

Quality Assurance Policy

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External references	<p>Quality Assurance Agency (QAA)</p> <p>University Partners</p> <p>British Council (BC)</p> <p>Pearson (Edexcel)</p>

	International Organisation for Standardisation (ISO) Accreditation Service of International Colleges (ASIC) Office for Students (OfS)
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1 Introduction

This policy sets out the goals, principles and rules the College employs in order to sustain and enhance the quality of education and related services experienced by students at the College. The focus is on internal quality assurance (IQA), but includes compliance with external quality assurance) carried out by external organisations including the College's partners. The policy is designed to ensure that all standards expected by students, staff and external organisations are met, and that they are exceeded wherever possible. To this end the College sets out to appraise and enhance the quality of the student experience to its optimum as part of an ongoing process of self-assessment, development and improvement.

2 Purpose

This policy aims to inform staff, students and all other stakeholders about the College's approach to IQA and ensure that all aspects of college provision are monitored, appraised and enhanced on an ongoing basis throughout the academic year.

3 Scope

The College is committed to providing quality assurance in all sites, all programmes and every part of College life that impacts on students including the following areas:

- Student Recruitment
- Admissions
- Learning and Teaching
- Assessments
- Student Support & Welfare
- Student Engagement
- Operations

- Staff Recruitment
- Physical environment
- Management
- Graduation and Employment Outcomes

All staff are expected to participate in quality assurance at the College through self-reflection, completing surveys, participation in meetings and submitting reports as required. Staff are appraised and if they are line manager other staff will also carry out staff appraisals. Staff should monitor the quality of the work they are responsible for and report on any areas for improvement immediately to their line manager.

4 Aims and objectives

4.1 Aims

The College recognises that IQA is more effective with continuous leadership and stakeholder commitment. This is achieved through the development of the Corporate Academic Governance Framework (CAGF), which is designed to ensure the College meets the four key priorities set down in its Strategic Plan. The CAGF underpins the Academic Management Framework, which sets out the Committees, Boards and policies that ensure that effective quality assurance and enhancement processes are embedded in all of the College activities. The approach to self-assessment is based upon objective evaluation of outcomes from reports, feedback, observations and performance data including the experiences of students, teachers, programme leaders and other stakeholders.

4.2 Objectives

- Arrangements for quality assurance are known and fully understood by staff and work effectively to ensure positive outcomes for students.
- An overall framework (AMF) and approach are adopted by the college, which is able to provide internal oversight of academic quality and incorporate quality assurance requirements of external partners or awarding organisations.
- A self-reflective approach is promoted in the college to encourage students and staff to make constructive criticism where required without fear of repercussions.

- A bottom-up approach which places student and frontline staff experience and continuous improvement at the forefront of all considerations.
- Action and development planning is conducted on a quarterly basis through the various committees that report to the Academic Board.
- A self-assessment process referred to as the annual monitoring review (AMR) cycle meets the needs of all stakeholders and is aligned with QAA expectations and core practices.
- Observations of learning and teaching including peer observations are conducted in order to ensure education in all sites and all programmes are aligned with the College's Learning Teaching and Assessment Strategy (LTA) and that faculty share good practice and continuously improve teaching performance.
- Module evaluations that take student views on board and develop action plans are carried out in order to maintain standards and to continuously improve learning and teaching
- End of year student surveys also provide the College with the views of students across a wide range of services provided by the College.
- A system is in place to ensure that any concerns or complaints about performance that may impact on student satisfaction are identified early and that an effective plan is in place to improve on areas of concern quickly and efficiently.
- Staff appraisals are conducted annually, and continuous professional development (CPD) is provided internally by staff and externally through the College's links with Professional Statutory and Regulatory Bodies (PSRBs).
- Staff are provided with opportunities to monitor and evaluate quality assurance and provide feedback on its effectiveness through self-evaluation meetings and staff surveys.

4.3 Quality and Enhancement Committee (QEC)

All stakeholders at the College are expected to play a role in the continuous monitoring and improvement of quality at the College included staff and students. However, the Quality and Enhancement Committee (QEC) is directly responsible for monitoring and reviewing quality and for making enhancements to College services that help improve the quality of the student experience. As the deliberative arm of the Academic Board, the QEC meets at least once every month to carry out the following functions.

5 Quality Assurance

The QEC monitors and reviews all internal and external reports received about all activities at the College from admissions and staff recruitment to learning, teaching and assessment. The QEC ensures that policies and strategies are in place, updated and implemented, including the Admissions Policy, Learning, Teaching and Assessment Strategy, Observation of Learning and Teaching Policy, Assessment Policy and the Student Engagement Policy. The QEC also recommends and monitors training and support for the Continuous Professional Development (CPD) of staff.

6 Enhancement

The QEC also strives to enhance provision and services that impact on the student experience throughout the entire student journey and beyond. This includes identifying areas of good practice, and dissemination them across all campuses and programmes whenever possible to ensure a consistent approach to quality enhancement is taken. The QEC follows up on action plans to ensure they progress to a complete and successful conclusion and that feedback on action taken is communicated effectively to all stakeholders. They also evaluate the impact of enhancements implemented and communicates their successes and lessons learnt to all stakeholders. The QEC also makes recommendations for further enhancements and enhancement strategies to the AcB.

7 Quality Assurance and Enhancement timeline and reporting structure

The timeline for quality assurance activity aligns to the academic year starting September and concluding August of the following year. The College Quality assurance cycle is split into to Annual, Termly and Monthly reporting, that includes the Annual Monitoring Report (AMR), Termly Programme and operational progress reporting, and Student Council Feedback at QEC and Student and end of module surveying, and monthly monitoring of performance data by the SMT. The timeline is summarised in Appendix 2

So that correct oversight is given the reporting structure of these processes is outlined in Appendix 3.

8 The QEC aims 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

9 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.

10 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.

11 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.

12 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

13 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.

14 Risk Assessment

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

15 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).

15.1 Annual Monitoring and Review (AMR)

- To monitor outputs from internal and external monitoring reviews, which includes Quarterly Reviews and reviews from the 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.
- To support the AcB in setting up the AMR Steering Committee for the compilation and production of the AMR.

The Academic Board oversees the compilation and production of the AMR as the culmination of the annual quality review cycle (see Appendix 2). Programme review data is collated; broader cross-institutional issues are considered such as student recruitment, retention, success and progression; the impacts of external factors are analysed; strategic opportunities and challenges are reviewed; and the implementation of recommendations from external reports are evaluated. All reviews are brought together in the Annual Monitoring Review (AMR) at the end the calendar year. The AMR concludes with recommendations that become the basis for a Development Plan to ensure the AMR process has real impact for ongoing improvement to college provision and the overall student experience.

The AMR includes, but is not restricted to, the following content Template in Appendix :

- Executive Summary
- Introduction
- Strategic Review
- HE strategic objectives and academic portfolio

- Progress on previous years action plan
- HE Portfolio
 - a. Courses delivered over the last three years.
- Programme Reviews
 - a. Student progression, retention, achievement, and graduate destinations
 - b. Learning, teaching and assessment.
 - c. Student support, engagement and welfare
 - d. Student voice and HE student satisfaction
 - e. Employer engagement
 - f. Partner review feedback
- Management & Governance
 - a. Strategic governance structures and management of quality and standards
 - b. Student Voice
 - c. Risk Management
 - d. Operational management structures, staffing, staff development and resourcing.
 - e. Published information.
 - f. Memberships & Accreditations
- Business Planning & Resources
 - a. The Three-Year Business Plan
 - b. Resource Plan
 - c. HE facilities and resources
- Conclusions

- Annual Development Plan
- Appendices

15.2 Review of quality assurance arrangements

The annual review provides an opportunity for the Academic Board to evaluate the effectiveness of the various processes which contribute to the quality assurance arrangements, in particular the following:

- Operation of the College committees
- Student recruitment and enrolment
- Student induction
- Teaching and learning
- Student retention and progression
- Assessment arrangements
- Internal verification
- External assessment scrutiny and formal recommendations
- Effectiveness and usage of the virtual learning environment
- Learning resources
- Number of complaints and appeals.
- Student engagement initiatives

15.3 External reference points

The College takes account of a range of important external reference points. These include:

- Requirements and expectations of awarding and validating bodies relating to the approval, delivery, assessment and certification of their approved programmes.
- Protocols and expectations relating to all qualifications on the *regulated qualifications framework* (RQF).
- OfS regulatory framework, especially condition B.
- The expectations for standards and quality as stated in the *UK quality code for higher education* produced by the *UK standards committee for quality assessment* (UKSCQ).
- Relevant legal requirements, particularly those relating to health and safety, employment law, equality and diversity.
- Requirements and expectations of the UK border agency in respect of visa students
- Specific expectations and guidance enacted in codes of practice of the competition and markets authority (CMA) and any other relevant bodies concerning marketing, advertising and human resource management.
- Guidance from the international standards organisation, relating to the standard iso 9001: 2015, both of which could be relevant as a point of reference in respect of quality management.

16 Appendix 1 AMR Template



Annual Monitoring Review document for
institutional review

[Date]

Contents

Executive Summary

Largely a positive statement

Introduction

In this section, please provide a brief introduction to the College and a reflective account of the period under review.

The summary should mention major developments and events, key staff changes, significant achievements, and significant challenges that the College has faced during the period under review. Significant developments in relation to external quality assessment and the Teaching Excellence Framework (TEF) should be discussed, and an update on progress with action points identified at the last institutional review event should also be included.

Supporting evidence:

College SAR reports for the last year

One year's worth of course level documentation (course committee minutes and action plans)

External examiner reports for the last academic year

Relevant documentation in relation to external quality

Updated institutional review action plan

Cover purpose and content

Strategic Review

HE strategic objectives and academic portfolio

In this section, please discuss the College's strategic objectives in relation to HE and the continued development of the HE Strategy, within the context of the Oxford Business College partnership. Include here any reflections on the operation of the partnerships with the Universities over the period under review, and ways in which collaborative working could be developed and enhanced in future to support the College's strategic objectives.

Ensure an evaluation on the progress against:

- 4. Excellence in Academic Achievement*
- 5. Enhancing successful Graduate Outcomes*
- 6. Sustainable growth and development*
- 7. Harnessing the benefits of inclusion and diversity*

Please comment on the future sustainability of existing validated courses and include details of any plans for HE provisions over the next five years (for example planned new courses or intended course discontinuations). Discuss how course teams are supported in terms of designing and developing new courses and in preparing for course re-approval.

Supporting evidence:

College vision statement

College HE strategy

Progress against these

Progress on previous years action plan

HE Portfolio

Courses delivered over the last three years

Please list all the courses delivered at the College over the past three years, including current enrolled numbers at each level of study.

Recruitment, admission and enrolment of students

Please outline entry criteria for HE programmes and how consistency of approach in terms of recruitment and admissions processes is ensured within the College, in line with Universities expectations. Please evaluate how successfully the enrolment process is managed in partnership with the Universities.

Include an evaluation of student recruitment levels, student entry profiles and the success of widening participation initiatives, referring to recruitment, widening participation and entry profile data where appropriate. Where relevant, include evaluative commentary on any arrangements or initiatives to enhance recruitment and support the transition to HE (for example for mature or non-traditional entrants).

Please include an evaluation of student induction processes within the College, and any arrangements for the re-induction of continuing students.

Supporting evidence:

Recruitment trends data

Widening participation trends data

Programme entry profile data

Student feedback on induction

PPRDC Minutes

Programme Reviews

Please provide an objective evaluative review of programme performance over the last academic year. This evaluation should include all programmes covering all current partnerships.

Student progression, retention, achievement, and graduate destinations

Please provide an evaluative commentary on student progression, retention, achievement, and graduate destinations within the College, drawing on relevant datasets showing performance over the last five years. Discuss action taken / to be taken to disseminate good practice and address any areas of weakness.

Supporting evidence:

Student progression and retention data (including non-continuation rate trends)

Student achievement data (including differences in degree outcomes)

Graduate destination data

Learning, teaching and assessment

Please provide a reflective account of the College's approach to learning, teaching and assessment, including discussion of how the College ensures alignment with the University's Learning, Teaching and Assessment Strategy and relevant framework documents (for example the Teaching and Learning Framework and the Assessment and Feedback Framework). Include an evaluative commentary on any institutional level initiatives within the College to enhance learning, teaching and assessment and to engender an HE ethos, including discussion of the College's approach to the Teaching Excellence Framework.

As part of this section, please discuss how good practice in relation to learning, teaching and assessment is identified and disseminated, and how academic staff are supported in terms of enhancing their professional practice (cross-referencing to staff development section where appropriate).

Supporting evidence:

Any local learning, teaching and assessment strategies

Student feedback on learning, teaching and assessment (e.g., NSS data, internal student survey data)

Data on assessment feedback turnaround times within the College

TEF submissions and outcomes

Lesson Observations

Annualised CPD

Student support, engagement and welfare

Please include an evaluative commentary on the effectiveness of HE student support systems within the College (including academic support, pastoral support, careers guidance and support for students with additional needs). Please include reflection on the effectiveness of links with relevant support services at the Oxford Business College, including Student Support Services, Learning Services and the Students' council.

Supporting evidence:

Data showing student satisfaction with support services

Oxford Business College Student Support reports

Student voice and HE student satisfaction

Please include a reflective account of how effectively the student voice is heard and employed within the

College to secure ongoing enhancement; how student representatives are supported in their role; and how students are kept informed of action taken in response to their feedback at module, course and institutional level.

As part of this, please include an evaluation of the outcomes of the National Student Survey, the Oxford Business College Student Survey and relevant internal college surveys in the period since the last institutional review. Please discuss action taken at institutional level to disseminate good practice and deal with any issues arising from these surveys.

Supporting evidence:

Details of student representation on relevant committees

Sample course committee minutes

Where relevant, notes from student forums (or equivalent)

HE student satisfaction data

Other evidence of student engagement

Student Council Committee action plans

Evaluation of Student Complaints

Employer engagement

Please provide an evaluative commentary on employer engagement within the College, discussing the extent to which employers are involved in course design, development and delivery. As part of this, please discuss arrangements for ensuring that work placement and work-based learning opportunities for students align with the expectations within the Universities Work-Based and Placement Learning Policy.

Supporting evidence:

Employer forum minutes (or equivalent)

Sample work-based learning handbooks

Partner review feedback

In this section, please provide a summary of the outcomes of any external scrutiny of the College since the last institutional review (e.g., QAA quality review, Partners annual provider review (APR) and periodic assurance review visits, TEF outcomes, professional, statutory or regulatory body (PSRB) (re)approval events). Outline action taken to disseminate good practice and address any areas of risk and/or concern. For imminent external scrutiny or review, please discuss preparatory work undertaken to date and any perceived risks or concerns (and how these are being addressed).

Supporting evidence:

Partner annual provider review outcomes

Outcomes of periodic assurance review visits and associated action plans

TEF submissions and outcomes

Other relevant external review reports and action plans

Management & Governance

Strategic governance structures and management of quality and standards

In this section, please summarise how HE provision is overseen and managed within the College, from both an academic and executive governance perspective. This should include commentary on how the College's governing body maintains oversight of the HE provision offered within the College, and how alignment with the relevant external code of good governance is ensured.

As part of this, please include an evaluation of how effective the College Academic Committee is in overseeing the quality and academic standard of provision within the College, including ensuring adherence to relevant Oxford Business College and partner policies and procedures, managing the student experience at a local level and disseminating good practice between course teams. Please also evaluate the extent and effectiveness of work of relevant Oxford Business College committees.

Supporting evidence:

Governance structure diagrams

Committee membership and terms of reference (including College Academic Committee)

College Academic Committee minutes for the past year

Extracts from governing body minutes relating to HE provision

Student Voice

A self-evaluation report from the student council that looks to evaluate the colleges effectiveness and approach to providing an excellent academic experience. This report should focus more on the student s college based experience rather than a specific programme, this report may consider evaluation of the students physical resources, the development of a student community, management and

communication from the college, as well as opportunities provide to enhance their experience outside the classroom.

Risk Management

This section provides an update on the college approach to risk management and the organisational risk the college is facing, and its approach to mitigate such risks.

Operational management structures, staffing, staff development and resourcing.

CPD for operational staff covered here, Focus on decentralised functions

Please describe key operational staffing roles within the College (including HE Manager and HE Administrator or equivalent) and provide an evaluative commentary on how such staff are prepared for and supported in their role. Please evaluate how successfully these individuals are able to interact with relevant staff at the Oxford Business College in order to support the strategic and operational management of the partnership.

In relation to operational staffing, please discuss processes for recruiting and selecting staff as well as associated induction and support arrangements.

Finally, please provide an evaluative commentary on professional development opportunities for staff, including levels of engagement with opportunities provided by the University (and any associated barriers or enablers to facilitate this). Discuss arrangements for staff appraisal, and how key themes arising from appraisals inform staff development planning within the College.

Supporting evidence:

Structure charts

Role descriptions (including HE Manager or equivalent)

Professional development event programmes

Published information

Please discuss arrangements within the College for ensuring that published information is complete, accurate and up to date, in accordance with Oxford Business College requirements, Competition and Markets Authority (CMA) guidance and the expectations within of the UK Quality Code.

Supporting evidence:

Exemplar course handbooks

Current College publicity material relating to HE provision (including material on the College website)

Memberships & Accreditations

Chartered Association of Business Schools

Student Support and Welfare Services

Memberships and Accreditations

Business Graduate Association (BGA)

Matrix Standard

National Network for the Education of Care Leavers

Academy of Management

Other Memberships and Accreditations

Office for Students

Investors in People

Business Planning & Resources

The Three-Year Business Plan

Resource Plan

HE facilities and resources

Please outline how the College ensures that appropriate facilities and resources are in place to support the delivery of HE provision. Include information on current and planned resources, including learning and teaching facilities, specialist facilities for particular subject areas, ICT resources, library provision, use of the virtual learning environment (Learn), social facilities for HE students and, where relevant, residential accommodation provided by the College.

Supporting evidence:

Campus map showing facilities / resources

Details of recent investment in facilities / resources to support HE

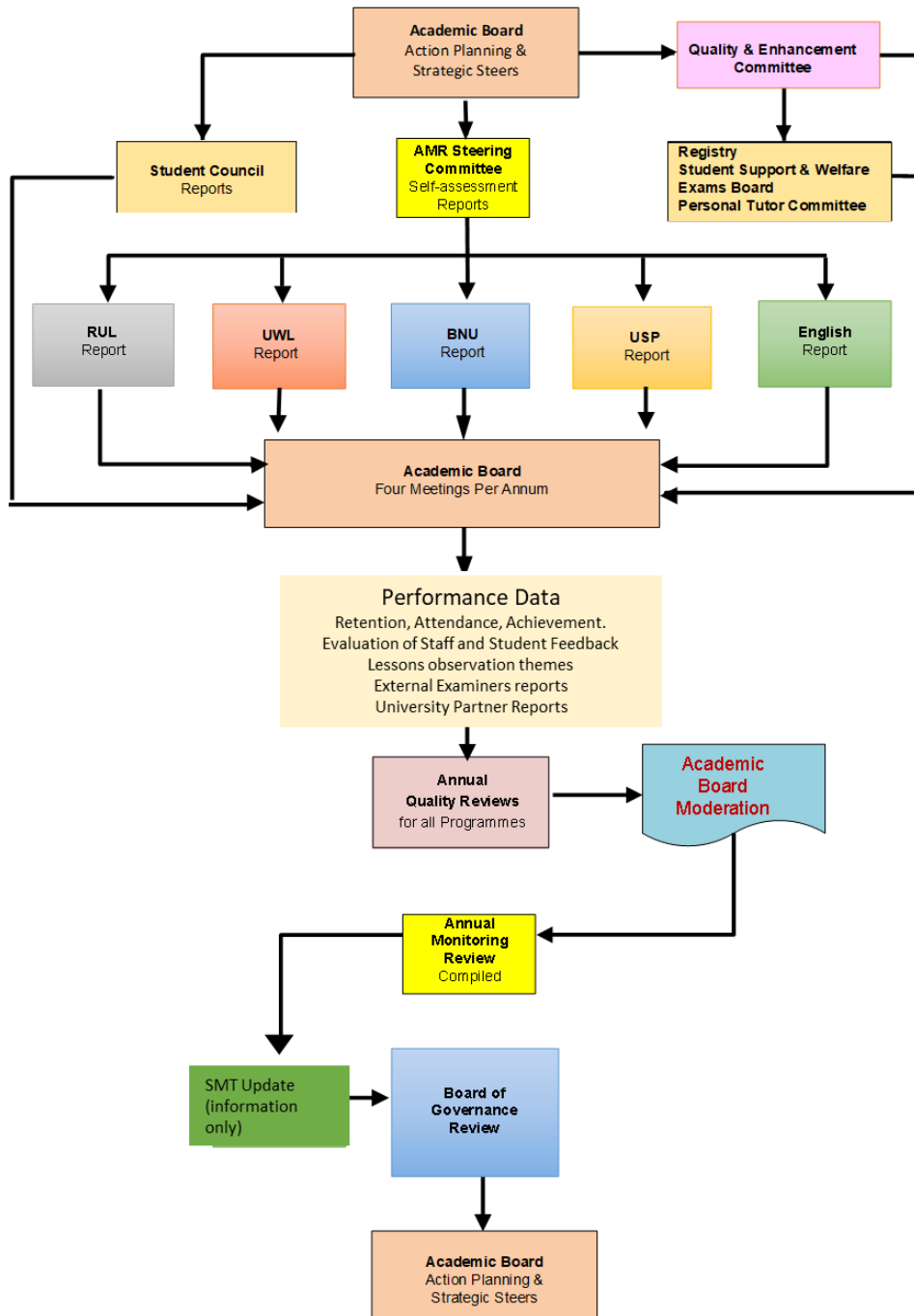
Library expenditure on books, journals and electronic resources over the last year

Conclusions

Annual Development Plan

Appendices

Appendix 2 Quality assurance and Enhancement reporting lines



Appendix 3 : Academic Review Cycle Flow Chart

Table 1 below shows the calendar over five years for the annual review cycle as illustrated in the flowchart above. The cycle begins at the start of the year when the Academic Board sets strategic steers for the Student Council, the Quality & Enhancement Committee and the Annual Monitoring Review (AMR) Steering Committee. This is followed by four sets of quarterly committee meetings that report to the Academic Board, including programme reports and campus reports submitted by the Heads of Programme and Campus Principals. This culminates after the fourth quarter with an end of year AMR drawn from the reports submitted to the Academic Board including all the performance data received. This is submitted first to the Senior Management Team for comment and then to the Board of Governance for comment and approval. The final version is returned to the Academic Board and the cycle begins again.

Table 1: Five Year Annual Review Cycle

YR1				
Nov	Mar	Jun	Sep	AMR
2019	2019	2019	2019	Jul 19-Aug 20
YR2				
Nov	Mar	Jun	Sep	AMR
2020	2021	2021	2021	Oct 20-Nov 21
YR3				
Dec	Mar	Jul	Nov	AMR
2021	2022	2022	2022	Dec 21-Nov 22
YR4				
Feb	May	Aug	Nov	AMR
2023	2023	2023	2023	Dec 22 - Nov 23
YR5				

Feb	May	Aug	Nov	AMR
2024	2024	2024	2024	Dec 23 - Nov 24

Table 2 below shows all the Committees and Boards that met in the last quarter of the previous year leading up to the AMR that was completed in December 2022, and those that will be meeting over the next four quarters of the next year. Those highlighted in blue report to the SMT and those highlighted in brown report to the Academic Board.

Table 2: Committees and Board over five quarters from Oct 2022 to Dec 2023

Quarterly Committees/Boards	Q4	AMR	Q1	Q2	Q3	Q4	AMR
Talent Management Committee	03-Oct-22	AMR Dec 21 - Nov 22	01-Jan-23	01-Apr-23	30-Jun-23	28-Sep-23	AMR Dec 22 - Nov 23
Marketing & Communications	05-Oct-22		03-Jan-23	03-Apr-23	02-Jul-23	30-Sep-23	
Registry Committee	17-Oct-22		15-Jan-23	15-Apr-23	14-Jul-23	12-Oct-23	
Student Support & Welfare	18-Oct-22		16-Jan-23	16-Apr-23	15-Jul-23	13-Oct-23	
Admissions Committee	18-Oct-22		16-Jan-23	16-Apr-23	15-Jul-23	13-Oct-23	
Student Council	20-Oct-22		18-Jan-23	18-Apr-23	17-Jul-23	15-Oct-23	
Equality & Diversity Committee	25-Oct-22		23-Jan-23	23-Apr-23	22-Jul-23	20-Oct-23	
Quality & Enhancement Committee	28-Oct-22		26-Jan-23	26-Apr-23	25-Jul-23	23-Oct-23	
Personal Tutor Committee	01-Nov-		30-Jan-23	30-Apr-23	29-Jul-23	27-Oct-23	
Student-Tutor Liaison Panel	03-Nov-		01-Feb-23	02-May-	31-Jul-23	29-Oct-23	
Compliance Committee	03-Nov-		01-Feb-23	02-May-	31-Jul-23	29-Oct-23	
Operations Committee	17-Nov-		15-Feb-23	16-May-	14-Aug-	12-Nov-	
Academic Board	23-Nov-		21-Feb-23	22-May-	20-Aug-	18-Nov-	
Senior Management Team	25-Nov-		23-Feb-23	24-May-	22-Aug-	20-Nov-	
Audit Committee	30-Nov-		28-Feb-23	29-May-	27-Aug-	25-Nov-	
Board of Governors	07-Dec-		07-Mar-23	05-Jun-23	03-Sep-23	02-Dec-	