

Policy number	65		
Policy name:	Academic Governance Framework		
Version Number:	1		
Developed by:	Steven Muddin		
Policy status:	Approved		
Date Approved:	24 th January 2020		
Next Review due by:	29 th May 2021		
Applicable to:	Staff members, Governing Board		
Related Policies/Procedures:	Management and Governance Policy		
Equality and Diversity	Equality Impact assessment was undertaken for this policy.		
REVISION HISTORY			
Version	Date	Revision description/Summary of changes	Author

1. Introduction

The Academic Governance Framework describes Higher Rhythm's policy for effective academic governance.

Higher Rhythm operates a comprehensive framework of academic governance that provides structured opportunities for staff and students to engage on issues at all levels of the organisation.

The aim of Higher Rhythm's approach to academic governance is to minimise bureaucracy and establish a clear distinction between management and governance by making the Education Committee accountable for decisions and strategic delivery, consultation and communication in their areas of responsibility and for providing assurance through regular reports to the Governing Board. The reports include Key Performance Indicators in the following areas:

- Course uptake
- Attendance statistics
- Grades and qualifications performance
- Internal progression data (from FE to HE)
- Representation of people with protected characteristics in the student population
- Financial overview of academic provision

2. Higher Rhythm Academic Governance Framework

The academic governance framework at Higher Rhythm is based on the following principles:

1. The Education committee is responsible for the academic activity of Higher Rhythm with a particular emphasis on safeguarding academic standards and promoting academic freedom;
2. The clear distinction between management and governance through the Education Committee and CEO who are accountable for their areas of responsibility;
3. The appointment of individuals with responsibility for taught programmes.

3. Relationship to Corporate Governance

The Education Committee is the body responsible for the academic activity of Higher Rhythm, subject to the general supervision and control of the Governing Board. The Governing Board's oversight of Higher Education Committee is regulated by its commitment, through the CUC Code of Governance, to the principles of higher education and academic freedom. The responsibilities of the Governing Body in relation to academic governance are therefore:

1. To approve Higher Rhythm's strategy and oversee the educational character of the organisation;

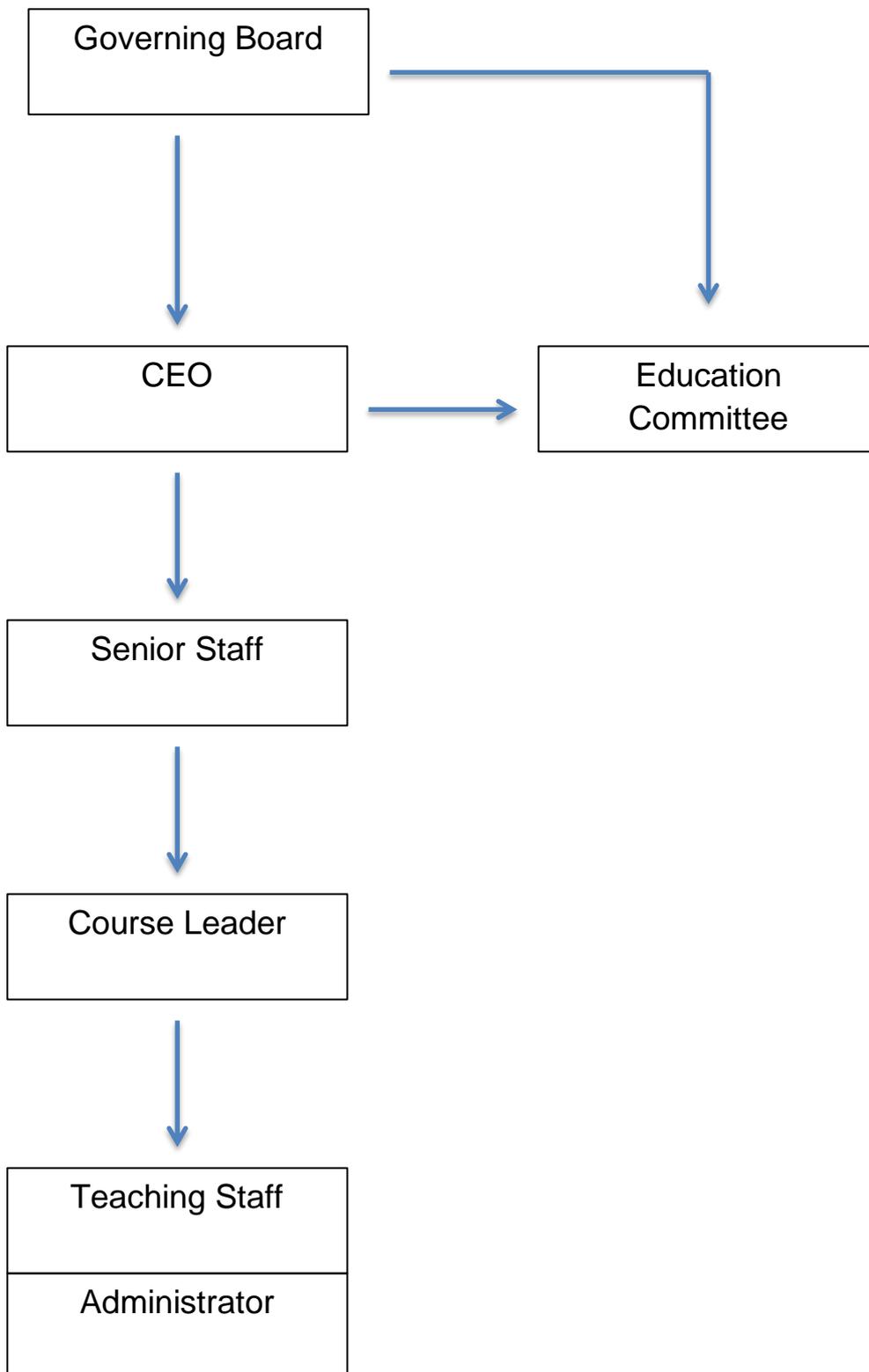
2. To assure itself that Higher Rhythm has an effective framework, overseen by Higher Education Committee, to manage the quality of learning and teaching and to maintain academic standards;
3. To have oversight of all major academic partnerships involving significant risks;
4. To assure itself that student complaints are addressed effectively to encourage student engagement in academic governance and to ensure that appropriate provision is made for the general welfare of students, in consultation with Education Committee.

4. Delegation Framework

A delegation framework for our Academic Governance provides a structure to assume clear levels of responsibilities throughout the organisation.

Any decision which falls outside the remit of the Education Committee, or is required in order to implement a decision of Education Committee, will be made by the relevant individual with appropriate authority.

The following delegation structure is in place:



Governing Board

Higher Rhythm's Governing Board has overall responsibility for:

1. Developing Higher Rhythm's strategic and operational plans.
2. Determining the educational character and mission of Higher Rhythm and for oversight of its activities.
3. Ensuring that financial control and risk management procedures are robust.
4. The effective and efficient use of resources, the financial viability of Higher Rhythm and safeguarding its assets, including ensuring value for money.
5. Approving annual projections of income and expenditure (and statements).
6. Appointing external auditors.
7. Ensuring that satisfactory arrangements are in place to promote economy, efficiency and effectiveness for the management and quality assurance of data submitted to funding bodies, Office for Students, and other relevant organisations.
8. Appointing particular key post holders including the CEO and overseeing their contracted terms and conditions.
9. Setting a framework for the pay and service conditions of all other members of staff.
10. Making rules regarding conduct, suspension and dismissal of staff and staff grievance procedures.
11. Ensuring an effective framework, overseen by Education Committee, to manage the quality of learning and teaching and to maintain academic standards.
12. Approving rules regarding the conduct of students and ensuring that students have opportunities for raising concerns.
13. Ensuring that appropriate provision is made for the general welfare of students, in consultation with Education Committee.
14. Overseeing major academic partnerships that involve significant risks.
15. Approving the composition of the Higher Rhythm Education committee.
16. Agreeing policies (including those relating to students from admission to graduation) and delegating implementation of policies via the CEO.

Education Committee

Higher Rhythm's Education committee has overall responsibility for:

1. Developing the academic strategy of Higher Rhythm in accordance with the character and mission determined by the Governing Board.
2. Teaching and Courses.
3. Criteria for student admissions.
4. Appointment and removal of internal and external examiners.
5. Policies and procedures for assessment and examination of academic performance of students.
6. Curriculum content.
7. Academic Standards and the validation and review of courses.
8. Any regulations and frameworks that govern Higher Rhythm's academic award.
9. The procedures for awarding qualifications.
10. The appointment and removal of internal and external examiners.
11. The procedures for expelling students for academic reasons.
12. Advising the Governing Board of the resources needed to support Higher Rhythm's academic activities.
13. Advise on such other matters referred to it by the Governing Board.

CEO

The CEO is responsible for:

1. The executive management of Higher Rhythm and its day-to-day direction and provides the vision and leadership necessary to put the Governing Board's decisions into effect.
2. Providing leadership, both academic and administrative, to the whole organisation.
3. Advises the Governing Board on Higher Rhythm's annual financial statements and monitors performance and effectiveness of the internal and external auditors.

4. Seeks to assure the Governing Board that Higher Rhythm has adequate financial and management controls in place, which assure efficiency, effectiveness and value for money.
5. Considers Higher Rhythm's policies for risk management and monitors whether there is an adequate control of risk in relation to Higher Rhythm's activities.
6. Ensuring compliance with any statutory or regulatory responsibilities that relate to the activities of Higher Rhythm, providing advice to the Governing Board accordingly.
7. Being accountable for the public use of funds.
8. Development of procedures and policies for Higher Rhythm.
9. Representing Higher Rhythm externally, within the UK and overseas (if applicable).
10. Carrying out certain important ceremonial civic duties.
11. Advising on any matters referred by staff members.

Senior Staff

Senior staff members are responsible for:

1. Development of procedures relating to organisation and students from admission to graduation.
2. Operation of appropriate structures for academic governance.
3. Review of organisational policies and procedures.
4. Managing other members of staff (temporary, etc).
5. Reporting to CEO developments, concerns, issues, etc.
6. Ensuring that Higher Rhythm acts reasonably and with vigour in setting and then pursuing its objectives.

Course Leader

The course leader has overall responsibility for:

1. Providing academic leadership for the course, ensuring it reflects Higher Rhythm's policy, practice and processes; address and resolve issues relating to the quality

of course delivery, student satisfaction, student progress and retention as they arise.

2. Liaising effectively and working with all members of the course team, administrative and any other freelance staff to ensure that students receive high quality academic support.
3. Liaise with external bodies and internal colleagues to support the course design and delivery.
4. Shape and enhance the course design and future curriculum development.
5. Matters relating to the student experience

Teaching Staff

The teaching staff have responsibility for:

1. Planning and teaching lessons to the class they are assigned to within the context of Higher Rhythm's plans, curriculum and schemes of work.
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
3. Participate in arrangements for preparing pupils for external examinations.

Administrator

The administrator has overall responsibility for:

1. Providing admin support to staff members and students
2. Management of office equipment.
3. Handling external or internal communication or management systems.
4. Organising, arranging and coordinating meetings.

5. Student Engagement in Academic Governance

Higher Rhythm seeks to ensure that the student voice is represented at all levels of the academic governance framework. Due to the small nature of our Higher Education provision, which consists of a single HND programme with only 12 learners on each of

the two-year groups, the inclusion of one student member in the Education Committee provides adequate representation of the whole student population.

The course leader and the student representative work together to ensure that the course representative system is working effectively and that student membership of Education Committee is reviewed annually.

6. Evaluation Processes

Higher Rhythm will remain alert to the effectiveness of the academic governance framework, including the capability of existing structures to keep pace with strategic initiatives and the external landscape. The following mechanisms are embedded in the framework to facilitate an annual evaluation process:

- Members of Senior Management and Course Leader will report annually to the Education Committee about the operation, structure and effectiveness of the course.
- Members of the Education Committee will review reports received from the members of the senior management and course leader and will produce a report to be presented to the Governing Board
- Staff members will complete a brief questionnaire at the end of each academic year. The outcomes of the evaluation will be reported to the Education Committee and Governing Board, in the case of Education Committee, together with any applicable recommendations for amendments.

Appendix 1 – Equality Impact Assessment

Name of Proposal (policy/strategy/function/service being assessed)	Academic Governance Framework
Those involved in assessment:	CEO, Quality and Media Services Manager
Is this a new proposal?	Yes
Date of Initial Screening	January 24, 2020

What are the aims, objectives?	To set out HR's Academic Governance Framework
Who will benefit?	Staff, students, stakeholders
Who are the main stakeholders?	Staff and Governing Board
What are the desired outcomes?	Stakeholders understand HR's Academic Governance Framework
What factors could detract from the desired outcomes?	Non-awareness of this current policy.
What factors could continue to the desired outcomes?	Regular follow up and updates about blended learning.
Who is responsible?	Quality and Media Services Manager
Have you consulted on the proposal? If so, with whom? If not, why not?	Yes, Governing Board.

Which protected characteristics could be affected and be disadvantaged by this proposal (please tick)		Yes	No
Age	<u>Consider:</u> Elderly, or young people		✓
Disability	<u>Consider:</u> Physical, visual aural impairment, Mental or learning difficulties		✓
Gender Reassignment	<u>Consider:</u> Transsexual people who propose to, are doing or have undergone a process of having their sex reassigned		✓
Marriage and Civil Partnership	<u>Consider:</u> Impact relevant to employment and/or training		✓
Pregnancy and maternity	<u>Consider:</u> Pregnancy related matter/illness or maternity leave related matter		✓
Race	<u>Consider:</u> Language and cultural factors, include Gypsy and Travellers group		✓
Religion and Belief	<u>Consider:</u> Practices of worship, religious or cultural observance, include non-belief		✓
Sex/Gender	<u>Consider:</u> Male and Female		✓
Sexual Orientation	<u>Consider:</u> Know or perceived orientation		✓

What information and evidence do you have about the groups that you have selected above?

N/A

Consider: Demographic data, performance information, recommendations of internal and external inspections and audits, complaints information, ethnicity data, audits, service user data, etc.

How might your proposal impact on the groups identified? For example, you may wish to consider what impact it may have on our stated goals: Improving Access, Reducing Social Inequalities, Developing Confidence, Developing skills, Supporting Vulnerable People

Examples of impact re given below:

- a) Planning a trip with the students to a location, which may have impact on people with limited mobility.
- b) Planning to extend access to studio without considering how the services may be accessed by people with limited mode of transportation.
- c) Redesign of a services that is used by people who may not have English as a first language, and may be excluded from normal communication routes.

Please list the positive and negative impacts you have identified in the summary table on the following page.

Summary	
Positive impacts (note the groups affected)	Negative impacts (note the groups affected)
N/A	N/A

Summarise the negative impacts for each group:

N/A

What consultation has taken place or is planned with each of the identified groups?

N/A

What was the outcome of the consultation undertaken?

N/A

What changes or actions do you propose to make or take as a result of research and/or consultation?

Briefly describe the actions then please insert actions to be taken.
N/A

Will the planned changes to the proposal:

Please state Yes or No

Lower the negative impact?	N/A
Ensure that the negative impact is legal under anti-discriminatory law?	N/A
Provide an opportunity to promote equality, equal opportunity and improve relations i.e. a positive impact?	N/A

Taking into account the views of the groups consulted and the available evidence, please clearly state the risks associate with the proposal, weighed against the benefits.

N/A

What monitoring/evaluation/review systems have been put in place?

This policy, along with other policies, will be reviewed annually.

65.0 Academic Governance Framework

When will it be reviewed?

May 29, 2021

Date Review completed:	January 24, 2020
Signature:	Steven Mordin
Approved by:	Gwyn Ap Harri
Date Approved:	January 24, 2020