy, who will become a full member of the Council for one academic year. The deputy will usually be a Vice / Deputy / Assistant Principal, or Director. The intention here is both developmental for the individual, and to further widen the insights and knowledge exchange of the Council by recognising the value and importance of this level of senior leadership. The deputies will be reviewed annually to ensure fair coverage across the Group.

Frequency of Meetings

The Policy Council will meet half termly and at least five times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. Oversee the NCG Policy Framework in all areas of the organisation, with the exception of Higher Education (which remains independent and discreet for governance reasons).
2. To have strategic oversight on the development, monitoring and evaluation of the key quality frameworks and policies (FE, HE and other).
3. Oversight of all NCG policy and procedures for currency, adequacy, and efficiency. Maintaining an accurate policy framework of all approved documents.
4. Ensure that NCG standards and expectations, as set out in the Curriculum & Quality Strategy, are suitably clear and embedded into policy wherever relevant.
5. Formally receive, review and debate new and revised NCG-level policies and procedures.
6. Make recommendations for changes, and recommendations (to Executive Board) for approval.

14.3 Apprenticeship Council

The Apprenticeship Council is the working group for the leaders of NCG's apprenticeship delivery to review the efficacy of current practice; to develop and review the NCG Apprenticeship Policy; formally approve all new apprenticeship standards, and to share best practice.

The Apprenticeship Council reports directly to the FE Board which is the formal committee for approving any strategic changes and retains any significantly decision rights for curriculum review. However, the approval of new apprenticeship standards is a delegated authority to the chair.

Membership

- Executive Director Quality (Chair).

- Designated Apprenticeship SLT Leads from each College.
- Designated Apprenticeship Operations Managers from each College.
- NCG Apprenticeship Quality Manager.
- External College Members (by invitation).
- Members of the Executive Group (ex-officio).

If any of the Apprenticeship Leads are unable to attend, then they should ensure that a replacement is found from their team who can represent the college fully on the agenda issues.

Frequency of Meetings

The Apprenticeship Council will meet half termly and at least four times per year. Meetings will be via Microsoft Teams.

Terms of Reference

1. Contribute to the development of Group's apprenticeship strategy development.
2. Ownership of the NCG Apprenticeship Policy and formally agree areas and mechanisms for compliance, improvement and standardisation, based on national policy and funding guidance.
3. Formalise a network to share good practice and agree opportunities for shared development.
4. Mobilise a national resource to support each college with applications and tender opportunities.
5. Formally approve all standards via the standard approval model (SAM) process, and in doing so collectively maintain the NCG Apprenticeship Prospectus.
6. Provide an opportunity to review key compliance reports, action plans, key metrics and efficacy of underlying procedures and systems.

14.4 Quality and TLA Forum (QTLA Forum)

The QTLA Forum is the working group for the leaders of NCG's quality and TLA to review the efficacy of current practice; to collaboratively develop and review

a number of relevant policies, to respond to national policy change on related matters and to share best practice.

The QTLA Forum reports directly to the FE Board. However, the Forum has decision rights as to the management of attendance reporting and in developing and approving processes associated with the learner progress review cycle.

Membership

- Executive Director Quality (Chair).
- Assistant Director of Quality: Performance (Vice Chair).
- Assistant Director of Quality: TLA (Vice Chair).
- Assistant Director of Quality: Curriculum (Vice Chair).
- Designated TLA Leads from each College.
- Designated Quality Leads from each College.
- NCG Apprenticeship Quality Manager – NCG.
- Members of Executive Board (ex-officio).

If any of the College Leads are unable to attend, they should ensure that a replacement is found from their team who can represent the college fully on the agenda issues.

Frequency of Meetings

The QTLA Forum will meet half termly and at least five times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. Provide a consistent structure and frameworks for the QA / Continuous Quality Improvement cycle, review structures for reporting on quality and development of internal and external policies.
2. Develop and share resources for evidence-based blended pedagogy for theory, academic and practical delivery.
3. Facilitate opportunities for sharing best practice, undertake task-finish activity and actions to raise our reputation / profile in the sector.

4. Provide guidance and direction on implementation of all quality data, as well as learner progress recording and reporting systems across college.

14.5 English and Maths Working Group

The English and Maths Working Group is the working group for the leaders of NCG's English and maths delivery to review the efficacy of current practice; to develop and review the NCG E&M Policy; formally agree the internal assessment windows and content, respond to any national policy changes, and to share best practice.

The English and Maths Working Group reports directly to the FE Board, which is the formal committee for approving any strategic changes and retains any significantly decision rights for curriculum review.

Membership

- Vice Principal Southwark College (Chair).
- English and Maths Coordinators (x2, Vice Chairs).
- Designated English and Maths Leads from each College.
- Assistant Director Quality: TLA.
- Executive Director Quality (ex-officio).

If any of the College Leads are unable to attend, they should ensure that a replacement is found from their team who can represent the college fully on the agenda issues.

Frequency of Meetings

The Apprenticeship Council will meet at least monthly and at least six times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. To act as a forum for leaders with responsibility for English and maths.
2. To review and agree the NCG E&M Policy document, responding to sector policy and best practice.

3. To periodically review approaches and advise the Executive Curriculum Group on initiatives, or actions to improve English and maths.
4. To support the SAR process, with advice on actions to underpin the continuous improvement.
5. To coordinate formative assessment across NCG.
6. To support the work of the communities of practice for maths and English.
7. To review and help coordinate priorities for E&M Coordinators.

14.6 HE Academic Board

The HE Academic Board is the body that prepares and approves key HE documents and reports for submission to Executive and Corporation. It will also advise on student experience, learning, teaching and assessment, research and knowledge exchange, external relations and new partnerships, and the range of academic subjects and developments.

The HE Academic Board has two formal sub-committees – Quality & Standards and Learning, Teaching & Assessment. A full structure diagram relating to the role of the HE Academic Board is attached.

Membership

- Chief Executive, NCG (Chair).
- Deputy Principal (HE) (Vice Chair).
- Director of HE, NCG.
- Executive Principal Curriculum.
- Executive Director Quality.
- Academic Registrar, NCG.
- Deputy Director HE Quality and Standards, NCG.
- Principal Newcastle College.
- College Head of HE or College HE Lead.
- Student representatives from each College.

- Elected Staff representatives, across all NCG Colleges.

Frequency of Meetings: The HE Academic Board will normally meet three times per year.

Terms of Reference

1. To consider and advise Executive on all HE academic governance matters and questions affecting the HE policy of the Corporation.
2. Guardianship of Degree Awarding Powers and governance of HE academic standards.
3. The HE Academic Board has the power to delegate its powers and duties to college committees or sub committees as appropriate.
4. To develop, monitor and review the Institution's HE Regulatory Framework in line with the and the Office for Students' Regulatory Framework.
5. To have oversight of the development, implementation and operation of all HE collaborative partnerships.
6. One of the purposes of post-compulsory education is to serve the public interest through extending knowledge and understanding and fostering critical thinking and expression in staff and students, and then in society more widely. Academic freedom is essential to the achieving these ends and therefore to the development of a civilised democracy. HE Academic board upholds the principles of academic freedom which include(s):
 - i. Freedom in teaching and discussion.
 - ii. Freedom in carrying out research without commercial or political interference.
 - iii. Freedom to disseminate and publish one's research findings.
 - iv. Freedom from institutional censorship, including the right to express one's opinion publicly about the institution or the education system in which one works; and

- v. Freedom to participate in professional and representative academic bodies, including trade unions.
7. To monitor progress against targets for NSS survey and other regulatory metrics to ensure the effective implementation of improvement plans and to ensure the involvement of students in the development and evaluation of these plans.
8. To have strategic oversight on the development, monitoring and evaluation of the institutional OfS Access and Participation Plan.
9. To undertake the general oversight and enhancement of HE academic delivery.
10. To promote equality and diversity issues arising from the remit of the Board and secure best practice.
11. To monitor the HE quality assurance process for all HE award bearing programmes (via the Quality and Standards sub-committee).
12. To oversee the validation of new programmes of study and re-validate existing programmes (via the Quality and Standards sub-committee).
13. To develop and promote a teaching and learning strategy for HE learning, teaching and assessment and ensure that good practice is secured and shared across the college (via the Learning, Teaching and Enhancement sub-committee).
14. To monitor the quality of teaching and assessment for all HE programmes (via the Learning, Teaching and Enhancement sub-committee).
15. To develop HE policy and procedures for the assessment and examination of the academic performance of students.
16. To establish such sub-committees or task groups as it considers necessary for purposes enabling it to carry out its responsibilities.
17. To monitor, review and amend complaints and appeals procedures.
18. To consider actions and procedural changes required as a result of External Examiner reports.

14.7 Technical-Level (T-Level) Council

The T-Level Council is a decision making and advisory group which brings together representatives of NCG's Colleges with technical education portfolios. Members of the Council will meet to develop and agree approaches to consistent, high-quality ways of working for T-Level programmes and will act as the approval authority for the phased roll-out of T-Level programmes into the NCG Curriculum. The Council will advise the FE Board making recommendations for Executive approval, where required.

Membership

- Principal Newcastle College (chair).
- NCG Assistant Director Quality: Curriculum (vice chair).
- Senior Curriculum Leads from each College.

Frequency of Meetings:

The T-Level Council will meet at least three times per year.

Terms of Reference

1. act, with delegated authority from NCG's Executive, on the successful implementation and stewardship of NCG's T-Level provision once running extending to curriculum design, timetabling and arrangements for assessment.
2. act as the approval Council for T-Level delivery across NCG Colleges, making recommendations to NCG Executive for validation of T-Level programmes for first delivery and ensuring alignment with college strategic intent, resource readiness and capacity to deliver.
3. oversee regulatory and external course approvals and quality measures to ensure duplication is minimised and quality of submissions are guaranteed.
4. Track and monitor the progress of actions within the approved NCG T-Level Project Plan.
5. Maintain oversight of the safety, quality, and coverage of industry placements.

6. Advise on NCG policies ensuring that they remain fit for purpose for T-Level programmes and reflect sector good practice.
7. Consider emerging T-Level priorities, form solutions, and make recommendations to NCG FE Board for implementation.
8. Advise NCG FE Board on key internal and external factors and changes that may require consideration for the continued success of NCG T-Levels.
9. Share knowledge, expertise and work collaboratively to deliver the T-Level provision and support a consistently high-quality learner experience across all NCG Colleges.
10. Formalise a network to share good practice, commission working groups to design NCG T-Levels, share resources and agree opportunities for further development.

14.8 Initial Teacher Education (ITE) Council

The ITE Council is the working group for the leaders of NCG's ITE delivery to review the efficacy of current practice; to develop and review NCG ITE policy; formally approve all new ITE delivery, and to share best practice in ITE and the development of Early Career Teachers. The ITE Council reports directly to the FE Board which is the formal committee for approving any strategic changes and retains any significant decision rights for curriculum review.

Membership

- Principal, Newcastle Sixth Form College (Chair).
- Director of Business, Education and Service Industries, Newcastle College (Vice Chair).
- Executive Director Quality.
- NCG Assistant Director Quality, Teaching & Learning.
- NCG Executive Lead HE.
- Newcastle College Designated ITE Leads from each college*
- Human Resources Manager, NCG.

* If any of the College ITE Leads are unable to attend, they should ensure that a replacement is found from their team who can represent the college fully on the agenda issues.

Frequency of Meetings

Half termly and at least four times per year. Meetings will be via Microsoft Teams.

Terms of Reference

1. Contribute to the development of NCG ITE intent, implementation and impact.
2. Develop and review the ITE policy and formally agree areas and mechanisms for improvement and standardisation, based on national policy and funding guidance.
3. Oversee and support the regulatory and inspection requirements of validation and Ofsted
4. Formalise a network to share good practice and agree opportunities for development.
4. Review Group-wide approaches to induction content, remission / workload, and integration of NCG values and policies for early career teachers.
5. Advise NCG Executive on recruitment and retention strategies for new and Early Career Teachers, and help coordinate associated funded project submissions and their implementation.
6. Oversee any relevant grants and projects related to ITE.
7. Formally approve all ITE provision via the ITE approval process, and in doing so collectively maintain the NCG ITE Prospectus.

14.9 HE Quality and Standards Committee

The HE Quality and Standards Committee provides support and direction for NCG's HE quality assurance processes. It has the prime responsibility for helping develop and evaluate policy, strategy and practice in the areas of HE academic quality and standards. The HE Quality and Standards Committee is responsible to the HE Academic Board.

Membership

- Academic Registrar, NCG (Chair).
- Director of HE, NCG.
- Deputy Director HE Quality and Standards (Vice Chair), NCG.
- College Head of HE or HE Lead.
- Student representatives from each College.
- Assistant Director Student Records, NCG.
- HE Quality Manager or equivalent with responsibility for HE quality.
- College Senior Leaders with responsibility for quality.
- HE Development Manager (ex officio).
- NCG Finance Representative (ex officio).
- Head of International.

Frequency of Meetings: The HE Quality and Standards Committee will meet three times per year.

HE Quality and Standards Committee

1. To exercise responsibility for quality assurance for all taught HE courses across the group including collaborative partnerships.
2. To guide and support divisions in the implementation of policies and procedures for the maintenance, improvement and consistency of academic quality and educational standards.
3. To ensure that all providers of NCG HE provision give due regard to relevant sections of the UK Quality Code for Higher Education and other

external requirements including consideration of reports by OfS, QAA, Ofsted, and to take into consideration HNC/Ds, Higher Apprenticeships, Degree Apprenticeships and PSRBs.

4. To support NCG in preparation for external review with a view to identifying strengths and areas for improvement and disseminating good practice.
5. To provide a forum for the consideration and dissemination of good practice in the maintenance and improvement of HE academic quality and educational standards.
6. To monitor progress against targets for NCG HE regulatory metrics to ensure the effective implementation of improvement plans and to ensure the involvement of students in the development and evaluation of these plans.
7. To develop, monitor and review the college regulatory framework in relation to quality and standards and make recommendations to HE Academic Board.
8. To receive and consider quality performance indicators and ensure the integrity and appropriateness of academic data to be published externally.
9. To report on issues identified in external examiners reports.
10. To report on issues arising from student forums.
11. To report on the use of the student academic complaints and appeals procedures.
12. Monitor action taken following receipt of reports from QAA or other bodies and act on recommendations that relate to quality and standards.
13. To consider actions taken as a result of External Examiner reports.
14. Monitor and record action taken as a result of validation and periodic review panels.
15. Recommending to HE Academic Board the approval, amendment and withdrawal of programmes of study.

16. Review and monitoring HE complaints and appeals.

14.10 HE Learning, Teaching and Enhancement Committee

The Learning, Teaching and Enhancement Committee provides support and direction for the institution's HE learning, teaching and assessment activities. It has the prime responsibility for helping develop and evaluate college policy, strategy and practice in these areas. The Learning, Teaching and Assessment Committee is responsible to the HE Academic Board.

Membership

- Director of HE, NCG (Chair).
- Deputy Director HE Quality and Standards, NCG, Vice Chair.
- College Head of HE.
- Assistant Director HE Student Records, NCG (Ex officio).
- HE Research and Student Engagement Manager.
- A curriculum leader or teacher from each College.
- Student representatives from each College.
- Student Support Services manager from all Colleges
- Academic Achievement Coordinator.
- Higher education development managers.
- Quality Improvement Manager (ex officio).
- Senior Leaders with responsibility for TLA
- Assistant Director, Teaching, Learning and Assessment, NCG.

Frequency of Meetings: The Committee will meet three times per year.

Terms of Reference

1. To be the owner of NCGs HE LTA strategy.
2. To monitor and implement the NCG HE LTA strategy via operational plans and updates.

3. To contribute to the development of NCG policies, procedures and strategies relating to HE learning, teaching and assessment.
4. To promote outstanding HE learning, teaching and assessment and share good practice across the corporation.
5. To implement, monitor and evaluate our OfS Access and Participation Plan.
6. Monitoring the impact of student support services including central and academic support.
7. To challenge college student recruitment position against strategic targets.
8. Staff CPD – review and enhance the framework where necessary, set priorities for the academic year, monitor completion.
9. To encourage innovation in HE learning, teaching and assessment through NCG communities of practice.
10. To monitor the impact of capital and resource expenditure on student outcomes against NCG strategic targets.
11. To promote scholarly and research activity to invigorate and inform learning, teaching and assessment.
12. To review reports on all aspects of student performance, including subsequent employment data, with particular attention to issues of equality and diversity.
13. To consider issues raised by the Student Forum and promote student engagement on matters raised by student voice including national surveys.
14. To monitor action taken following receipt of reports from OfS or other bodies and act on recommendations that relate to learning, teaching and assessment.
15. To monitor and review external agency guidance and regulation as they impact on LTA, e.g., Prevent agenda, reports from OfS, QAA, TEF and other appropriate bodies.

16. To provide responses to external consultations on learning, teaching and assessment.
17. To monitor NCG students educational gain in line with our TEF submission.
18. Take papers from the three sub-committees on progress being, TEF Gold, Research Ethics and Student Partnership and Engagement.

14.11 Quality, Curriculum, Performance Review (QCPR)

This is a working group to underpin Executive Quarterly Review and to identify the in-year good practice, strengths and risks to quality and performance. The meeting draws together quality and performance information sources (including data reports, learner views, progress review and TLA fieldwork and improvement actions) to arrive at a shared / agreed understanding of the college's position. It is the formal meeting to document milestone performance and is used to underpin and evidence Executive and Corporation position statements of progress against the identified quality and performance actions. It therefore has an assurance and continuous improvement function.

Membership

- Executive Director Quality (Chair).
- Executive Principal (ex-officio).
- Principal (Vice Chair).
- Members of the College Leadership Team (as required).
- Members of the Group Quality Team (as required).

Frequency of Meetings

The QCPR meeting will be held half termly and no more than four times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. To review progress and efficacy of improvement actions associated with self-assessment lines of enquiry (headline quality risks) and to seek assurance in the key areas set out in the annual QA Plan.

2. To periodically review and document in-year performance metrics and progress toward the strategic and operational KPIs.
3. To undertake analysis of operational data and to identify emerging trends, concerns or areas of strength and to undertake end-of-year SAR checks and the production of data tables.
4. To review the quality of provision, including emerging findings associated with evaluation of teaching and learning, learner view, progress review and destinations.
5. To identify any in-year strengths and concerns relating to curriculum-based trends and thereby underpin annual self-assessment.
6. Review the position of in-year apprenticeship outcomes with action-response.
7. To agree shared solutions to identified concerns and associated action-response and to aggregate any common issues across Group to underpin Executive Curriculum Group / Exec agendas.

END OF POLICY

Annex A – Learner Survey Procedure

NCG will carry out four internal surveys throughout the academic year for FE learner and apprentices.

1. Induction Survey – a brief check-in survey to sample first impressions (September).
2. First Term Survey – a more comprehensive survey held toward the end of the first term (November / December).
3. Exit Survey – a comprehensive survey used to determine any progress / regression from the first term survey (June and July).
4. Apprenticeship Survey – a comprehensive annual survey (February / March).

The purpose of the NCG survey schedule is to sample learner voice / feedback associated with a number of key areas. This enables NCG leaders to continuously improve their service to our learners. The areas of focus are teaching and learning, wellbeing, safeguarding, making progress, and resources. This is collected using a 5-point Likert scale rating of satisfaction. The survey is facilitated, published and accessed online using an external provider platform, QDP. There is a facility to use printed materials for learners who require them.

These results provide an opportunity to benchmark against other colleges and training providers who also use the platform. Results are then created within the QDP platform for designated staff to access and disseminate for information and action.

Schedule

A schedule plan is created at the beginning of each academic year, which specifies the dates each survey project will run to. This is sent out for agreement via the QTLA forum for approval in July and is saved in the QTLA Forum Team channel.

Responsibilities

- The Executive Director Quality, via the **Group Quality (Team)** is / are responsible for managing and administering the surveys on behalf of the colleges. This entails, creating the surveys on QDP, liaising with college quality colleagues to agree the questions for each survey and checking the target list that sits behind the survey on QDP, publishing the survey by the schedule date, sending out the survey link and intermittently sending out the participation rates to try and maximise engagement. When the survey deadline has passed GQ will close the survey on QDP and request the reports to be ran. This can take up to 1 week depending on the size of the survey responses. Group Quality will then check the results for anomalies and liaise directly with QDP contacts to get any issues resolved. College quality leads will then be notified once the results are ready to review on QDP and share.
- The Principal via the **College Quality (Team)** is / are responsible for agreeing the schedule dates and reviewing the survey questions, once the survey has been designed and approved by Group Quality, discretion is then afforded to College Quality to make small adjustments, to help link the question to a local initiative, or name. College Quality also responsible for checking the target list by the dates in the schedule. College Quality are responsible for communicating the survey dates / questions to teaching staff, and to learners in advance of the survey 'open date' as per the schedule, and for driving participation throughout the survey window. Any changes to deadline dates / content / flexibilities must be discussed and agreed with Group Quality. Once the survey has been published on QDP, College Quality are required to disseminate the survey to all relevant leaders / staff and manage the feedback process to learners, for example 'you said, we did' activity. This must align to College quality improvement plans where relevant and appropriate.
- The Director of LDS, via the **Learner & Data Services Team**, will create the target lists for each survey that include learner level detail, specified by Group Quality as part of the schedule. This list is then uploaded by Group Quality into QDP and is used to analyse the survey results at the different demographic levels included within the target list.

- **Executive Principals** are responsible for agreeing annual KPI targets with the principal. They will then be included in the scorecards / dashboards / data tables by Group Quality for the purposes of periodic performance review.

Note: Once the target list has been checked and agreed by College Quality, and the survey window opens, the target list cannot be amended. In most cases the list will align to the learners in scope on the ILR, however small changes may be permitted for contextual reasons (for example removing learners who require a different format). Any change requests to the target list will be assessed by Group Quality who will decide if this is appropriate. This is due to the disruption to the live survey and risk of error to the survey results.

Results

Survey results are accessed through QDP. The results are impartial and therefore results are not available at learner level. Results are published at the following levels for analysis, NCG, college, department, SSA (sector subject area), learning aim, course, NVQ level, Age group, Gender, ethnicity, learning difficulty / disability, care experienced, free school meals, deprivation (IMD).

Results of each survey will be tabled and discussed within quality and performance review meetings, including participation, outcomes, areas of strength and improvement, and actions required.

Contact

The nominated manager responsible for the survey is the Assistant Director Performance. Contact details are available within the Quality Portal via the NCG intranet.