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| <u>Policy Title</u> | NCG Curriculum and Quality Policy | |
| <u>Policy Category</u> | Compliant | |
| <u>Owner</u> | Deputy CEO | |
| <u>Group Executive Lead</u> | Executive Director for Quality | |
| <u>Date Written</u> | March 2021 | |
| <u>Considered By</u> | QTLA Forum / HE Quality and Standards Committee and LTA Committee | |
| <u>Approved By</u> | Executive Board | |
| <u>Date Approved</u> | June 2021 | |
| <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 2022 | |
| <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 | <u>Yes</u> | Yes |
| Professional Services | <u>Yes</u> | Yes |
| Kidderminster College | <u>Yes</u> | Yes |
| Lewisham College | <u>Yes</u> | Yes |
| Newcastle College | <u>Yes</u> | Yes |
| Newcastle Sixth Form College | <u>Yes</u> | Yes |
| Southwark College | <u>Yes</u> | Yes |
| West Lancashire College | <u>Yes</u> | Yes |
| <u>Changes to Earlier Versions</u> | | |
| <u>Previous Approval Date</u> | <u>Summarise Changes Made Here</u> | |
| N/A | | |
| <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 student 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. | |

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| 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. |

NCG: Curriculum and Quality Policy

1.0 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 administration 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 the constituent parts of NCG 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.

2.0 Policy Statement

NCG, and its constituent colleges, is committed to a curriculum that supports the Group's mission of 'Enabling social mobility and economic prepare 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

3.0 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 (learner-centred) and vision (collegiate).

Mission: Enabling social mobility and economic prepare 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 and membership of

3.1 Supplementary / Supporting Strategies (designated lead)

- **College Strategies (College Principal)** – usually a 3-year plan, the college strategies will integrate the NCG strategic themes and articulate their relevance to the priorities of local stakeholders and communities. It will result in a clear curriculum intent statement for the foreseeable future.
- **Quality Strategy (Executive Director, Quality)** – usually a 3-year plan, this document will set out the Group-wide actions to continuously improve the quality of learner experience at NCG.
- **Digital Strategy (Chief Information and Data Officer)** - usually a 3-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.
- **Property Strategy (Chief Financial Officer)**- usually a 5-year plan, this document will set out the Group-wide actions to continuously improve the estate across NCG, considering likely capital developments and investment.
- **Financial Plan (Chief Financial Officer)** - usually a 3-year plan, this document will set out the provision of budgets to underpin all activity at NCG.

4.0 Annual Review and Evaluation

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 requirements of the Ofsted Education Inspection framework. CSARs will be approved annually in November by College Boards.

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

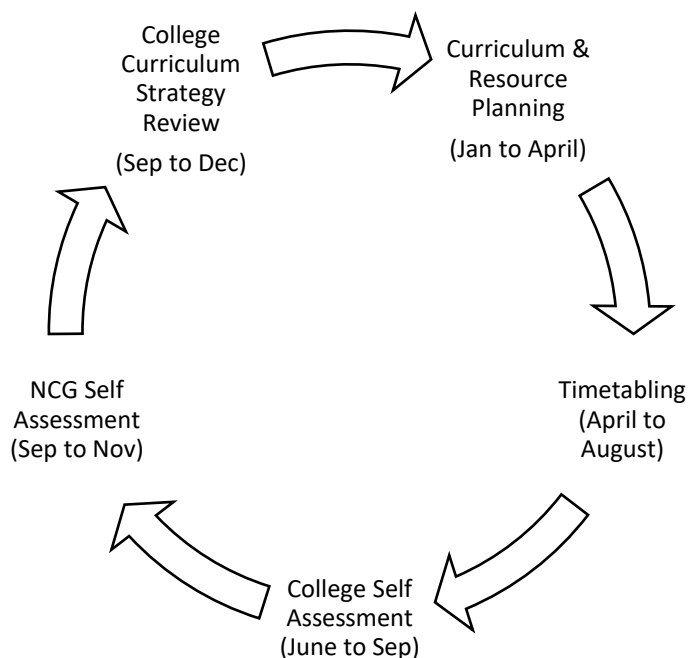
5.0 Annual Strategic Planning Cycle

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

College leaders will identify, through this process, any areas of significant strength and areas for development – this will support potential growth strategies in terms of strengths, and quality improvement, and/or potential discontinuation of provision in terms of the latter.

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).



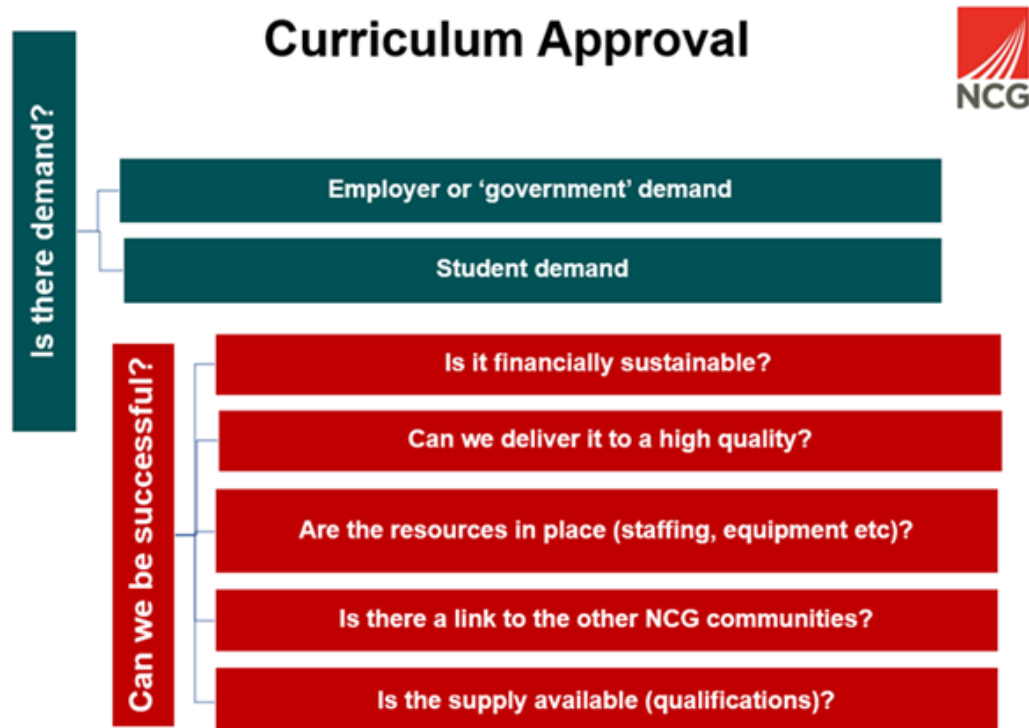
5.1 Tools for Curriculum Planning

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.



5.3 Collaborative Innovation Projects

Leaders of NCG will make annual provision to support curriculum development of new, emerging and/or innovative curriculum developments with a focus on cross-college collaboration to produce mutually-beneficial new programmes. The Curriculum Strategy Group will agree annually the parameters for the provision and the funding made available. It is a competitive project based on a simple application and approval process.

The collaborative innovation process ensures that colleagues with development ideas are supported and teamed up with colleagues across NCG to progress them to a 'business plan' stage. An executive panel convenes regularly through the year, comprising CEO, DCEO, CFO and EDQ to approve projects.

5.4 Learner-Led Timetabling

The NCG Curriculum Strategy 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 employers, whether through sponsorship, industry visits, internships, masterclass speakers or through work experience. Curriculum areas should aspire to have a sponsor or patron – 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
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 will be based on learner and specialist curriculum need only - rooms with ILT must be timetabled based on a clear need and intent to provide digitally enhanced training – for examples students are not expected to use ILT for long periods of assessment completion, which would normally be conducted independently as homework in a leading educational institution
6. The nominated course leader/ tutor should teach on the course, unless a compelling/practical reason is provided
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 (3 hours), the preference is for at least 5 hours of tuition; learners should not have to endure large breaks throughout the day
8. Academic and theory lessons should not be more than 2 hours long – a scheduled break should be provided after this duration
9. 16-19 study programme learners should have the opportunity to participate in sport, volunteering (e.g. NCS), cross-college enrichment and social activity where available
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 and why from their timetable
11. Long (2hrs +) 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:student supervision ratios (H&S statutory requirement, not advisory)

6.0 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 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.

7.0 Quality Strategy and Quality Improvement Plans (QIP)

The Professional Services Quality Team (Group QA) will draft the Group-wide actions following consultation with college leaders to produce a medium-term Quality Strategy, and a short term Group Quality Improvement Plan (GQIP). This latter document identifies a number of common themes to most (although not necessarily all) provision. Where actions are relevant, college leaders adopt them into their College Quality Improvement Plans (CQIP), with additional operational actions.

The Group and College Quality Improvement Plans (QIPs) are refreshed annually, but are expected to be working documents as actions are completed, achieved, reviewed or reconsidered entirely, based on regular milestone checks and in-year impact measures.

7.1 Annual QA Plan

Group Quality will set out the annual QA Plan to detail the anticipated lines of enquiry to underpin QCPR discussion. The intention here is to set out and resolve a number of predictable delivery risks and support the SLT 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. The Plan will typically include QCPR meetings, key learner surveys, QAR checks, timing of key CPD events and deep dives. The Cycle will be published on the QCPR Teams site.

7.2 Campaigns and Initiatives

NCG Executive will agree the scope and brands used to promote continuous improvement by periodically reviewing the Quality Strategy. Great Place to Teach for example has now been used for several years to relate to Group-wide initiatives associated with teaching and learning, extending to conferences, masterclass, communities of practice and circulars; NCG guarantee is an approved brand to articulate the NCG approach to developing employability and inter-personal development.

8.0 Policy Framework

NCG operates a formalised and highly collaborative approach to policy development. 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 committees used for consultation 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 College 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.

8.1 Dynamic Policy Updates for EDI

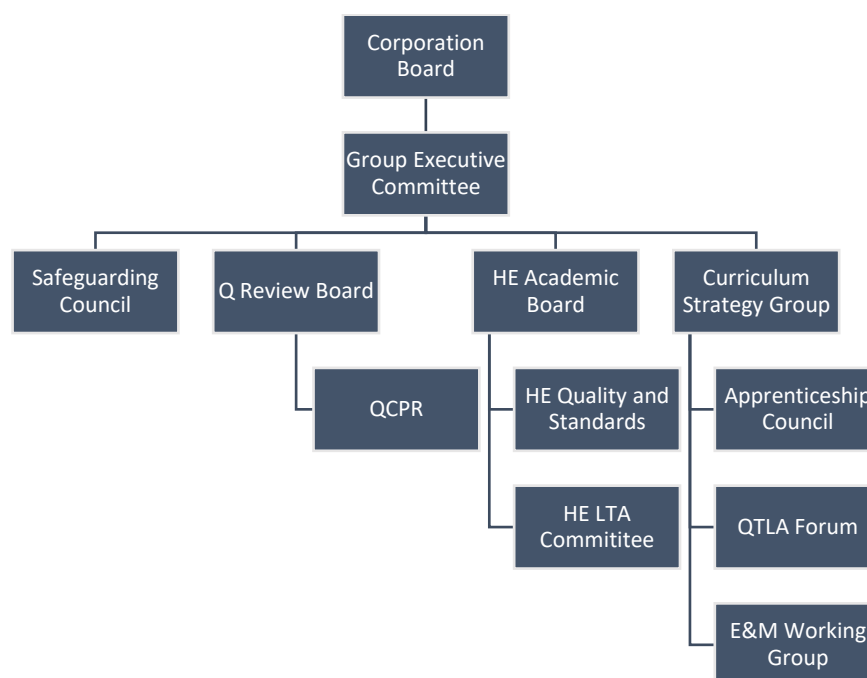
All staff are encouraged to continuously review the impact of our policies on protected characteristics, – should it become apparent that the policy content is having any unintended impact, then the staff member is invited to contact the policy owner directly (via email or Teams) and copy in the Assistant Director Governance – the policy owner will subsequently review the EDI impact assessment/statement (as outlined in the EDI Policy) making appropriate changes to the policy.

9.0 Committee Structure

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

The Group Executive (Committee) is comprised of all accountable managers in the Group and is ultimately 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 function and terms of reference of each committee meeting group is highlighted in section 14.



10.0 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)
- Deputy Chief Executive Officer – the most senior officer responsible for the Group's curriculum strategy, and supports the CEO with the development of the NCG Strategy, and with supervision of NCG's executive functions (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 Local College Board)
- 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)
- Executive Principals – senior officers appointed to specific Group-wide portfolios, and to oversee the curricula in geographical areas (appointed by NCG Corporation)

- 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)
- Director of HR – the most senior officer responsible for the Group's shared services for HR and people development (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 MIS (appointed by NCG Corporation)
- Executive Director Business and Assurance – 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)
- Deputy Principal HE – the most senior officer responsible for the Group's taught degree awarding powers and for the delivery of HE at NCG.

10.1 Strategic Portfolios

- In addition to the roles above, the CEO/DCEO will occasionally appoint executive and senior leaders to act as strategic portfolio leads for projects and specific activity – in all cases 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 curriculum strategy group.

11.0 Arrangements for working with Exam Boards and Awarding Organisations

The college principal is the responsible officer for ensuring that the college maintains arrangements to satisfy the requirements of JCQ, Ofqual and all awarding organisations. Colleges will therefore typically have their own exam-centre status – this is to help 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 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

College 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**).

12.1 Apprenticeship Standard Approval Model (SAM) and NCG Apprenticeship Prospectus

Applications for new apprenticeships will be tabled at the Apprenticeship Council for consideration and approval (delegated authority by CSG), following satisfactory approval via college processes.

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.

13.0 Complaints

Complaints relating to the curriculum or quality of the college or Professional Services will follow the NCG Complaints Procedure.

14.0 Committee Terms of Reference

14.1 Curriculum Strategy Group (CSG)

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

The Curriculum Strategy Group (CSG) reports directly to the NCG Executive Board, involving the senior leaders directly responsible for our curriculum and its quality. The purpose of the CSG is to:

- Ensure that all NCG colleges deliver an ambitious, innovative and relevant curriculum that aligns to local, regional and national community and employer needs

- Engage in technical 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 wide group
- Foster a cross-group culture of curriculum best practice sharing
- Review, approve and monitor the NCG Quality Strategy

The Group will report through to the NCG Executive Board and synergise with Quarterly Reviews and Business Planning. It will use a number of ways to gather information about the future curriculum including commissioning research and the use of student and employer focus groups.

Membership

- Deputy Chief Executive, NCG (Chair)
- Executive Director Quality (Vice Chair)
- Assistant Director Quality/TLA, (professional Services)
- Executive Principals for NCG (North and South)
- Principal Newcastle College
- Principal Newcastle Sixth Form College
- Principal Carlisle College
- Principal West Lancashire College
- Principal Kidderminster College
- Principal Southwark College
- Principal Lewisham College
- NCG Deputy Principal (HE)
- Head of Business Insight
- All other NCG Executive Committee members (ex-officio)

If any of the Principals are unable to attend they should ensure that a replacement is found from their Senior Team who can represent the college fully on curriculum issues. The Principals are also encouraged to invite their curriculum experts to the meeting where they can add specific value

Frequency of Meetings

The Curriculum Strategy Group will at least meet 5 times and up to 9 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 Quality Strategy, 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 have strategic oversight on the development, monitoring and evaluation of the key quality frameworks and policies (FE, HE and other).
9. To monitor the impact of curriculum EDI strategy deliverables, and recommend changes
10. To advise on CPD priorities
11. 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.
12. To convene specific task and finish sub-groups as appropriate to address specific issues

14.2 (Executive) Quarterly Review

A monthly meeting with senior leaders to review the College's financial, curriculum and quality. This is a formal review group to ensure alignment with the annual planning and continuous cycle, to review strategic business risks and to hold leaders to account. It is also the forum for issue resolution and in-year budgetary changes.

Membership

- CEO

- DCEO (Chair)
- Chief Financial Officer (Vice Chair)
- Group Financial Controller
- Principal
- Relevant Executive Principal
- Members of the College Leadership Team (as required)
- Executive Director Quality
- Chief Executive Group members (ex-officio)

Frequency of Meetings

- The Executive Quarterly Review will be held quarterly. Meetings will be via Microsoft Teams

Terms of Reference

1. To provide the CEO and Executive with a balanced view on ongoing performance across the organisation
2. To hold local leadership to account for that performance across a set of finance, quality, curriculum and people metrics
3. To review the performance of each college (and professional service) in relation to finance, budgets, costs and contribution
4. To review the headline risks and potential opportunities
5. To complete an annual cycle of financial reforecast, business planning and budget setting
6. To review any significant curriculum changes, initiatives, innovations and emerging capital requirements
7. To gain oversight of local costed curriculum plans
8. To review progress toward the strategic quality risks (SAR lines of enquiry)
9. To review progress towards local strategic and operational plans
10. To monitor people, professional development and resourcing plans
11. To agree any actions that require Executive support, above the allocated/delegated 'means' of the college's leadership team

14.3 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.

Membership

- Executive Director Quality (Chair)
- DCEO (ex-officio)
- 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 5 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)
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 CSG/Exec agendas

14.5 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 Curriculum Strategy Group (CSG) 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 via the Executive Principal, North and Executive Director of Quality who are participants in both committees.

Membership

- Executive Principal for NCG North (Chair)
- Executive Director Quality (Vice Chair)
- Director of Apprenticeships (Apprenticeship Hub)
- Designated Apprenticeship Leads from each College
- Apprenticeship Lead Practitioner – NCG
- External College Member (by invitation)

If any of the College Apprenticeship 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 half termly and at least 5 times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. Contribute to the development of Group's apprenticeship strategy development
2. Review the Apprenticeship Policy and formally agree areas and mechanisms for improvement and standardisation, based on national policy and funding guidance
3. Formalise a network to share good practice and agree opportunities for 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

14.6 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 Curriculum Strategy Group (CSG) which is the formal committee for approving policy (developed and recommended by the Forum) and any

significant decision rights for curriculum review. 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)
- Deputy Director of Quality: Performance (Vice Chair)
- Deputy Director of Quality: TLA (Vice Chair)
- DCEO (ex-officio)
- Designated TLA Leads from each College
- Designated Quality Leads from each College
- Apprenticeship Lead Practitioner – NCG

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 5 times per year. Meetings will be via Microsoft Teams

Terms of Reference

1. Provide a consistent structure and frameworks for the 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

14.7 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 Curriculum Strategy Group (CSG) which is the formal committee for approving any strategic changes and retains any significantly decision rights for curriculum review.

Membership

- Principal, NSFC (Chair)
- Executive Director Quality (Vice Chair)
- Designated English and Maths Leads from each College
- Designated members of Group Quality
- English and Maths Coordinators

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 10 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 CSG 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

14.8 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)
- Executive Director Higher Education (Vice Chair)
- Director of HE (NCG)
- Executive Director Governance, Assurance and Risk
- Academic Registrar, NCG
- Assistant Director HE Quality and Standards, NCG
- Principal Newcastle College
- College Head of HE or College HE Lead
- At least two student representatives
- Elected Staff representative, Newcastle College
- Elected Staff representative from **either**: Kidderminster College, West Lancashire College, Carlisle College or Southwark College

Frequency of Meetings: The HE Academic Board will normally meet 4 times per year.

Terms of Reference

To consider and advise Executive on all HE academic governance matters and questions affecting the HE policy of the Corporation.

1. Guardianship of Degree Awarding Powers and governance of HE academic standards.
2. The HE Academic Board has the power to delegate its powers and duties to College committees or sub committees as appropriate.
3. To develop, monitor and review the Institution's HE Regulatory Framework in line with the QAA UK Quality Code for Higher Education and the Office for Students' Regulatory Framework.
4. To have oversight of the development, implementation and operation of all HE franchising and validation partnerships.
5. 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):

- Freedom in teaching and discussion;
 - Freedom in carrying out research without commercial or political interference;
 - Freedom to disseminate and publish one's research findings;
 - 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
 - Freedom to participate in professional and representative academic bodies, including trade unions.
6. To monitor progress against targets for NSS survey and other TEF/APR 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 have strategic oversight on the development, monitoring and evaluation of the institutional OfS Access and Participation Plan.
 8. To undertake the general oversight and enhancement of HE academic delivery.

9. To promote equality and diversity issues arising from the remit of the Board and secure best practice.
10. To monitor the HE quality assurance process for all HE award bearing programmes (via the Quality and Standards sub-committee).
11. To validate new programmes of study and re-validate existing programmes (via the Quality and Standards sub-committee).
12. 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 Assessment sub-committee).
13. To monitor the quality of teaching and assessment for all HE programmes (via the Learning, Teaching and Assessment sub-committee).
14. To develop HE policy and procedures for the assessment and examination of the academic performance of students.
15. To establish such sub-committees or task groups as it considers necessary for purposes enabling it to carry out its responsibilities.
16. To monitor, review and amend complaints and appeals procedures.
17. To consider actions and procedural changes required as a result of External Examiner reports.
18. To monitor and review the new curriculum portfolio.

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
- Assistant Director HE Quality and Standards (Vice Chair), NCG.
- College Head of HE.
- At least one student representative.
- Assistant Director HE Data and Compliance, NCG.
- College HE Quality Manager or equivalent with responsibility for HE quality.
- Newcastle College Senior Leaders with responsibility for quality.

Frequency of Meetings: The HE Quality and Standards Committee will meet 5 times per year

HE Quality and Standards Committee

1. To exercise responsibility for quality assurance for all taught HE courses across the group including partnerships and distance learning provision.
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 QAA UK Quality Code for Higher Education and other external requirements including consideration of reports by 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 NSS survey and other TEF/APR/APP 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.
17. Review of the HE curriculum portfolio.

14.10 HE Learning, Teaching and Assessment Committee

The Learning, Teaching and Assessment 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

Academic Registrar, NCG (Chair).

- Director of HE, NCG
- Assistant Director HE Quality and Standards, NCG, Vice Chair.
- College Head of HE.
- Assistant Director HE Data and Compliance, NCG (Ex officio).
- HE Research and Projects Coordinator.
- One member from each college responsible for HE curriculum and teaching and learning.
- Student Representative.
- Student Support Services.
- HE Manager (or equivalent), for each college.
- Newcastle College Senior Leaders with responsibility for Learning, Teaching and Assessment.
- Assistant Director, Teaching, Learning and Assessment, NCG.

Frequency of Meetings: The Committee will meet 4 times per year

Terms of Reference

1. To develop, monitor and review a LTA strategy framework designed to continually drive up performance and enhance the student experience.
2. To contribute to the development of NCG policies, procedures and strategies relating to HE learning, teaching and assessment.
3. To promote outstanding HE learning, teaching and assessment and share good practice across the corporation.
4. To implement, monitor and evaluate the OfS Access and Participation Plan.
5. To encourage innovation in HE learning, teaching and assessment.
6. To promote scholarly and research activity to invigorate and inform learning, teaching and assessment. To receive RSA reports and developments from divisions.
7. To review reports on all aspects of student performance, including subsequent employment data, with particular attention to issues of equality and diversity.
8. To consider issues raised by the Student Forum and promote student engagement on matters relating to the standards of taught programmes taking into consideration data from student surveys including the National Student Survey.
9. To monitor action taken following receipt of reports from QAA or other bodies and act on recommendations that relate to learning, teaching and assessment.
10. To monitor and review external agency guidance and regulation as they impact on LTA, e.g., Prevent agenda, reports from HEFCE, QAA, TEF and other appropriate bodies.
11. To provide responses to external consultations on learning, teaching and assessment.
12. To provide guidance on CPD requirements for staff involved in the delivery of LTA.

