

## Academic Management Framework (AMF)

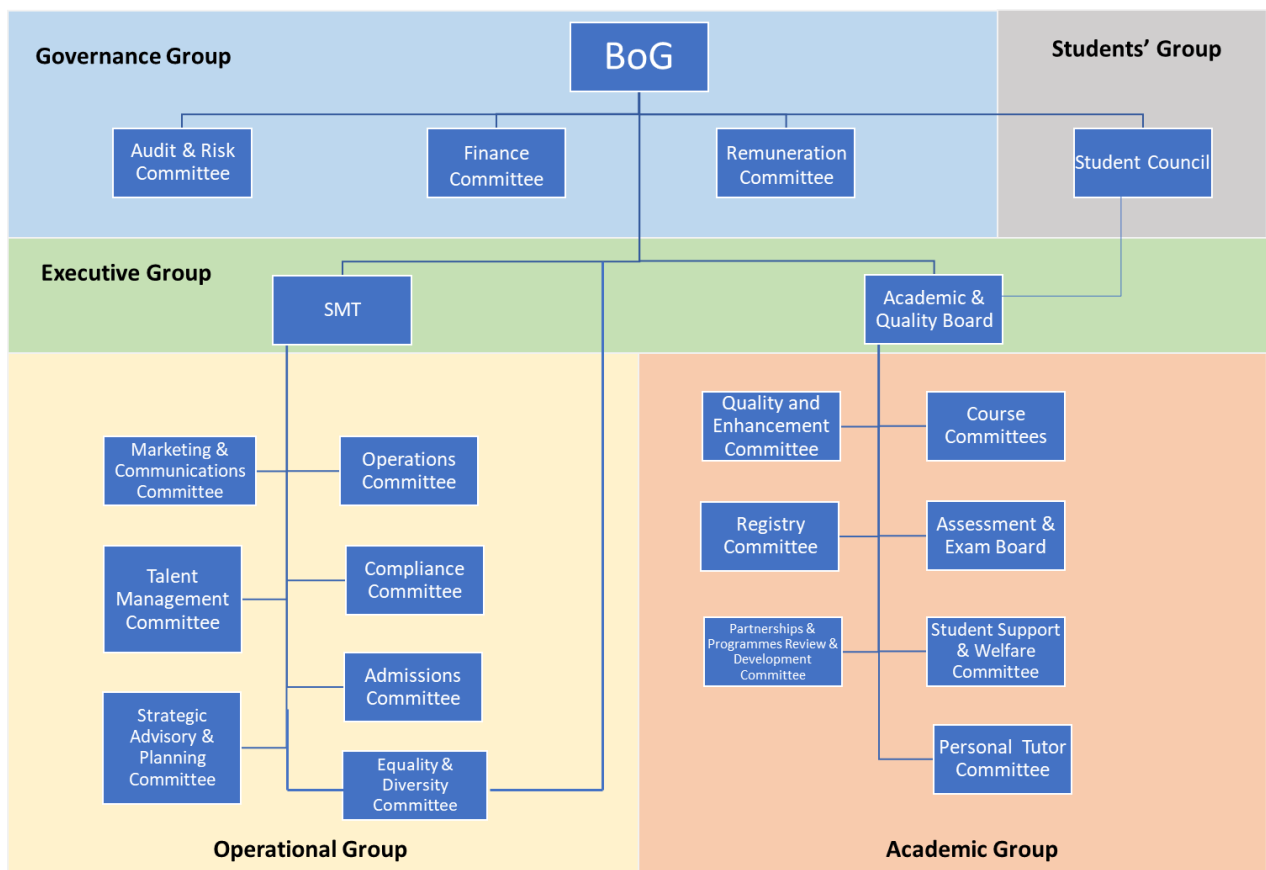
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1.	Introduction	3
1.1.	Overall, College Committee Chart	3
1.2.	Academic Group Committee Chart	4
1.3.	Board of Governors (BoG)	4
1.4.	Academic Board (AcB)	5
2.	Purpose of the AMF	5
3.	Composition of the AMF	6
4.	Policies	7
5.	AMF Boards and Committee Terms of Reference	9
5.1.	Course Committees (CC)	9
5.2.	Quality and Enhancement Committee (QEC)	12
5.3.	Registry Committee (RC)	18
5.4.	Student Support and Welfare Committee (SSWC)	21
5.5.	Personal Academic Tutor Committee (PAT)	23
5.6.	Student Council (SC)	25
5.7.	Student-Tutor Liaison Committee (STLC)	31
5.8.	Partnership and Programme Review and Development Committee (PPRDC)	32
5.9.	The Assessment/Exam Board (AEB)	34

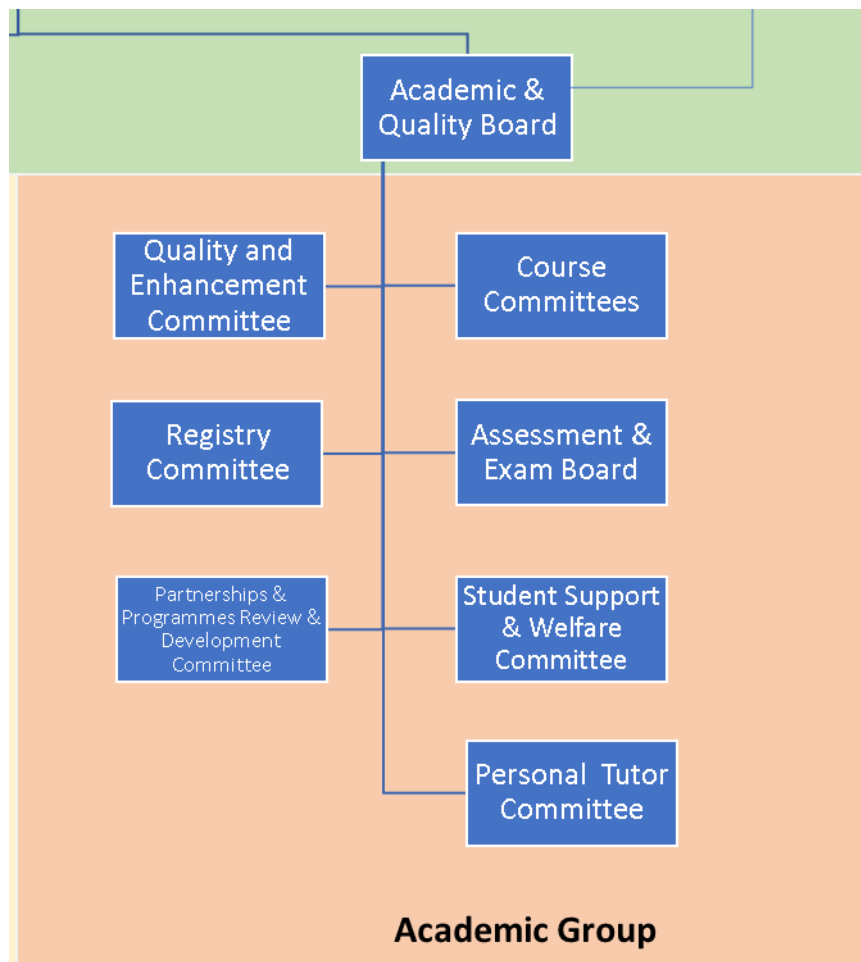
# 1 Introduction

This document explains the purpose and constituent parts of Oxford Business College’s (OBC) Academic Management Framework (AMF). It provides an explanation of accountability for the management and oversight of all academic activities at the College. It should be read in conjunction with the OBC Corporate Academic Governance Framework (CAGF), the Learning Teaching and Assessment Strategy, the Student Support Framework and the Risk Framework, which includes the Risk Policy and Risk Register as well as the Student Protection Plan. The CAGF explains the purpose and function of the Board of Governors (BoG) and the Academic Board (AcB), which are the overseeing and delegating bodies from which the AMF is derived. The Academic Board is responsible for the Academic Management Framework (AMF) and gets its approval from the Board of Governors (BoG).

Overall, College Committee Chart



## Academic Group Committee Chart



## 2 Board of Governors (BoG)

The BoG is responsible for ensuring the quality and effectiveness of all of the College's activities and is the final decision-making body for matters that are of fundamental concern to the College. To this end, the BoG oversees all the activities across the College, including the maintenance of high-quality academic standards. The BoG delegates to the Academic Board (AcB) the authority and oversight of all academic activities at the College.

## 3 Academic Board (AcB)

Through oversight of the College's academic activities, the Academic Board (AcB) ensures that the College fulfils its purpose, delivers on its priorities and implements its vision and mission as set out in the College's Corporate Strategic Plan (2021-26). The Academic Board (AcB) provides regular updates and quarterly reports to the BoG, with assurances on the effectiveness of academic management at the College. The AcB also advises the BoG on its obligations for compliance with all current and future legal and regulatory requirements. The AcB is responsible for the development and implementation of academic policies and the monitoring and improvement of academic performance at the College. To facilitate its strategic role, the BoG has empowered the AcB to establish and delegate some of its responsibilities to sub-committees that report to the AcB. These committees together with the AcB, their structure, reporting lines and terms of reference, constitute the Academic Management Framework (AMF).

### 3.1 Purpose of the AMF

The AMF the structure, reporting lines, and Terms of Reference of the Committees/Boards that the AcB has established. The AcB and all of its sub-committees ensure that the College is able to plan, implement, monitor, review, and enhance the academic health of the College and the overall quality of the student experience. The AMF also provides the College with the means to guarantee its compliance with all standards, expectations and regulatory requirements, whether internally or externally set. To this end, the AMF ensures that the College:

- Effectively sets and maintains academic standards.
- Assures and enhances academic quality.
- Oversees the Annual Monitoring Review cycle and the production of the Annual Monitoring Report.
- Reviews the Annual and Academic Monitoring Reviews for each partner and awarding organisation.
- Meets the expectations of UK regulatory bodies such as the office for students (OfS).
- Meets expectations for quality and standards according to the QAA's revised UK Quality Code (UKSQA).
- Meets the requirements of awarding bodies, validating and/or franchising partners.
- Ensures new and existing higher education (HE) courses align with the UK national framework, including the Framework for Higher Education Qualifications (FHEQ).
- Makes sure that standards of awards the college offers are credible and secure irrespective of where

or how courses are delivered or who delivers them.

## 3.2 Composition of the AMF

Under its Terms of Reference, the Academic Board (AcB) receives reports from Committees/Boards including sub-committees it has established to enable it to meet its responsibilities. The AcB formulates policies that determine the function of the AcB and of the committees that report to it. All the Committees/Boards that report to the AcB are in the table below:

Committees/Boards	Frequency	Purpose
Student Council (SC)	Quarterly	A platform for the student voice which reports to the Student-Tutor Liaison Committee, the Academic Board and the Board of Governors.
Personal Tutor Committee (PTC)	Monthly	Monitoring, reviewing and developing personal tutoring at the College and a platform for the tutor's voice, which reports to the Student-Tutor Liaison Committee and the Academic Board.
Student-Tutor Liaison Committee (STLC)	Quarterly	Students and tutors meet and discuss issues or concerns regarding learning, teaching, assessment and the overall student experience.
Course Committees (CC)	One per Term / Semester	The day-to-day management, monitoring and review of courses, chaired by programme or course leaders responsible for different courses the College delivers.
Quality and Enhancement Committee (QEC)	Monthly	Quality assurance and enhancement of all provision at the College.
Registry Committee (RC)	Monthly	Management of student data on recruitment, attendance, retention, completion, graduation and certification.

Student Support and Welfare Committee (SSWC)	Monthly	Pastoral support for all students at the College.
Assessment/Exam Board (AEB)	Annually	Oversight of exam and assessment procedures and results including the ratification of student progression, completion and certification.
The Partnerships and Programmes Review and Development Committee (PPRDC)	Quarterly plus others if necessary	Developing, monitoring and reviewing proposed and existing partnerships and programs within the College. PPRDC also carries out the College's due diligence processes and advises the AcB on the design, selection, withdrawal or alteration of programs at the College.

### 3.3 Policy reviews

The AcB reviews academic policies and Terms of Reference annually, or whenever amendments are needed for the integration of internal or external change:

The following policies and procedures are integral to the Academic Management Framework:

- Academic Misconduct Policy
- Students Complaints Policy
- Student Disciplinary Policy
- Academic Freedom Policy
- Quality Assurance Policy
- Partnership and Programme Review and Development Policy (PPRDP)
- Observation of Learning and Teaching Policy
- VLE Policy
- Academic Appeals Policy
- Assessment Policy
- Internal Verification Policy

- Admissions Policy
- Attendance & Withdrawal Policy
- Interruption            Withdrawal            and            Study            Break            Poli



## 4 AMF Boards and Committee Terms of Reference

### 4.1 Course Committees (CC)

The terms 'course' and 'programme' may be interchangeable with respective partners.

Course Committees (CCs) follow the guidelines of the Quality Assurance Policy and are aligned to the Learning Teaching and Assessment Strategy. They are responsible for the implementation of the Assessment Policy and the Observation of Learning & Teaching Policy. They also apply the Student Engagement Policy to measure the effectiveness of their operations.

Every Programme Leader (Head of Programme) ensures that Course Committees are carried out to monitor and review their programme and submits minutes of meetings and/or reports every term/semester to the Academic Board (AcB) on the progress of their respective programme. Through these reports, the AcB ensures that adequate quality assurance arrangements are in place at all times, including when the College works in partnership with other organisation.

The College's partner organisations may run CCs attended by OBC Programme Leaders of respective programmes and other College staff responsible for delivering a programme. In these cases, OBC staff will comply with the requirements of the partner organisation, including their Terms of Reference, which take priority. However, the AcB will receive minutes and/or reports of the meeting.

In the absence of a Partner-Led CC, the OBC Programme Leader will hold an OBC-Led CC meeting and the following Terms of Reference will apply.

#### Responsibilities of Course Committees (CCs)

Course Committees (CCs) are responsible for monitoring, reviewing and reporting to the Academic Board (AcB) on the development and delivery of courses for each academic programme at the College, including the performance of staff and students and the relationship of the College with any partner organisation and awarding bodies where relevant. There should be at least one CC for every programme delivered at the College and every course at the College should be monitored and reviewed by a CC.

The CC should provide an opportunity to discuss all matters that affect the operation of a course and students' experience on the course. It should keep under review the academic quality of the course and ensure the delivery of the course according to the aims and objectives defined at validation, including the following:

- Feedback from students, tutors and the operational team
- Statistics relating to pass rates, progression and retention.
- Internal and External survey data
- The key objectives of CCs
- To discuss and advise on general course organisation, administration, and student attendance.
- To review programme delivery, academic regulations, assessment, and examination methods for the course.
- To review and identify actions on student performance and pass rates.
- To monitor and evaluate the academic standards and effectiveness of the course and draw up necessary action plans as required.
- To review resources required by the course, making recommendations to the Academic Board (Ac B) as appropriate.
- To identify and propose training needs required for staff delivering the course(s), including those provided by link tutors and individuals from the respective awarding body.
- To discuss findings from Lesson Observations and identify and propose needs for staff development required to maintain and enhance the academic standards of the course.
- To gather and analyse feedback from students and tutors, and to review module and quarterly surveys in support of the preparation of Annual Course Quality and Programme Review reports as part of the College's Annual Monitoring Review.
- To receive reports on the operation of the course and follow up matters relating to course effectiveness and student satisfaction.
- To act upon identified actions and recommendations contained in Monitoring Visits and External Examiner Reports.
- To discuss and review course and programme specific student engagement and enhancement matters.
- To monitor progress and disseminate developments relating to the programme's annual

development plan [*partners may use different terminology*] aim at enhancing the student experience on academic programmes.

**The Course Committees report to:**

The Academic Board

**Membership:**

Each Course Committee includes the following members:

Head of Programme or Programme Leader

Programme Coordinator(s)

Academic Support Officer(s)

Student Support & Welfare Staff

Attendance Officer(s)

Module Leader(s) and Tutor(s)

Student Representative(s)

**Quorum:**

The quorum required for a Course Committee is a minimum of three members.

**Frequency of Meetings**

Course Committees hold once per term/semester.

## 5 Quality and Enhancement Committee (QEC)

The Quality and Enhancement Committee (QEC) is the deliberative arm of the Academic Board (AcB) and for this reason, the Head of Academics and Quality chairs the QEC and the AcB. The QEC has two main responsibilities.

### Quality

To monitor and review all internal and external reports received about all activities at the College and notice recommendations and make sure they are implemented. This includes the following aims:

To monitor and review all internal and external quality reports.

To monitor, review and recommend improvements to the overall quality of the student experience at the College, following the guidelines of the Quality Assurance Policy.

To ensure that policies and strategies are implemented, including the Admissions Policy, Learning, Teaching and Assessment Strategy, Observation of Learning and Teaching Policy, Assessment Policy and the Student Engagement Policy.

### Enhancement

To advise the Academic Board on enhancing provision and services that impact on the student experience throughout the entire student journey and beyond. This included the following aims:

- To find areas of good practice and inform the AcB.
- To monitor and coordinate enhancement opportunities identified in all activities at the College and present them to the Academic Board (AcB) for implementation and disseminating across all campuses and programmes
- To follow up on action plans that the AcB has prepared for the implementation of such enhancements, and enhancement opportunities to ensure they progress to a complete and successful conclusion and that feedback on action taken is communicated effectively to all participants.
- To evaluate the impact of enhancements implemented and communicate their successes and lessons learnt to all participants to ensure they become embedded as standard practices.
- To make recommendations for further enhancements and enhancement strategies to the AcB.
- Definition of enhancements and enhancement Opportunities
- Innovations in one area of the College with the potential to make a positive contribution to all activities and practices that provide and support learning if adapted to the College in line with its

overall strategic plan and its learning, teaching and assessment strategy.

- Activities and practices can significantly improve academic standards, learning and the overall student experience at the College.
- Activities and practices that can make a significant difference to the quality of the student learning experience.
- Use of technology in new and innovative ways that significantly impact the student learning experience in a positive way.
- Industry best practices.
- Sources of Enhancement Ideas
- External Sources
  - Practices identified as good practice in reports from externals such as External Examiners, partner reviews, and external quality inspections and reviews.
  - Industry experts and other professionals the College invites to speak to students and staff and on staff training visits.
- Feedback from Alumni.
- Internal Sources
  - Suggestions from students in surveys, liaison meetings with staff and informal complaints.
  - Suggestions from staff about their own experiences with other providers or on experiences they have identified from seminars, external training and external visits.
  - High-level teaching and assessment approaches by staff members. These may arise from staff observations, peer reviews, internal verification and moderation, and peer discussions.

**The purpose of the QEC is to drive the following:**

- Improvements to the methods and operational effectiveness of student recruitment, admissions and induction processes.
- Improvements to the overall content and delivery of programmes and curriculum areas.
- Raising the academic standards of learning, teaching and assessments through quality assurance processes such as the observation of learning and teaching.
- Expansion of the effectiveness of the College's academic, pastoral and welfare support services, including the College's social programme and its approach to handling complaints, appeals,

academic malpractice, attendance concerns and mitigating circumstances.

- Increases in the quality and quantity of learning opportunities for students.
- Increases in the quality and quantity of student engagement at the College, including the effectiveness of the Student Council and student representation in Committees and Boards.
- Increases in the development of student employability competencies and employment opportunities, including training and support for self-employment.
- Expansion upon the College's links with its Alumni.
- Enhancement of student satisfaction by evaluation of student feedback and surveys and monitoring the development and implementation of clear action plans.
- Improvements to the methods and operational effectiveness of staff recruitment, induction and CPD processes and activities.

QEC Objectives in different areas:

### **Policies and Procedures**

To identify and recommend to the Academic Board (AcB) amendments or additions to policies and procedures which enhance the quality of the student experience from student enquiries and admissions through to graduation.

To ensure that policies are being implemented in a way that maintains quality and facilitates the implementation of enhancements.

### **Admissions and Student Records**

To ensure that admissions processes are robust and effectively and efficiently ensure that applicants from diverse backgrounds receive appropriate and timely up to date information about their options, meet entry criteria if they wish to enrol and are supported throughout the admissions process from making initial enquiries to enrolling on a College programme.

### **Learning Teaching and Assessment**

To recommend, monitor and review enhancements to the content and delivery of academic programmes and curriculum areas

To implement the Observation of Learning and Teaching Policy by ensuring that all lesson observations, including peer observations, are conducted and culminate in a report with an action plan to enhance learning and teaching practice at the College through CPD interventions.

To review reports on academic standards and the quality of the student experience, including Student Reports, External Examiner Reports and Work Placement Reports.

To review and maintain the accuracy and currency of the College's responsibilities' checklist for providers against partner organisations and award body regulations.

To report to the AcB on the findings of internal and external quality reviews and to be responsible for ensuring an appropriate College response has been provided, with the development and implementation of action plans and follow-up actions

### **Student Support**

To develop, implement, monitor, review and recommend enhancements to academic and pastoral student support services, including student welfare

To monitor the effectiveness and make recommendations for enhancing procedures for student complaints, appeals, misconduct, fitness to practise and cases submitted to the Office of the Independent Adjudicator.

To monitor, review and recommend enhancements to the personal tutoring services at the College and ongoing student professional development planning.

To monitor, review and recommend enhancements to activities designed to increase employability competencies and opportunities for students at the College

### **Student Engagement**

To consider and promote effective enhancements to student engagement, including the effectiveness of the Student Council and student representation at the College.

To review the College's success in maintaining strong and effective links with its Alumni

### **Surveys**

To monitor and review the operation of college-wide internal and external student surveys (via sub-committees where necessary), including implementing action plans in response to these surveys through quality assurance and enhancement mechanisms and making further recommendations for action where necessary.

To review student feedback and survey results as appropriate (NSS and other student- experience surveys)

and monitor the implementation of action plans and recommendations

To review module evaluations from students and academic staff and monitor the implementation of subsequent action plans based upon findings.

### **Risk Assessment**

To take ownership of key risks about the quality and enhancement of academic provision and the student experience at the College.

### **Resources and Talent Management**

To ensure that staff effectively monitor and review and identify enhancements to the capacity, service level standards and maintenance of learning facilities and resources

To monitor and recommend enhancements to recruit suitably diverse, qualified and skilled academic staff.

To promote staff professional development and to monitor, review, and recommend academic staff training (CPD).

### **Annual Monitoring and Review**

To monitor outputs from internal and external monitoring reviews, which includes Quarterly Reviews and reviews from QAA and other external agencies, including External Examiner, reports

To monitor reports from validations, approvals and partnership monitoring reviews and report on their findings to the AcB.

### **The QEC reports to:**

The Academic Board

### **Membership**

The QEC includes the following members:

Head of Academics and Quality (Chair) Head of Programmes

Campus Principals

Module Leaders and Internal Verifiers Workshop Coordinator(s)

Student Representative(s) Registrar

Head of Admissions

Head of Student Support & Welfare External Member

### **Quorum**

The quorum required for a QEC meeting is a minimum of three members.



**Frequency of meeting**

The QEC holds monthly meetings and submits a quarterly report to the Academic Board.

## 6 Registry Committee (RC)

The Registry Committee is responsible for central student administration. It plans, monitors and reviews all Registry procedures and processes. The Registry Committee is accountable to the Academic Board for the offer of admission to students, the management of the student contract with the College, the management of processes underpinning the student academic journey up to and beyond graduation and the recording and management of data on students and courses at the College.

### Aims of the RC

- To ensure the integrity and alignment of registry processes are aligned with the College's strategic plan.
- To manage student and programme administration, ensuring that processes and practices are efficient and sufficiently supportive to students throughout the student journey.
- To oversee the accuracy, integrity and quality of records of student data.
- To ensure that individual student issues such as mitigating circumstances, complaints and appeals, academic misconduct and student disciplinary procedures are fairly and consistently managed, with decisions taken in a timely manner, properly recorded and well communicated to the students concerned.

### Objectives of the RC:

#### Record Keeping

To oversee the accurate, up to date and well-organised maintenance of records of student data, ensuring that the College's Student Management System contains all the required information on the following:

- student applications and enrolments
- student registrations with partner organisations and/or awarding bodies
- student attendance, mitigating circumstances, withdrawals and deferrals
- student retention, progression and continuation
- graduate certification and student outcomes.
- student complaints, appeals and cases of academic malpractice and student disciplinary hearings

### The Student Journey

- To ensure that all students enrolled have completed the application process, provided all required documentation and have been registered with the correct partner organisation and/or external

awarding body.

- To ensure that timetabling for teaching and other College activities (induction and enrolment/registration, assessments etc.) are well supported.
- To receive minutes/reports on student attendance and mitigating circumstances
- To in line with the t-50 plan establish which students are at risk and/or should be deferred or withdrawn.
- To liaise with and support assessment/exams and progression boards to ensure that data on student exam and assessments are correctly recorded
- To determine which students are withdrawn/terminated or retaking an academic year following an assessment/exams or progression board.
- To administer certification for students who have completed their course.
- To determine outcomes of student academic malpractice and non-academic disciplinary procedures
- To receive minutes/reports on, and establish the outcomes of, student appeals and complaints and follow OIA guidelines where relevant

#### **Supporting the Executive Boards at the College (SMT & AcB)**

- To oversee all regulatory data return, and to produce management information data to support strategic planning and operational delivery across the College.
- To support the Compliance Committee and ensure that data is provided for regulatory compliance and that all data is protected according to legal and regulatory requirements including GDPR.
- To liaise with the Enhancement Committee to monitor and review enhancement of Registry services, including the accuracy and integrity of student data and academic administration processes
- To support the Equality and Diversity Committee in promoting fairness, consistency and
- transparency in the College's recruitment, admissions and enrolment practices, in order to ensure that admissions to the College are inclusive and support the College's diversity and equality targets.

#### **The RC reports to:**

The Academic Board

## **Membership**

The RC includes the following members:

Registrar (Chair)

Head of Student Support and Welfare Services

Student Support Officer(s)

Attendance Officers

Lecture(s) (as and when required)

Head of Programmes (as and when required)

Campus Principals (as and when required)

## **Quorum**

The quorum required for an RC meeting is a minimum of three members.

## **Frequency of meeting**

The RC holds weekly meetings with Student Support Officer(s) and one other Senior Management Team member in accordance with the College's Attendance Policy, in order to reach decisions about the withdrawal of students who are not adequately engaging and do not have adequate mitigating circumstances.

The RC also holds quarterly meetings and submits a quarterly report to the Academic Board.

## 7 Student Support and Welfare Committee (SSWC)

The Student Support and Welfare Committee (SSWC) recognises the diversity of students and ensures that their support and welfare needs are provided for by the College wherever and whenever possible. The SSWC oversees all the College's support for students, focussing mainly on pastoral support rather than direct academic support. The SSWC also identifies opportunities to enhance the support and welfare provided to students at the College. It implements the Student Support Policy and applies other policies such as the Student Engagement Policy, the Equality and Diversity Policy and the Student Protection Plan when necessary.

### **The key objectives of the SSWC are:**

- To monitor, review and inform the Academic Board (AcB) on the take-up and performance of student support and welfare services at the College.
- To advise on and propose to the AcB any policy or procedures that specifically affect student-focused non-academic activity at the College.
- To foster collaboration and sharing of good practice and, in particular, to consider how to maximise the effectiveness of student support and welfare at the College.
- To monitor activities and data relating to the support and welfare of students and report on matters which could impede the delivery of the College's objectives.
- To submit quarterly and annual monitoring reports on student support and welfare to the AcB.
- To monitor and disseminate developments relating to enhancing student support and welfare.

### **The Student Support and Welfare Committee reports to:**

The Academic Board

### **Membership:**

The Student Support and Welfare Committee includes the following members:

Head of Student Support and Welfare (Chair)

Academic Registrar

Head of Administration and Coordination

Academic Administrator

Student Council President

Student Council Secretary

Student Representatives

**Quorum:**

The quorum required for a Student Support and Welfare Committee meeting is three members.

**Frequency of Meeting:**

The Student Support and Welfare Committee holds quarterly meetings.

## 8 Personal Academic Tutor Committee (PAT)

The Personal Tutor Committee monitors and reviews the practice of personal tutoring at the College to ensure that it provides effective support to students. The PTC also provides tutors with a platform where they can discuss and share good teaching practice and facilitate tutor representation on the Student-Tutor Liaison Committee (STLC) and the Academic Board.

The PTC oversees personal tutoring at the College with the following objectives:

- To make recommendations for best practice in personal academic tutoring at the College
- To implement, monitor and review personal academic tutoring practices at the College
- To disseminate developments relating to the enhancement of personal tutoring
- To review the effectiveness of any additional support provided to students through additional academic workshops and seminars.
- To liaise with student support services and oversee the effectiveness of the pastoral help and support provided to students according to identified needs.
- To monitor students' use of OBC Connect for enhancing their learning experience and advancing their self-assessment, formative assessment, and their work towards summative assessments.
- To encourage tutors and students to participate in quality enhancement and quality assurance processes through engagement with student and tutor surveys and module evaluations
- To recommend to the Academic Board improvements to any of the additional academic and pastoral support provided to students

The PTC also provides representation for tutors at the College with the following objectives:

- To provide advocacy and a support service for all tutors at the College
- To represent the voice of tutors at the College to the Academic Board
- To identify and share areas of good teaching practice within the College
- To provide representation of tutors at the College on the Student-Tutor Liaison Committee
- To plan and promote activities that bring the College's tutor and student community together

**The PTC reports to:**

The Student-Tutor Liaison Committee

The Academic Board.

**Membership**

PTC Chair (Tutor)

Tutors representing all programmes and campuses

Head of Student Support Services

Workshop Coordinator

**Quorum**

The quorum required for the PAT meeting to take place is a minimum of four members.

**Frequency of meeting**

The PTC holds quarterly meetings



## 9 Student Council (SC)

The Student Council (SC) is an essential body that helps to ensure there is a high level of student engagement at Oxford Business College (OBC). The SC facilitates student representation on the decision-making bodies of the College including the Academic Board (AcB), and the Board of Governors (BoG). The SC provides students with a platform where their voice can be heard at the highest level in the College. The Student President, representing all of the students at the College, is elected by the Student Council and is a full member of the Academic Board and the BoG. The Student Council represents the interests of the student body within the College and ensures active student engagement and participation in the College's quality review cycle.

### Aims

- Discuss and agree on action to take or recommendations to make on all student-related issues
- Promote communication between students through meetings, conferences, newsletters, social and digital media
- Advise the Academic Board and Board of Governors on matters concerning the academic and pastoral support and development of students throughout the student journey and beyond
- Promote student engagement throughout the College
- Objectives
- Represent and promote the general interests of students at the College and contribute to a positive student experience
- Provide a recognised means of, and forum for, communication between students and the
- College's Senior Management Team and Board of Governors
- Promote equality of opportunity amongst students and challenge all forms of discrimination whether based on sex, age, race, ethnicity, sexuality, disability, marital status, religion, cultural background, or any such status
- Acts as a body with which College management, tutors and other staff can consult in order to get student opinion and involvement
- Consider cross College issues, including student academic achievement and career progression, College environment, health & safety, safeguarding, health and wellbeing and social activities
- Provide, where possible, an advocacy and support service for all students

- Suggest improvements to the College for the benefit of all the College's students.
- Identify and share areas of good practice within the College
- Plan and promote activities that bring the College's student community together
- Promote the Prevent Strategy and follow the channel process within the College
- Provide representation on all College Boards and Committees except the Senior Management Team and Assessment Board
- Set up and run events and activities whenever possible, which are of benefit to students at the College

### **Establishment of the Student Council (SC)**

The Student Council (SC) is made up of Student Representatives (SRs), who have volunteered to represent their fellow students at the College. The membership of the SC may change regularly because some SRs may resign, and new SRs may join the Council at any time. The SC should, whenever possible, maintain a fair and balanced representation of all students at the College. This means there should, at any given time, always be student representation from all of the College's academic programmes and all of its campuses.

### **Recruitment of Student Representatives**

The College is committed to ensuring that the voice of every student at the College can be heard through equal representation on the Student Council. This is achieved by recruiting representatives at every level of the College, including Class Representatives, Student Campus Representatives, the Student Vice-President and President.

### **Class Representative (CR)**

Each group of students studying in the same class together at OBC must choose at least one student as their Class Representative (CR). A tutor can help students to choose one of their classmates if they are unable to do it themselves. The CR should be a volunteer who is willing to represent their class, and should be elected through a democratic process, such as a show of hands or a secret ballot.

### **Student Campus Committee (SCC)**

Each campus must establish its own Student Campus Committee (SCC) consisting of Class Representatives (CRs) from all programmes that are taught at the campus. Class Representatives (CRs) in the Student Campus Committee (SCC) must elect one CR to be the Student Campus Representative (SCR).

### **Student Campus Representative (SCR)**

The Student Campus Representative is a Class Representative who chairs the Student Campus

Committee SCC meetings every quarter and joins the College's Student Council meetings. At every campus there should be a least one SCR. One or two other members of the SCC may accompany the SCR to the Student Council meetings.

### **Student Engagement Officer (SEO)**

One member of staff at each campus should function as the Student Engagement Officer (SEO) responsible for helping the Class Representatives (CRs) and the Student Campus Representative set up and run successful Student Campus Committee (SCC) meetings.

### **Election of the Student President**

Once every year, one member of the Student Council is elected to be the Student President. The Student President must be a member of the Student Council and only members of the Student Council may vote to elect the Student President. A Student President can be re-elected by the members of the Student Council, or a new member of the Student Council could be elected.

### **Selection of the Vice President**

The Student President selects one member of the Student Council who volunteers to be the Vice-President. The Vice-President should attend all meetings with the President, take minutes of meetings and write reports. If the Student President is unable to attend an event, the Vice-President will attend for them. If the Student President resigns, the Vice-President will automatically become the Student President and will select a new Vice-President. The new President and Vice-President will remain in position until the next election.

### **Student Events Coordinator**

The Student President and Vice-President appoint a Student Events Coordinator if they can find a volunteer from amongst the Student Council members who is willing to organise events for students to participate in.

### **Student Engagement Coordinator**

The Student Engagement Coordinator (SEC) is a member of staff who coordinates with the Student Engagement Officers (SEOs) in every campus, as well as the Student President and Vice-President, in order to ensure the smooth running of the Student Council. The SEC may attend Student Council meetings by invitation only, in order to lend support to students. The SEC also participates in the Personal Tutor Council (PTC) and the Tutor-Student Liaison Committee (STLC) in order to ensure clear and effective lines of communication between Student Representative and Tutors.

### **Maintaining the Student Council.**

The following summary of steps will ensure the ongoing maintenance of the Student Council:

- A member of Staff talks to the students who have enrolled at the College about the Student Campus Committee (SCC) and Student Council (SC)
- The benefits of participating in the Student Campus Committee (SCC) and Student Council (SC) are explained
- Class representatives are selected by their classmates through nominations and voting and attend Student Campus Committee meetings.
- All programmes and levels of study are represented on the Student Campus Committee
- The Student Engagement Officer will act as a staff advisor for the Student Campus Committee and will attend their meetings if invited.
- The Student Engagement Coordinator will act as a staff advisor for the Student Council and will attend their meetings if invited.
- A sufficient number of students on the Student Council will ensure that all campuses, programmes and levels of study are represented
- The Student Council elects a Student President annually. They can re-elect the same person if they wish
- The Student Vice-President is appointed by the Student President to support the Student President by taking minutes at meetings and writing reports
- The Vice-President attends all meetings with the President and may take over from the President at any time that the President is unavailable or resigns

### **Student Council Membership**

Student President (Chair)

Student Vice-President

Student Events Coordinator

Student Campus Representative

If they wish, the Student Council may invite one or more members of staff at the College to attend their meetings and provide support to the Student Council e.g., the Student Engagement Coordinator.

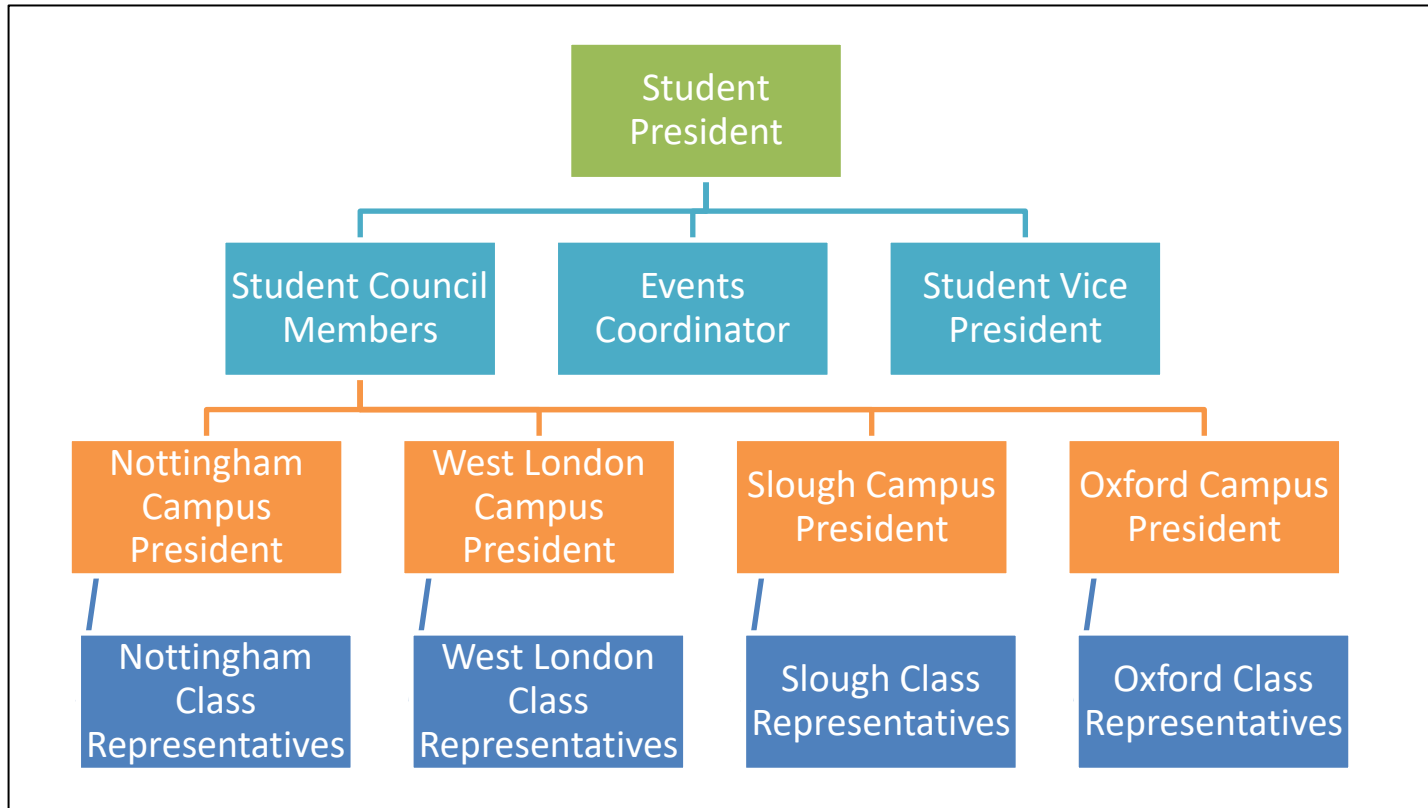
### **Quorum**

The quorum required for the Student Council meeting to take place is a minimum of four members(one for every campus).

**Frequency of meeting**

The Student Campus Committees and the Student Council hold quarterly meetings and the Student Council reports to the Academic Board and the Board of Governors.

## 10 Student Council Structure



# 11 Student-Tutor Liaison Committee (STLC)

The student-Tutor Liaison Committee (STLC) implements the Student Engagement Policy by allowing student and tutor representatives to meet, discuss, and agree upon resolutions to any issues of concern to students and tutors. The STLC recommends and implements steps to actively engage students, individually and collectively, in the quality of their educational experience.

The key objectives of the STLC are:

- To receive feedback from students about their experience at the College.
- To discuss and resolve student concerns, but not including formal complaints.
- To discuss and resolve concerns that tutors may have with students.
- To agree upon recommendations for improvements to the learning, teaching and assessment experience of students and/or tutors to the Academic Board (AcB).
- To actively recommend and promote good practices for enhancing the student experience.
- To actively promote effective lines of communication between students, tutors, the AcB and the Board of Governors (BoG).

## **The STLC reports to:**

The Academic Board.

## **Membership**

Committee Chair (Tutor)

Tutors representing the Personal Tutor Committee

Students representing the Student Council

## **Quorum**

The quorum required for the STLC meeting to take place is a minimum of four members.

## **Frequency of meetings**

The Student-Tutor Liaison Committee holds quarterly meetings.

# 12 Partnership and Programme Review and Development Committee (PPRDC)

Apart from creating its own OBC International Foundation Programme, the College does not design its own programmes. However, the Partnership Programme Review & Development Committee (PPRDC) has delegated responsibility to consider and recommend development proposals for the addition, withdrawal, and significant alteration of any partnership and/or programme of study at the College. The PPRDC runs entirely according to the Partnership and Programme Review and Development Policy (PPRDP) guidelines. Although reporting to the Academic Board (AcB), the PPRDC works closely with its related panel, the Strategy Planning and Advisory Panel (SPAP) which reports to the Senior Management Team (SMT). Whilst reporting directly to the AcB, the PPRDC consults extensively with the SPAP and SMT concerning the business viability of existing and potential partnerships and/or programmes, their operational feasibility and their academic alignment to the College's learning teaching and assessment strategy.

## The key objectives of the PPRDC are:

- To develop a clear strategy for the curriculum design of all academic programmes at the College.
- To advise on priorities, such as new pedagogical developments and other strategic initiatives and make recommendations to the Academic Board (AcB) on the viability of such developments and academic programmes.
- To ensure that the College designs and/or delivers high-quality courses.
- To ensure that any proposal to introduce a new partnership or programme of study, or any changes or amendments to partnerships and programmes of study receive robust scrutiny before being approved.
- To carry out an academic review of all new developments and/or programmes of study within the College, including major changes or amendments to partnerships and programmes of study.
- To ensure that the threshold standards for all qualifications delivered at the College are consistent with the levels and qualification descriptors in the Framework for Higher Education (FHEQ).
- To support the Strategic Planning and Advisory Committee, which reports to the SMT and carries out due diligence of a prospective partner when required.
- To ensure that all the resources needed for all new and existing programmes of study at the College are adequately resourced including staffing requirements, appropriate facilities, learning resources



and student support services to deliver a high-quality academic experience.

- To ensure that relevant Staff Development is in place so that academic staff know and understand how to deliver any new programme in line with the Framework for Higher Education Qualifications (FHEQ) as well as the relevant national Subject Benchmark Statements.
- To report to, and advise, the AcB on proposed developments in making recommendations to the Board of Governors (BoG) for approval.

### **The PPRDC reports to:**

The Academic Board

### **Membership**

The PPRDC includes the following members:

Executive Principal (Chair)

Head of Programmes

Head of Student Support Services

Head of Marketing & Admissions

External Member(s)

Student President

Alumni

### **Quorum**

The quorum required for a PPRDC meeting is a minimum of three members.

### **Frequency of meeting**

The PPRDC holds annual meetings and submits a yearly report to the Academic Board. Additional extraordinary meetings may be called if required. For example, an extraordinary meeting would be called if the College plans to establish a new partnership or make alterations to an existing partnership.

## 13 The Assessment/Exam Board (AEB)

Assessment/Exam Boards (AEB) oversee the implementation of assessment processes and the quality assurance of assessments. They provide the internal and/or external scrutiny of assessment processes to ensure that grading and classification processes within the College are reliable, fair and transparent. They ensure that students who receive qualifications have been given the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

### Assessment/Exam Board (Partner-Led)

The College's partner organisations will usually run an Assessment/Exam Board (AEB) when students in a course or programme progress from one level of study to the next and/or when they complete their studies. These may or may not be attended by the OBC Executive Principal, Examination's Officer or Programme Leaders and/or other College staff responsible for delivering Assessments or Examinations. In these cases, the Terms of Reference that the partner organisation provides will take priority and should be followed. However, the minutes of the meeting(s) and/or reports must be submitted to the Academic Board (AcB). In the absence of a Partner-Led AEB, the relevant OBC Examinations Officer will hold an OBC-Led AEB meeting and follow the Terms of Reference provided below.

### Assessment/Exam Board (OBC-Led)

- The Assessment/Exam Board (AEB) is responsible for ensuring examinations and assessment procedures under their remit are carried out following College and awarding body regulations and any other regulations that may govern programme(s).
- The key objectives of the Assessment/Exam Board (AEB) are:
- To ensure that the rules and regulations relating to progression and/or completion are applied consistently and that those standards are maintained.
- To confirm marks for Pearson Edexcel modules taught by the College when relevant.
- To liaise with universities where relevant and ensure that marks are inputted on university platforms (as agreed with the university, for example, Bucks New University' Mark Entry').
- To receive recommendations on Mitigating Circumstances and finalise marks.
- To apply the rules and regulations in determining progression issues.
- To grant or refuse permission for students to be reassessed for any element of assessment in any module/unit within the Assessment/Exam Board's remit and arrange the mechanism for considering and approving the results of such assessments.

- To make recommendations for the conferment of the approved awards for those students who have completed the course.
- To make decisions on students' eligibility for progression to the next stage.
- To make a final decision regarding students' eligibility to continue their registration on the course.
- To make a judgement concerning any breaches of regulations reported to the AEB.
- To receive minutes and/or reports from panels on any Academic Malpractice such as Plagiarism.
- To receive minutes and/or reports from panels on Mitigating Circumstances
- To analyse the success rates of students for particular modules and pass on the findings and any recommendations when reporting to the AcB.
- To monitor and disseminate developments relating to enhancing the student assessment process.
- The Assessment/Exam Board receives reports from the following Committees/Panels:
  - Academic Malpractice and Plagiarism Panels across all campuses
  - Mitigating Circumstances Panel cross all campuses.

#### **The Assessment/Exams Board reports to**

The Academic Board

#### **Membership:**

Executive Principal

Senior Examinations Officer

Registrar

Head of Student Support and Welfare

Programme Leader(s)

Programme Coordinator(s)

Academic Staff representatives from relevant campuses

#### **Quorum:**

The quorum required for an Assessment/Exam Board meeting is a minimum of four members.

#### **Frequency of Meeting:**

The Assessment/Exam Board holds quarterly meetings.