



Committee Handbook

February 2020



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INTRODUCTION

Welcome to the College HE Committees' Handbook, which provides information in relation to the HE deliberative and executive committee structure and where they sit within the wider College committee structure, and the terms of reference, together with additional information relating to the operation and membership of these committees.

The College uses its deliberative and executive committee structure for formal decision making. In addition to ensuring decisions are fully considered and formally recorded, they are used for consultation and communication, both internally and externally. Committees draw members from across the College, making a key contribution to collegiality, and are essential for the effective handling of College business. Discussing issues and making decisions through committees ensures that the College is operating transparently and is accountable for its activities.

In addition to this structure, the college uses various panels, steering/advisory groups, task and finish groups and forums. Their smooth running is essential to the future success of the College as an academic institution. The procedures and principles included here are recommended as good practice for other groups convened throughout the College. In addition, Freedom of Information legislation also requires a more uniform approach to how Committees are conducted, serviced and subsequent minutes recorded and stored; this is also covered in the Handbook.

SECTION 1: COMMITTEE PROCEDURES AND PROTOCOLS

1.1 GENERAL INFORMATION

It is important that all members of a Committee understand the following:

- The formal terms of reference of the committee;
- The constitution and membership of the committee;
- The role that the committee takes within the College;
- Any formal rules of procedure, regulations or customs and practice;
- The place of the committee in the College's committee structure and thus its reporting relationships.

1.2 THE ROLE OF THE CHAIR

The role of the Chair is to regulate the conduct of the Committee. S/he will determine the order of business within meetings and be responsible for achieving the completion of the Committee's tasks within the overall time available. The Chair will be responsible for ensuring that decisions will be taken or deferred, for facilitating fair and balanced discussion amongst members of the Committee, for seeking views or comments from members or non-members and, at the end of each item, enabling the Committee to reach a decision.

For some Committees, it may be appropriate for a Vice- or Deputy-Chair to be appointed in order that they may chair the meeting in the absence of the Chair, or just for a particular item of business if the Chair has a personal interest in it.

1.3 THE ROLE OF THE COMMITTEE SECRETARY

The role of the Secretary is to service the Committee and to work with the Chair to facilitate it. The Secretary will be responsible for ensuring that the membership of the Committee is as prescribed by its terms of reference (including arranging for elections/appointments to be made where appropriate) and informing members of any other information relating to the Committee, including dates of meetings.

The Secretary will be responsible for arranging meetings and drafting the agenda in conjunction with the Chair. The Secretary is also responsible for ensuring that the minutes are taken at the meeting and appropriate action taken after the meeting. The Secretary may also need to liaise with the Chair between meetings to conduct any business that arises. The role is essentially enabling and supportive.

1.4 THE ROLE OF COMMITTEE MEMBERS

All Committee members are required to:

- Understand the role and responsibilities of the committee, its remit and terms of reference;
- Make time to read and understand the papers prior to the meeting;
- Attend the meeting, or submit apologies where this is not possible;
- Be punctual and remain to the conclusion of the meeting;
- Contribute to discussion using inclusive language and in a respectful manner to other colleagues at all times and to address comments via the Chair.

1.4.1 NEW COMMITTEE MEMBERS

Recently appointed members may be invited by the secretary to meet the chair or secretary before their first meeting. The meeting should inform the new member of and where appropriate given access to:

- How to access the Committee Handbook
- A list of committee members
- The schedule of business
- The minutes of the previous meetings
- The dates and venue of the future meetings

The secretary should check whether new members have any individual requirements and make provision as necessary to enable everyone to participate fully in meetings.

1.5 PREPARATION FOR MEETINGS

1.5.1 CALENDAR

A calendar of all committee meetings is drawn up annually and will be made available on the College Calendar.

1.5.2 ANNUAL SCHEDULE OF BUSINESS

An annual outline schedule of business will be drawn up, setting out some of the key matters to be considered by the principal committees. Although committee agenda items can be proposed by any member of the College, the final agenda will be set by the Chair.

1.5.3 AGENDA SETTING

The order of the agenda will be decided by the Chair. However, the basic principle is that procedural items, such as confirmation of the previous minutes and matters arising, will be at the start of the agenda, the more substantial items will be towards the middle, with matters and/or minutes for report at the end. The agenda will also clearly identify the venue and start and finish times of the meeting.

Papers relating to particular items on the agenda may be prepared by a variety of people but will all be gathered together by the Secretary to circulate with the agenda. The Chair and Secretary will also ensure that the documents/papers will be of a style and length appropriate to the meeting, and that they are given a document number.

Agenda items will be numbered sequentially at each meeting. Wherever possible the item will be more informative than just a title and will indicate the objective of the item, for example, whether members are being asked to consider an issue or are receiving a paper for information. The initials of the presenter should also be provided.

Items listed on the agenda will indicate how they are to be dealt with by the committee, so the committee may be asked to note/receive/consider/approve/recommend/endorse items.

The following definitions may be of help:

- To **note**: to acknowledge information given. There is generally no need to discuss the item in question
- To **receive**: to formally receive the document or information. The committee is not being asked to make a decision
- To **consider**: to discuss the topic/document. The committee is not being asked to make a decision about it but is being asked for its views
- To **approve**: to discuss and reach a decision about something wholly within the committee's remit
- To **recommend**: to discuss an issue and recommend action to another body
- To **endorse**: to support a decision made elsewhere

Confidential items, which are not for publication, will be clearly identified on the agenda. Consideration will be given to the slot that item occupies, particularly where it would not be appropriate for certain members, e.g. student representatives, to be present at the discussion.

1.5.4 CIRCULATION OF PAPERS

Papers relating to agenda items will be provided to the Secretary in print-ready condition (either paper or electronic) no later than seven days before the meeting at which they are due to be considered. The Secretary will then arrange circulation of electronic copies of committee papers normally a minimum of five days before the

meeting. (The Chair and Secretary will control whether late papers will be deferred or considered at the particular meeting, subject to the committee's agreement).

If an agenda item includes documents to be produced separately from the main agenda papers (e.g. a bound document or report), sufficient copies of the documents should be supplied to the Secretary at the same time as the agenda papers.

1.5.5 NUMBERING OF PAPERS

All papers received by a committee must be referred to in the agenda and again in the minutes. It is a requirement of the formal committees that all papers for consideration will be circulated with the agenda. Papers should not be tabled, unless in exceptional circumstances, and with prior agreement from the Chair.

1.5.6 COVER PAPER

All papers and reports for SMT and HE Academic Board must be supported by a cover paper which should include a brief outline of the context of the paper, a summary of the key issues and proposals, and clear detail of the action the Committee is being asked to take. This will enable the Committee to manage more effectively the discussion and decision making process relating to the business before it.

Cover papers will normally be a maximum of one side of A4. In line with good practice reports/papers should be no more than 3 sides.

SECTION 2: PROCEDURES FOR MEETINGS

2.1 ATTENDANCE OF MEMBERS

Attendance is an obligation on members and should be given a high priority. A note of apologies should be sent to the Secretary where attendance is not possible.

Meetings must start on time, unless key members have not arrived and are expected to do so. If the Chair has not arrived and cannot be contacted a Vice Chair or Deputy Chair will start the meeting or, if no-one has previously been appointed to such a position, the members will agree amongst themselves a temporary Chair.

Members present at a meeting will have their attendance recorded by the Secretary.

In order to ensure continuity at meetings, there is generally no provision for substitutions. However if a committee member is due to present a paper and cannot attend the meeting, they can arrange for someone to attend the meeting for a timed item to present the paper.

2.2 FOLLOWING THE AGENDA

The Chair will be responsible for ensuring that the agenda is followed in an orderly fashion and notify the meeting of any time limits which may need to be imposed on discussions to ensure the business can be attended to within the time allotted.

On a routine agenda, the Chair will begin by noting apologies for absence which have been given in advance of the meeting. Other members may wish to add apologies which have been given to them and the Secretary should record these as well.

If the business is not entirely routine, or if the committee is meeting for the first time or has new members present, the Chair may wish to detail how s/he intends to conduct the meeting.

2.3 RULES OF DISCUSSION

In order to ensure that consistent and high quality debate and discussion takes place, Chairs will be asked to observe and enforce the following procedures:

- Everybody will be given an equal opportunity to speak
- Inclusive language will be used at all times
- Respect will be shown to colleagues at all times, even when disagreements occur

2.4 DECISION TAKING

For each item of business on the agenda, a decision is usually required. This may simply be a decision that items for report will be received and noted, or there may be a need to agree a course of action or approve a recommendation. Where the committee cannot agree and a decision still needs to be taken, the Chair may call for a vote by a show of hands. In a case of equality of votes, the Chair of the meetings will have a second or casting vote.

2.5 UNFINISHED BUSINESS

Towards the end of the meeting, there may be items of business which will be unresolved because they have been deferred, or there is insufficient time left in which to consider them. If this is the case, the Chair, before the end of the meeting is reached, will normally ask members present how they wish to proceed. They may decide to:

- Prioritise the items left in a different order to that in which they appear on the agenda, to ensure that essential items will be covered before the end of the meeting;
- Extend the meeting;
- Defer consideration of the items to the next scheduled meeting;
- Adjourn the meeting and consider the items at an additional meeting to be held as soon as possible;
- Delegate authority to the Chair and/or other members of the committee to take action on behalf of the committee. In this case, such action will be reported and endorsed at the next meeting of the Committee.

2.6 MINUTE TAKING

During the meeting the Secretary will:

- Keep a record of the meeting, including a record of attendance.
- Judge the important issues; get them down accurately and completely in a form that can be understood afterwards.
- Inform the Chair if a decision to be minuted is not clear or is incomplete before the committee moves on to the next item.

2.7 MINUTES OF MEETINGS

2.7.1 DRAFTING MINUTES:

Minutes are a formal record of discussions and business. They are kept

- To provide an accurate summary of what was discussed at a meeting, the decisions reached and how and why they were reached;
- To transmit information to people unable to attend;
- To inform other committees of the decisions reached; and
- To serve as a permanent record.

Minutes need to be accurate, succinct and clear. They also need to be objective, showing no political, departmental or other bias. The minutes must be unambiguous, with enough detail to make it clear to the reader what the item was, what the issues were and what was decided. Minutes should be prepared using the standard template (see Section 4 - Templates).

Minutes should be written clearly so that someone who is not familiar with the business under consideration can understand the decision reached and the context for that decision.

Issues which were raised under the agenda items “Matters arising from the Minutes” will be given headings relating to the actual business and not recorded in a catch-all paragraph.

A record of any confidential matters should be minuted separately.

2.7.2 USE OF TERMS

The list of attendees will be recorded in the following manner:

- Present Chair first (indicated as such), then other members alphabetically.
- In Attendance anyone at the meeting who is not a member of the committee, including the Secretary (indicated as such), together with a note of which item(s) they are in attendance for.
- Apologies for absence In alphabetical order

Minutes should be written in reported speech i.e. ‘was’ rather than ‘is’, ‘had’ rather than ‘have’. The use of proper names of contributors will not be permitted in the minutes; instead the passive (e.g. ‘it was noted’) or titles such as ‘Head of LITS’, ‘a student representative’, etc. will be used. However, it may be necessary to use a person’s name when identifying an action to be taken outside the meeting. If there is more than one person with the same job title – initials can be used for clarification.

Following on from the agenda, the following key words are useful:

- Received (a document and its number)
- Reported (facts, background and information)
- Agreed (decisions)
- Recommended (proposals to a senior Committee)

Care must be taken when using acronyms. The words should be written in full the first time they are used, followed immediately by the acronym; thereafter the acronym may be used on its own.

2.7.3 PUBLICATION OF MINUTES

Draft minutes will be agreed with the Chair prior to circulation to committee members. After approval by the Chair, unconfirmed minutes will be circulated as soon as possible following the meeting and a copy filed appropriately. Notes of the Strategic Management Team (SMT) will be distributed to SMT members.

2.7.4 ACTIONS

Actions arising from a meeting should also be taken as soon as possible after a meeting. The Secretary will be responsible for chasing up such people to ensure that the action has been taken and will be in a position to confirm, if requested, under 'Matters Arising' at the next meeting, that the action has been taken. If the action has not been taken and there are no extenuating circumstances / reasons for the delay, the Secretary will inform the Chair as soon as possible and the Chair will raise the matter with the individual concerned.

The Secretary may find it useful at a point mid-way between meetings, to circulate a reminder for actions to relevant members of the Committee, requesting feedback.

2.8 ESTABLISHING GROUPS AND PANELS

To assist it in its work, a committee may establish ad hoc time limited task and finish groups or a longer term steering/advisory group. The remit and terms of reference of groups will be determined by the parent committee. The chair of the group should be a member of the parent committee, but other members can be drawn from the wider College community. The parent committee should also set a time limit for each group's existence. Groups and panels business can be conducted less formally but regular reports must be submitted to the committee with overall responsibility.

2.9 COMMITTEE SELF-EVALUATION

Committees should carry out a self-evaluation exercise at the end of each academic year to judge their effectiveness against their responsibilities and objectives.

Committee members should also evaluate their own contributions as part of this exercise with a view to improving their effectiveness. Consideration should be given to the optimal method and timing for eliciting feedback from committee members, e.g. whether to table an evaluation questionnaire at the last scheduled meeting of the year or to circulate one electronically for completion after the last meeting. A committee evaluation form can be found on [SharePoint](#).

SECTION 3: RECORDS MANAGEMENT

This section of the handbook includes guidance on complying with the Freedom of Information Act and managing and storing Committee records.

3.1 FREEDOM OF INFORMATION ACT

The Freedom of Information Act places requirements on all public authorities to be as open and accountable as possible in releasing information to the public. The main elements of the Act have significant implications for the information produced by Committees.

3.2 THE COLLEGE PUBLICATION SCHEME

Under the Freedom of Information Act 2000 public authorities must produce a Publication Scheme describing:

- the information they will publish
- the format in which the information will be published
- whether or not the information is available free of charge

The Publication Scheme for Blackpool and The Fylde College can be found on the College website. Information not specifically listed in the Publication Scheme may still be requested by members of the public and may need to be released upon request.

3.2.1 REQUESTS FOR INFORMATION

The Freedom of Information Act allows individuals to request access to any information held by the College. This means that any recorded information, including typed documents, database records, e-mails or even hand-written notes is potentially available to the public on request. This clearly has huge implications for the way Committees are serviced, as it means that any Agenda item, set of minutes or even the notes made at a meeting could potentially be made public.

3.3 GUIDELINES FOR MANAGEMENT OF RECORDS

Committee Secretaries are responsible for papers and documents which represent important College records, providing evidence of the College's decision-making processes. The College's records retention guidance is available from MI&F.

Committee Secretaries are responsible for keeping master copies of agendas, papers and minutes for their Committee on the shared drive of the main College server. It is important for these electronic master copies to be easy to locate, as these records are often required as evidence – for example, by auditors.

3.3.1 RECORDS OF TASK AND FINISH GROUPS

A basic record of the discussions and decisions of task and finish groups should be retained by the person responsible for managing the group. This will not always be the Committee Secretary, but may for example be the project manager (or similar) for the particular piece of work. It is not necessary to keep all information relating to the task group – just a record of key discussions/decisions. These records should generally be kept for 3 years following completion of the project.

3.4 GENERAL DATA PROTECTION REGULATION

The General Data Protection Regulation (GDPR) 2016/679 is regulation on data protection and privacy for all individuals within the European Union (EU).

GDPR aims primarily to give control to individuals over their personal data and to simplify the regulatory environment for international business by unifying the regulation within the EU.

3.5 OPENNESS OF COMMITTEE DOCUMENTS

There will always be situations where the content of a document means it should not be made publicly available and should be protectively managed to prevent intentional or accidental disclosure to unauthorised persons.

Consequently the College requires that committee papers should be designated and marked as Open or Confidential.

3.6 RESERVED BUSINESS

Some business discussed by a committee requires that certain members are absent for that item, for example, a paper on the award of student bursaries which named students nominated for those bursaries would normally not be discussed in the presence of the student members of a committee.

In such cases those items are Reserved and any papers should be labelled as such as should the agenda item and the relating minute.

The Reserved papers should not be circulated to the members of the committee (or to others who receive the papers) who would be required to leave the room when they are discussed.

SECTION 4: TEMPLATES

When using the documents in this section changes to the formatting of text are not permitted, if you require any further information please contact the HE Academic Registrar.

4.1 AGENDA

The agenda template is located on SharePoint and can be accessed using the following [link](#).

4.2 COVER SHEET TEMPLATE

The HE Academic Board template is located on SharePoint and can be accessed using the following [link](#).

4.3 MINUTES

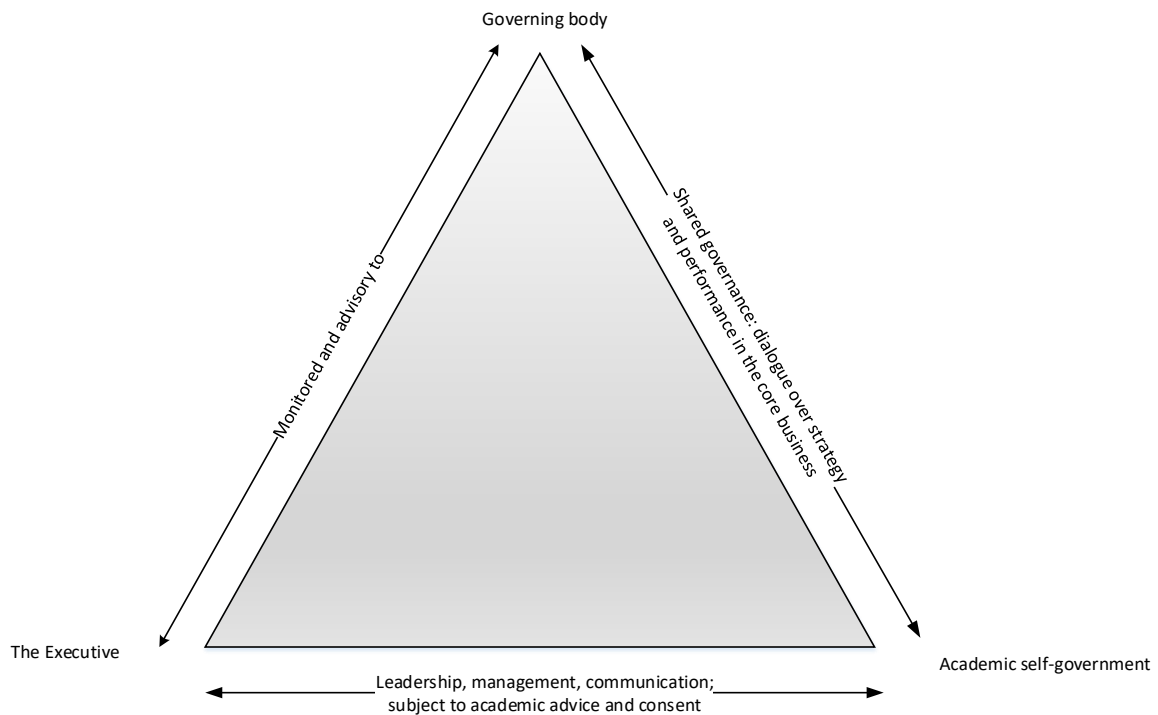
The minuting template is located on SharePoint and can be accessed using the following [link](#).

SECTION 5: APPENDICES

5.1 ACADEMIC GOVERNANCE

5.1.1 INTRODUCTION

In a recent (2013) QAA think-piece on governance¹ Wilson and Chapman refer to the conceptual model for the 'interrelationship between corporate and academic governance and the executive authority of institutions leaders' proposed by Shattock² (2006). Conceived as a triangle where each component works collaboratively – 'a strong governing body, a strong academic participation in decision making and a strong executive' – this is a mechanism for effective governance.



It is critical for one dimension of institutional governance to inform the other, 'engaging in a two-way dialogue regarding commercial objectives, academic

¹ Wilson and Chapman 2013, Coherent academic governance and corporate governance: challenges in a changing sector, QAA

² Michael Shattock (2012) University governance, Perspectives, Policy and Practice in Higher Education, 16:2, pp 56-6

planning and resource constraints' in order to generate resilience in what is undoubtedly an increasingly dynamic higher education landscape.

An effective governance structure, then, requires a strong link between corporate and academic governance to 'support the formation of institutional strategy and the integrity of its academic provision', and is vital to the life of the College. At Blackpool and The Fylde College strong links are created through a shared understanding of the functions of the different committees, cross membership of the different structures (the Principal chairs both SMT and HE Academic Board for example) and through a pervasive commitment to excellence and the College mission.

- The deliberative committee structure is where the College's core academic business is discussed and academic policy and strategy determined. It is concerned with ensuring the academic rigour, health and vibrancy of higher education at the College. HE Academic Board is the senior HE deliberative committee.
- The executive committee structure is concerned with the effective management, and operational requirements, including the deployment of resources. The Strategic Management Team (SMT) is the senior executive committee and deals with cross College issues including H.E.

The structure for academic governance also forms part of the regulatory framework within which the College operates.

5.1.2 ACADEMIC GOVERNANCE COMMITTEE STRUCTURE

To ensure that decisions are reached quickly by an appropriately constituted body which is able to take those decisions and then ensure they are implemented, a clearly defined structure, with clarity concerning the roles of each group, is vital. The purpose of some of the groups in the deliberative committee structure is described below:

5.1.3 HE ACADEMIC BOARD (HEAB)

The HEAB is the senior HE deliberative committee and is chaired by the Principal. Its role is to approve academic policies, oversee the academic standards and quality of academic activity and provide advice on the strategic direction of HE at the College. HE Academic Board provides the Board of Governors with assurance that the College's HE Strategy is fit for purpose and approves new and revisions to existing academic policy. HE Academic Board has oversight of all academic provision through the academic regulatory framework and the quality management and enhancement mechanisms. A clearly defined schedule of business ensures oversight of key areas of responsibility. Representation on the HE Academic Board

comes from across the College and from all levels within the structure and includes student representation.

5.1.4 LEARNING, TEACHING AND EQUALITY COMMITTEE (LTEC)

LTEC reports to HEAB and is principally concerned with the enhancement of learning, teaching and assessment informed by scholarship, including capturing, developing and disseminating best practice. LTEC is chaired by the Vice Principal Quality & Curriculum. Representation on LTEC comes from across the College and from all levels within the structure and includes student representation.

5.1.5 ACADEMIC STANDARDS AND DEVELOPMENT COMMITTEE (ASDC)

ASDC has the oversight of and responsibility for academic standards and quality and the development of the academic portfolio, including future developments and changes. ASDC is chaired by the Director of HE and makes recommendations to HE Academic Board on programme developments and withdrawals and external examiner appointments. Representation on ASDC comes from across the College and from all levels within the structure and includes student representation.

5.1.6 CURRICULUM AREA AND PROGRAMME QUALITY COMMITTEES

Committees at this level will fulfil an important role in managing the programme and the quality of the programme and the student experience. The formal work of the committees can be supported by more informal ways of meeting students and getting student feedback e.g. student forums could be arranged as often as required and for specific courses.

5.2 DEFINITIONS OF BOARDS/COMMITTEES/GROUPS ETC

To ensure the role and purpose of any group within the College is clear the following titles should be used consistently across the College without variation.

Board - The HE Academic Board performs the senior deliberative function of the College's Governance Structure. Board business will be conducted formally using formal agendas, papers and minutes for each meeting.

Committee - has decision making powers derived from the HE Academic Board, a defined membership, terms of reference, rules of operation and the ability to create sub-committees (subject to the approval of HE Academic Board), task and finish groups and for Committee business will be conducted formally using formal agendas, papers and minutes for each meeting.

Sub-Committee - has decision making powers derived from its parent committee, a defined membership, terms of reference, rules of operation and a clear reporting line

to its parent committee. The primary purpose of a sub-committee is to carry out a specific type of activity or activity in a specified area that would otherwise dominate or take up too much time at meetings of the parent committee. Sub-committees should contain members drawn from the parent committee but also might co-opt members who are not on the parent committee. Sub-committees are permanent entities.

Task and Finish Groups - can be set up by a board/committee to consider a specific topic, task or project with a time limited remit. The task and finish group has powers only to make recommendations to its parent board/committee or sub-committee for approval, but does not have decision making powers of its own. It usually has a specific, time limited functional role, a core membership, less formal rules of operation and a clear reporting line to its parent board/committee/sub-committee. Once the task and finish group has completed its specific function it is disbanded.

The main difference between a sub-committee and a task and finish group is that a sub-committee exists on a semi-permanent basis to perform a regular function required by its parent committee.

Task and finish group business can be conducted less formally with no requirement for formal agendas, papers and minutes for each meeting. There will be a final report to the parent board or committee and if necessary interim reports.

Advisory/Steering Group - The primary purpose of such bodies is to advise an individual or a board/committee or sub-committee charged with management responsibility for a project, process or function. Such groups may advise the individual or board/committee charged with responsibility but may not make decisions. Steering groups can exist on a temporary or permanent basis. Steering groups will normally be established for major research or other externally funded projects as part of the agreed governance arrangements.

Steering group business can be conducted less formally with no requirement for formal agendas, papers and minutes for each meeting. There will be a regular reports to the individual or Board/Committee with responsibility.

Management Teams - appear within the executive committee structure only. The Strategic Management Team (SMT) and the Academic and Corporate Management Teams (AMT and CMT) are the key cross College management teams. Management team business will be conducted formally using formal agendas, papers and minutes for each meeting

Forums - have no specific decision making powers, is topic based often with a looser membership (and frequently draws quite a large membership from across the College), and can raise any issues or make recommendations through the formal committee structure. A forum can be temporary or permanent. Forum business can

be conducted less formally with no requirement for formal agendas, papers and minutes for each meeting. There are no specific reporting requirements.

Panels - are a generic term for a group which makes decisions or recommendations, but which is not part of the governance and committee structures. Panels normally operate outside the governance and committee structures as part of the management process but will have set criteria/procedures and/or terms of reference. The administration of the panels would be coordinated by the relevant service or corporate area.

Review - The flow of business between the HE Academic Board, LTSC, and ASDC etc. will be kept under constant review by the Chairs of the committees. Each board, committee, sub-committee should undertake an annual review at an appropriate point which enables that committee to review its operation and effectiveness and helps establish strategic priorities.

5.3 TERMS OF REFERENCE

5.3.1 HE ACADEMIC BOARD (HEAB)

HE Academic Board - Terms of reference	
Chair	Principal and Chief Executive
Membership	<ul style="list-style-type: none"> • Vice Principal HE and Student Enhancement • Director of Quality & Standards • Director for Students • Director of Higher Education • Head of Student Support & Wellbeing • Head of Fleetwood Nautical Campus • Heads of Curriculum (from each curriculum area with HE provision) • Staff representatives: <p>Academic staff x 2 (Standard length of tenure for all nominated members is 3 years)</p> <ul style="list-style-type: none"> • Student representative • Academic Registrar (Secretary to the Board)
In attendance (as required)	<ul style="list-style-type: none"> • Chief Operating Officer • Director of Human Resources • Director of Business Development • Director of Marketing
Minuting	Higher Education
Frequency	Normally 5 meetings annually
Summary of purpose	The HE Academic Board is responsible for academic standards and the quality of learning opportunities across Blackpool and the Fylde College. The HE Academic Board also takes responsibility for proposing, to the Board of Governors, the strategic direction of the College's HE provision.

<p>Terms of Reference</p>	<ul style="list-style-type: none"> • To contribute to and approve the College HE Strategy document and monitoring and reviewing the HE Quality Improvement Plan • To approve the Academic Regulations including policies and procedures for assessment and examination of the academic performance of students • To monitor through a specified schedule of reporting, the compliance of curriculum areas with the requirements of the College’s regulatory and quality assurance frameworks to ensure the standards of awards, the quality and enhancement of the students’ learning opportunities, and the quality of public information • To receive reports of the proceedings of its sub-committees and to give directions to, and consider recommendations from such committees <p>By delegation to the Academic Standards and Development Committee</p> <ul style="list-style-type: none"> • To generate and develop new curriculum and initiatives to enhance employer engagement and employability • To approve major revision or discontinuation of programmes • To approve revisions to Part B sections of the Taught Award Regulations • Appointing external examiners/advisors and determining their conditions of service, for Blackpool and the Fylde College programmes and validation panels • Recommending to awarding bodies the appointment of external examiners • Approving and regulating schemes of study and assessment leading to College awards <p>By delegation to the Learning Teaching & Equality Committee</p> <ul style="list-style-type: none"> • Responsible for enhancing the quality of all aspects of the students’ experience including learning, teaching and assessment, and the impact of scholarship. • To take cognisance of national and academic developments in learning, teaching and scholarship • To develop, implement, keep under review and advise on strategies and policies relating to learning, teaching, assessment, scholarship and research, quality and the enhancement of the student experience and
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	<p>employability</p> <p>By delegation to Research & Scholarship Committee</p> <ul style="list-style-type: none"> • To monitor and review the staff development, scholarship and research informing HE provision • To develop the College's longer term strategic vision for scholarly activity • To support and monitor on-going staff participation in and recording of scholarly activity <p>By delegation to Stage 3 College validation panels</p> <ul style="list-style-type: none"> • To approve the (re)validation of programmes of study <p>By delegation to Programme Boards of Examiners</p> <ul style="list-style-type: none"> • Granting degrees, certificates and other academic awards to persons who have pursued a scheme of study approved by HE Academic Board, and passed the assessment of the College satisfying the examiners
Date of last review	September 2019

5.3.2 LEARNING, TEACHING AND EQUALITY COMMITTEE (LTEC)

Learning, Teaching and Equality Committee - Terms of Reference	
Chair	<ul style="list-style-type: none"> • Vice Principal Quality and Curriculum
Membership	<ul style="list-style-type: none"> • Vice Principal Higher Education and Student Enhancement • Director for Students • Director of Quality & Standards • Director of HE • Head of Leadership Management and Lifestyle • Head of Student Support and Wellbeing • Head of Construction • Head of Apprenticeships • Head of Digital and LRC • Partnership and Careers Manager • Learning & Teaching and Assessment Manager • Curriculum Manager Access and Continued Learning • Curriculum Manager Maritime • Curriculum Manager 19+ Society, Health and Childhood • Senior Tutor Learning and Teaching • Senior Tutor Progress • Senior Tutor Research and Scholarship • Programme Leader Engineering • Programme Leader Blackpool School of Arts • Programme Leader Computing • Sabbatical Officer/student representative • Digital Agent • Head of MIF or representative as required • HR representative as required
Minuting	PA to the Executive
Frequency	5 annually
Summary of purpose	<ul style="list-style-type: none"> • To provide a forum for debate and to develop and monitor B&FC's Learning, Teaching and Assessment Strategy. • To lead on the awareness, understanding and implementation of local, regional and national strategies and policy drivers in relation to equality and diversity and through British Values, providing advice and guidance on the strategic development and implications of these across B&FC.

Terms of Reference	<ul style="list-style-type: none">• To take cognisance of national and academic developments in learning, teaching and scholarship including the EIF, UK Quality Code and their implications for B&FC• To develop, implement, keep under review and advise on strategies and policies relating to learning, teaching, assessment, digital, quality and the enhancement of the student experience and employability• To contribute and respond to external reviews as appropriate (e.g. QAA reviews, thematic reviews, Ofsted etc.)• To lead and provide guidance on the equality, diversity, and inclusivity aspects of B&FC's culture and environment for work and study, and have awareness of their inextricable links to safeguarding, Prevent and British Values• To monitor and make recommendations/ report on the statistics and data that both evidences B&FC's compliance with its regulatory duties and helps identify and develop areas of good practice• To monitor, review and make recommendations/ report on the effectiveness of access and participation activities• To promote, monitor and review the development of high quality learning environments for students.
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5.3.3 ACADEMIC STANDARDS AND DEVELOPMENT COMMITTEE (ASDC)

HE Academic Standards and Development Committee	
Chair	<ul style="list-style-type: none"> • Director of Higher Education
Membership	<ul style="list-style-type: none"> • Academic staff x 2 • Assistant HE Academic Registrar • Assistant Registrar ASQ, Lancaster University • Curriculum Manager x 2 • HE Academic Registrar • Head of Curriculum x 2 • Head of Digital and Learning Resources • Management Information and Funding Officer • Manager of Quality and Standards • Online Learning Development Manager • Student' Union Sabbatical Officer / student representative • Student Support and Wellbeing Manager
In attendance as required	<ul style="list-style-type: none"> • Marketing and Admissions Manager • Work Placements Manager
Minuting	Higher Education
Frequency	Approximately 6 per year
Summary of purpose	Responsible to HE Academic Board for Higher Education strategies, policies and processes for assuring, maintaining and enhancing the standards for the College's HE programmes, and the provision of a proactive, evidence-based approach to developing our academic portfolio, enabling us to grow and to ensure that our offer is academically robust.
Terms of Reference	<ul style="list-style-type: none"> • To take cognisance of national and academic developments and policy drivers including the QAA Quality Code, and their implications for the College's HE academic regulatory and planning agenda. • To act as the College HE Quality Committee with responsibility for the scrutiny of proposals and concept documents for initial approvals, minor amendments, major amendments, revalidations and course closures.

	<ul style="list-style-type: none"> • To support and monitor the development of new HE courses through to validation or approval. • To oversee peer monitoring of annual programme reviews. The responsibilities for peer monitoring of Curriculum Area HE Self Evaluation documents remain the responsibility of the HE academic Board. • To develop and review policies related to the appointment of external examiners, and to monitor their selection, appointment and training in conjunction with HEIs. • To review the criteria for admission of students, including accreditation of prior learning. • To ensure an effective response to external reviews as appropriate (e.g. external examiners reports, QAA reviews, thematic reviews, etc.) • To support and monitor the provision of staff development opportunities to meet H.E. academic development needs. • To ensure effective liaison on academic policies, procedures and standards with key partner HEIs. • To review external examiner and advisor applications and where appropriate nominate or approve candidates.
Date of last review	August 2019

5.3.4 SCHOLARSHIP AND RESEARCH COMMITTEE (SRC)

Scholarship and Research Committee	
Chair	<ul style="list-style-type: none"> V-P, HE and Student Enhancement
Membership	<ul style="list-style-type: none"> Director of Higher Education Senior Tutors – Research and Scholarship HE Assistant Academic Registrar x 1 Head of Curriculum x 2 HE Curriculum Managers x 2 Student Union Sabbatical Officer/student representative
Minuting	Higher Education Directorate
Frequency	Approximately 3 per year
Summary of purpose	<p>Responsible to HEAB for assuring, maintaining and enhancing academic standards for the College, concerned with academic and pedagogical research and scholarship.</p> <p>The committee seeks demonstrable impacts concerned with research and scholarship including:</p> <ul style="list-style-type: none"> Enhancing the student experience by providing a scholarly environment, thus enabling the achievement of the best outcomes possible and increasing employability Improving opportunities for students to engage in high quality research through a shared understanding of approaches gained through being scholarly Encouraging the application and process of research to learning and teaching Developing a close community of HE scholars who demonstrate confidence in their own scholarship and openly share the outcomes of their scholarly activities Enhancing the reputation of the College and heavily contribute towards achieving world class characteristics for its HE Encourage opportunities to develop individual and shared practice through co-production of research between staff and students

<p>Terms of Reference</p>	<ul style="list-style-type: none"> • To take cognisance of national and academic developments and policy drivers including external reference points such as the QAA Quality Code, DAP guidance and the OFS ongoing conditions of registration • To develop the College’s longer term strategic vision for scholarly and research activity and ethical practice • To oversee and support development of the academic community through the provision of independent and collaborative opportunities • To support and monitor on-going staff participation in and recording of scholarly activity and relevant industry engagement within curriculum areas including: <ul style="list-style-type: none"> ▪ Attendance at relevant conferences (internal and external) ▪ Networking with the wider HE community (internal, external and HEI partners) ▪ Studying for a relevant higher level subject based or pedagogical qualification ▪ Mentoring of HE staff ▪ Applying for the Professional Standards Framework Fellowship recognition ▪ Being an External Examiner/advisor ▪ Professional memberships ▪ Engagement with government agencies, procedure makers, employers or other stakeholders as part of an academic and/or professional community ▪ Publications ▪ Peer reviewing journal papers or books • Review and approve applications for HE Advance • To receive and consider reports on action, student and industry led research, internal and external publications, external research opportunities and funding, and more broadly academic and pedagogical research being undertaken within curriculum areas. • Consider and approve proposals for SRDS funding and review interim and final reports • To support submissions and development of the B&FC Scholarship Review annual publication • To support and approve the theme and content of the Annual research conference
<p>Date of last review</p>	<p>February 2020</p>

5.3.5 MODULE BOARD OF EXAMINERS

Module Board of Examiners - Terms of reference	
Chair	<ul style="list-style-type: none"> • Independent Head of Curriculum or trained nominee
Ex-officio Membership	<ul style="list-style-type: none"> • Vice Principal Higher Education and Student Enhancement • Director of Quality and Standards • Director of Higher Education • Higher Education Academic Registrar (Independent Member) or nominee
Membership	<ul style="list-style-type: none"> • Programme Leader • All internal examiners • External Examiner (invited but not required) • Programme Consultant (invited but not required)
Minuting	Curriculum Area
Frequency	As required (normally two per academic year)
Summary of purpose	To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and where necessary confirm reassessment decisions. To maintain oversight of module operation including marking and moderation, and external stakeholder feedback on assessment.
Terms of Reference	<ul style="list-style-type: none"> • To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body • To consider the extent and outcomes of module moderation. • To consider the achievement profiles of individual modules • To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances • To formally ratify reassessment opportunities in accordance with the regulations and procedures of the College and the Awarding Body • To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations

5.3.6 PROGRAMME BOARD OF EXAMINERS

Programme Board of Examiners - Terms of reference	
Chair	<ul style="list-style-type: none"> • Independent Head of Curriculum or trained nominee
Ex-officio Membership	<ul style="list-style-type: none"> • Vice Principal Higher Education and Student Enhancement • Director of Quality and Standards • Director of Higher Education • Higher Education Academic Registrar (Independent Member) or nominee
Membership	<ul style="list-style-type: none"> • Programme Leader • All internal examiners • External Examiner • Programme Consultant
Minuting	<ul style="list-style-type: none"> • Curriculum Area
Frequency	As required (normally one per academic year)
Summary of purpose	To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and secure recommendations for reassessment where necessary. To maintain oversight of programme operation including marking and moderation and external stakeholder feedback on assessment.
Terms of Reference	<ul style="list-style-type: none"> • To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body • To consider comments for the external examiner in relation to the extent and outcomes of moderation within the programme • To formally consider and make recommendations on the grades awarded to students for each module of their programme • To formally consider reassessment arrangements where applicable in light of any decisions taken by preceding meetings of Module Boards of Examiners • To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances • To receive and action the recommendations of the

	<p>External Examiner/External Verifier/ Programme Consultant</p> <ul style="list-style-type: none">• To nominate students for special awards and prizes where available• To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations• To ratify recommendations made for each student in relation to progression, award or continuation as appropriate.
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5.3.7 REASSESSMENT BOARD OF EXAMINERS

Reassessment Programme Board of Examiners - Terms of reference	
Chair	<ul style="list-style-type: none"> • Director of Higher Education or nominee
Ex-officio Membership	<ul style="list-style-type: none"> • Vice Principal Higher Education and Student Enhancement • Director of Quality and Standards • Higher Education Academic Registrar (Independent Member) or nominee
Membership	<ul style="list-style-type: none"> • Programme Leader • All internal examiners • External Examiner (invited but not required) • Programme Consultant (invited but not required)
Minuting	<ul style="list-style-type: none"> • HE Directorate Co-ordinator
Frequency	Normally one per academic year
Summary of purpose	To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and secure recommendations for reassessment where necessary. To maintain oversight of programme operation including marking and moderation and external stakeholder feedback on assessment.
Terms of Reference	<ul style="list-style-type: none"> • To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body • To consider comments for the external examiner in relation to the extent and outcomes of moderation within the programme • To formally consider and make recommendations on the grades awarded to students for each module of their programme • To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances • To receive and action the recommendations of the External Examiner/External Verifier/Programme Consultant

	<ul style="list-style-type: none"> • To nominate students for special awards and prizes where available • To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations • To ratify recommendations made for each student in relation to progression, award or continuation as appropriate.
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5.3.8 PROGRAMME QUALITY ASSURANCE MEETINGS (PQM)

Programme Quality Meetings (PQM) - Terms of reference	
Chair	Programme Leader
Membership	<ul style="list-style-type: none"> • Programme team • Elected Student (or nominated) representatives
Minuting	Member of the programme team/school administrator. Minutes to Curriculum Area HE QAM.
Frequency	Minimum of 3 times annually
Summary of purpose	Provides a forum for debate and decision regarding issues around standards, quality and the on-going enhancement of student experience across the whole programme.

<p>Terms of Reference</p>	<ul style="list-style-type: none"> • To provide a forum for discussion of the on-going evaluation of the programme, including the Annual Programme Review (APR) quality improvement plan, outcomes from External Examiner/Course Consultant/Link Tutor reports and relevant student surveys (NSS, MEQ etc.). • To identify and review enhancements to the student experience. • To identify and share good practice. • To consider issues relating to the structure, operation and development of the whole programme particularly at a time of validation/revalidation. • To ensure the programme remains current and in line with College level initiatives. • To consider marketing and recruitment strategy for the programme and to have oversight of programme admissions criteria and recruitment/applications data. • To monitor the suitability of staff appointed to deliver modules within the programme • To ensure the appointment and monitoring of personal tutors in line with the College Partners for Success Framework
<p>Date of last review</p>	<p>October 2018</p>

5.3.9 PQM AGENDA

<p>Standing Items for all PQM meetings</p>	<ul style="list-style-type: none"> • Attendance and retention • Monitoring and planning of HE Curriculum Development (validations re, re-validations and programme amendments) incorporating higher and degree apprenticeships • Review of HE published information (inc website content) and consideration of CMA compliance • Review of partners for success provision • Review of progress tutorial provision • Developing graduate attributes and employability skills across the student life cycle • Review the quality of learning, teaching, assessment and associated resources informed by activities such as lesson observations, learning walks and HE Curriculum Reviews • Scholarly activity including SRDS project planning and monitoring 		
<p>PQM Specific Agenda Items</p>	<p>PQM 1</p>	<p>PQM 2</p>	<p>PQM 3</p>
	<ul style="list-style-type: none"> • Recruitment and widening participation – evaluation of previous cycle and final outturn • Induction Evaluation (incorporating post induction survey results) • Thematic evaluation of External reports (external examiner, programme consultant, link tutor etc.) • Evaluation of student outcomes from the previous academic year including NSS. 	<ul style="list-style-type: none"> • Recruitment – mid-cycle review of applications • Evaluation of Module Evaluation Questionnaire data from MEQ 1 (curriculum area/programme aggregations) • Student outcome predictions incorporating semester 1 exam board outcomes 	<ul style="list-style-type: none"> • Recruitment – projections for the start of the new academic year • Evaluation of survey responses including MEQ 2, Graduate Outcomes and NSS • Student outcomes predictions incorporating summer reassessment forecasts

Final Agenda Item	<ul style="list-style-type: none">• Review and update of the Programme QIP (from the Annual Programme Review), incorporating new actions as appropriate
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5.3.10 CURRICULUM AREA QUALITY ASSURANCE MEETINGS (QAM)

Curriculum Area Quality Assurance Meetings (QAM) - Terms of Reference	
Chair	Head of Curriculum
Membership	<ul style="list-style-type: none"> • Programme leaders • Curriculum Manager(s) • Elected Student (or nominated) representatives • Directorate for Students representative
Minuting	Curriculum Area Administrator
Frequency	3 annually
Summary of purpose	Provides a deliberative forum for debate and decision regarding issues relating to standards, quality and the on-going enhancement of the student experience across the Curriculum Area. An annual report on Quality Assurance Meetings is received by HE Academic Report annually for consideration.
Terms of Reference	<ul style="list-style-type: none"> • To provide a forum for discussion of the on-going evaluation of programmes, including Annual Programme Review (APR) Quality Improvement Plans (QIPs) • Review the outcomes from External Examiner/Programme Consultant reports and student surveys (NSS, MEQ, and Post Induction) • Utilising key data, to identify and review enhancements to the student experience • To identify and share good practice from HE observations and curriculum reviews • To consider the impact of the Partners for Success Framework and to review the Student Protection Plan • To review provision of Progress Tutorials • To consider issues relating to the structure, operation and development of the curriculum • To ensure the curriculum intent and implementation remains current • To receive an update from the Senior Tutors (Progress, Learning and Teaching and Scholarship and Research) • To discuss enhancing learning, teaching and assessment through scholarly activity and to analyse the impact of current activities • To consider retention and progression to highly skilled

	employment and further study (graduate outcomes) for the curriculum area <ul style="list-style-type: none">• Students in attendance are invited to participate and provide feedback
Date of last review	January 2020

5.3.11 QAM Agenda

<p>Standing Items for all QAM meetings</p>	<ul style="list-style-type: none"> • Attendance and retention • Monitoring and planning of HE Curriculum Development (validations, re-validations and programme amendments) incorporating higher and degree apprenticeships • Review of HE published information (particularly website content) and consideration of CMA compliance • Review of partners for success provision • Review of progress tutorial provision • Developing graduate attributes and employability skills across the student life cycle • Review the quality of learning, teaching, assessment and associated resources informed by activities such as lesson observations, learning walks and HE Curriculum Reviews • Scholarly activity including SRDS project planning and monitoring 		
<p>QAM Specific Agenda Items</p>	<p style="text-align: center;">QAM 1</p>	<p style="text-align: center;">QAM 2</p>	<p style="text-align: center;">QAM 3</p>
	<ul style="list-style-type: none"> • Recruitment and widening participation – evaluation of previous cycle and final outturn • Induction Evaluation (incorporating post induction survey results) • Thematic evaluation of External reports (external examiner, programme consultant, link tutor etc.) • Evaluation of student outcomes from the previous academic year including the NSS. 	<ul style="list-style-type: none"> • Recruitment – mid-cycle review of applications • Evaluation of Module Evaluation Questionnaire data from MEQ 1 (curriculum area/programme aggregations) • Student outcome predictions incorporating semester 1 exam board outcomes 	<ul style="list-style-type: none"> • Recruitment – projections for the start of the new academic year • Evaluation of survey responses including MEQ 2, Graduate Outcomes and NSS • Student outcome predictions incorporating summer reassessment forecasts

Final Agenda Item	<ul style="list-style-type: none">• Review and update of the Curriculum Area QIP (from the Curriculum Area Self-Evaluation Document), incorporating new actions as appropriate
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5.3.12 SELF EVALUATION DOCUMENT PANEL

SED panels - terms of reference	
Chair	Vice Principal HE & Student Enhancement (or nominee)
Membership	<ul style="list-style-type: none"> • Director of Higher Education (panel) • Head of HE Development (panel) • SU Sabbatical Officer (panel) • Independent Head of Curriculum or Service (panel) • Head of Curriculum with responsibility for the area • Curriculum/Service Manager(s) • External Academic Advisor (every five years for each academic area)
Minuting	HE Directorate
Frequency	Annually
Summary of purpose	<p>Provides a forum for the critical appraisal of the Curriculum Area's/Service's provision relating to standards, quality and the on-going enhancement of the student experience. The SED panel will provide an additional layer of scrutiny ensuring that all areas for enhancement have been addressed, and that effective practice has been highlighted. Included on the panel once every five years is an External Academic Advisor to provide academic and professional expertise, independent and impartial comment and input relating to monitoring, evaluation and review.</p>
Terms of Reference	<ul style="list-style-type: none"> • To review the appropriateness, effectiveness and quality of the curriculum/provision in the previous year of delivery and over time; • To review the quality and appropriateness of the students' learning environment; • To review the quality of the support provided for students; • To review the quality of support and development of opportunities provided for staff; • To review the appropriateness and effectiveness of the Curriculum Area's/Service's management of the academic standards of its awards/provision and student learning experience.

5.3.13 STRATEGIC MANAGEMENT TEAM (SMT)

Strategic Management Team – Terms of Reference	
Chair	Principal and Chief Executive
Members	<ul style="list-style-type: none"> • Chief Information Officer • Deputy Principal • Director of Customer Engagement • Director of Estates • Director of FE • Director of HR • Director of Quality and Standards • Director of Sales and Operations • Executive Director, Commercial Development • Vice Principal, Finance and Planning • Vice Principal, Higher Education and Student Enhancement
In attendance for SMT Finance, Information and Personnel (FIP) meetings	<ul style="list-style-type: none"> • Head of Finance • Head of Management, Information and Funding
Minuting	Exec support
Frequency	Weekly, usually Fridays 0830-1000hrs
Purpose/Terms of Reference	<ul style="list-style-type: none"> • To ensure that B&FC runs as an efficient and effective Corporation • To monitor financial and audit reports and financial performance against forecasts on a regular basis to ensure the College operates within budget • To monitor and evaluate Key Performance Indicators relating to all aspects of College business such as customer satisfaction, student performance including attendance, retention, achievement and success rates via performance monitoring • To act as the Risk Management Group to assess, manage and review risks and the control framework • To propose and approve College policies and where appropriate, procedures. • To agree the Strategic and Operational Plan and Property

	<p>Strategy for approval by the Board and to monitor progress at regular intervals</p> <ul style="list-style-type: none"> • To debate and propose the educational character of the College for the Board’s approval (i.e. the business of the College) including policies, where appropriate • To review the College Values and ethos and determine how these should be developed • To share internal and external intelligence pertinent to the College • To evaluate the external environment and respond appropriately
Date of last review	December 2016

5.3.14 Academic Management Team (AMT)

Academic Management Team – Terms of Reference	
Chair	Deputy Principal
Members	<ul style="list-style-type: none"> • Vice Principal Higher Education and Student Enhancement • Director of Customer Engagement • Director of FE • Director of Quality and Standards • Head of Curriculum Area Access and Continuing Education • Head of Curriculum Area Computing • Head of Curriculum Area Construction • Head of Curriculum Area Digital and Creative Industries • Head of Curriculum Area Engineering • Head of Curriculum Area Hair, Beauty and Related Therapies • Head of Curriculum Area Hospitality, Tourism and Sport • Head of Curriculum Area Maritime Operations • Head of Curriculum Area Society, Health and Childhood • Head of Apprenticeships • Head of Higher Education • Head of Lytham Sixth Form College • Head of Student Support and Wellbeing
Minuting	PA to the Executive
Frequency	Weekly
Purpose/Terms of Reference	<ul style="list-style-type: none"> • To lead and develop the curriculum areas within the College. • To contribute to, progress, implement and monitor achievement of the college Strategic Plan and College Values. • To action Board and SMT decisions as appropriate. • To receive, disseminate and consult upon key college issues and initiatives and their impact on learning and teaching. • To focus on improvements to the quality of the student experience across all academic areas. • To provide a forum for debate and decision making to bring about improvements in College performance indicators. • To bring together examples of effective practice across the College and take forward changes accordingly.

Date of last review	December 2016
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5.3.15 Cross College Management Team (CCMT)

Cross College Management Team - Terms of reference	
Chair	<ul style="list-style-type: none"> Executive Director Finance and Planning
Members	<ul style="list-style-type: none"> Director of Human Resources Director of Estates Director of Sales and Operations Director of Customer Engagement, Marketing Head of Finance Head of Nautical Campus Head of IT Services Head of MIF Head of Student Administration Learning and Quality Manager Software Development Manager Learning and Development Manager
Frequency	<ul style="list-style-type: none"> Termly
Purpose/Terms of Reference	<ul style="list-style-type: none"> To lead and develop the Corporate Units within the College. To develop a corporate view of college operations. To contribute to, progress, implement and monitor achievement of the college Strategic Plan. To provide leadership to corporate areas in the development of a supportive management philosophy and culture. To agree proposals for SMT and AMT consideration and action Board, SMT and AMT decisions as appropriate. To receive, disseminate and consult upon key college issues and initiatives. To commission and receive reports from project teams on corporate issues.
Date of last review	<ul style="list-style-type: none"> March 2014

SECTION 6: GUIDANCE FOR COMMITTEE SECRETARIES

6.1 THE ROLE OF THE COMMITTEE SECRETARY

The role of the Committee Secretary varies depending on the terms of reference, size and composition of the committee, and the chairing skills/style of the Chair.

There are, however, certain basic roles which can be identified.

- to make all the domestic arrangements for the meeting
- to prepare and distribute all documentation
- to present material impartially
- to record all decisions/recommendations of the committee
- to advise the meeting on procedural matters and past precedent

6.2 DUTIES AND RESPONSIBILITIES

Good preparation for a meeting by the Committee Secretary helps to ensure that business runs smoothly and the following checklist will help the Secretary to carry out their duties efficiently and effectively:

6.2.1 GENERAL

- Ensure an up-to-date membership list giving the name, position and location of each member is available.
- Ensure that all members are aware of the dates and venues of the meetings for the academic year.
- Be familiar with the terms of reference of the Committee and ensure that the position of the Committee in the College's Committee Structure is understood.
- Be familiar with the College's policy/conventions in relation to procedures and house-style.
- Read and be aware of the minutes of past meetings to ensure familiarity with the history of the Committee and past major decisions which have been taken.
- Arrange to see the Chair of the Committee on a regular basis if possible. This will help establish a good working relationship and will also ensure that information about items which affect the Committee are related.

6.2.2 INDUCTION OF NEW MEMBERS

The Secretary should send the following documents to newly appointed members:

- dates and venues of future committee meetings

- terms of reference and membership of that committee and its related [sub-] committees
- the minutes of the previous meeting
- Contact details of the Chair and Secretary.

The Secretary should also check whether new members have any special needs to enable them to participate fully in meetings and, if so, make provision accordingly.

6.2.3 BEFORE THE MEETING

- Leave plenty of time to collect and prepare material for the meeting. Make a diary note at least three weeks before a meeting is due to be held as a reminder you that necessary arrangements should be made.
- Book the room in advance and ensure that is appropriate in terms of size, furniture, ventilation, etc. and make any necessary arrangements for refreshments.
- Circulate members in advance asking for any agenda items and giving a deadline for responses.
- Prepare a draft agenda, together with any supporting papers, and discuss with the Chair at least two weeks before the meeting. In doing this, check to see if any items recur on a yearly or other periodic basis.
- Prepare final documentation and circulate to members ten days before the meeting.
- Go through all the items on the agenda and ensure that all the issues involved are understood and do not exceed the terms of reference of that committee. Seek out any appropriate past papers/resolutions on the issues to ensure that they are to hand at the meeting. Briefing with the Chair just before each meeting may be helpful.
- Try to arrive early for the meeting to check the room, layout etc. Always take:
 - Spare sets of papers
 - Tabled papers for distribution at the meeting
 - A list of apologies
 - Attendance sheet
 - Stationery (pens and paper)
 - File with past minutes
 - Procedural information (e.g. Terms of Reference etc.)
 - Back-up papers

6.2.4 DURING THE MEETING

- Ensure that a clear record of any recommendations, decisions etc. is taken
- Record attendance
- Advise the meeting on any procedural issues
- Make sure the Chair follows the agenda and that no items have been omitted.

6.2.5 AFTER THE MEETING

- Discuss recommendations/resolutions with the Chair and agree appropriate follow-up action
- Write to those who need to know about the Committee's decisions
- Draft minutes for approval by the Chair
- Circulate minutes (remembering to attach tabled papers for members who weren't present)
- Ensure information from the meeting is appropriately circulated to other Committee Secretaries/specified individuals
- Remind members of any work to be done before the next meeting
- File all papers and place electronic copies of all documents on the shared drive.
- Start preparations for the next meeting.

6.2.6 USE OF ENGLISH

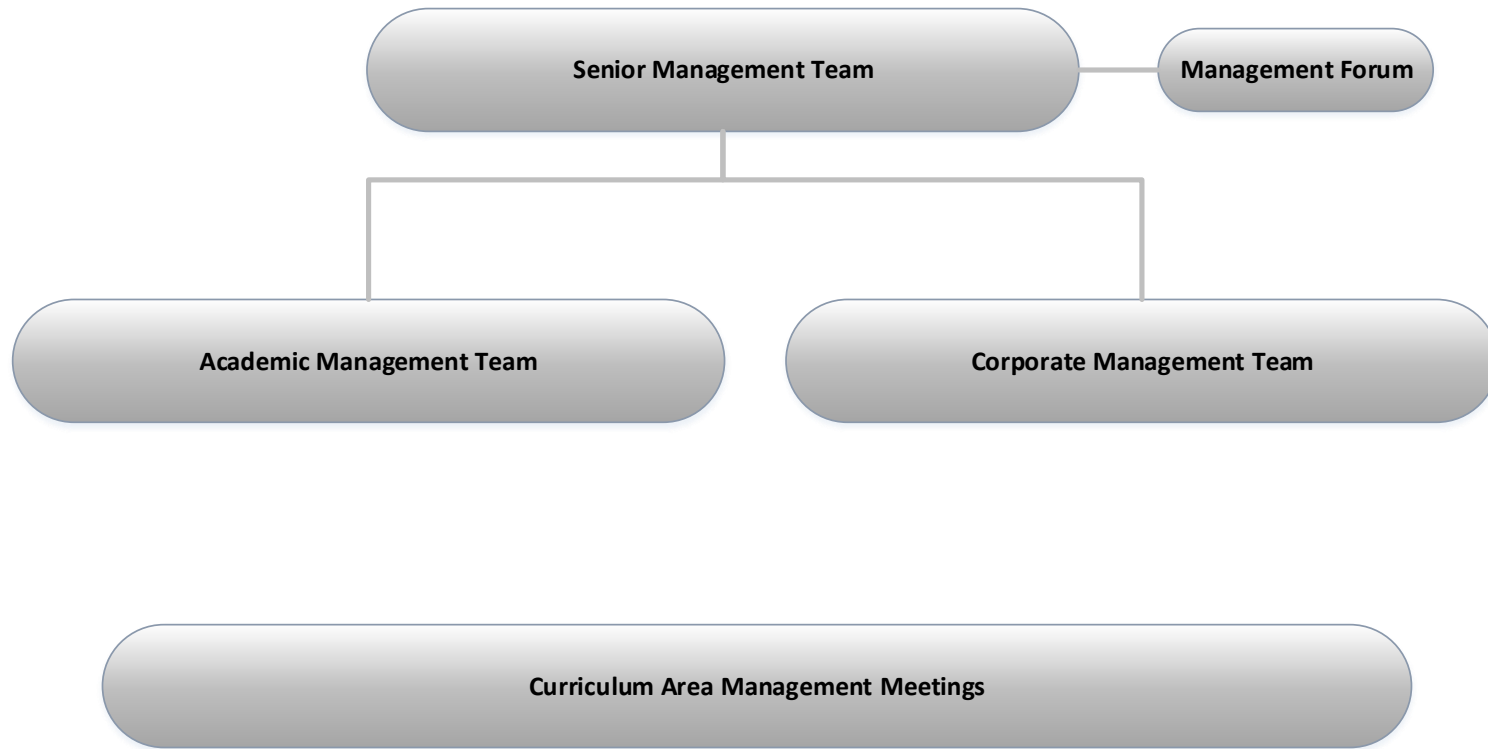
It is important that minutes and reports are clear, concise and accurate. The following guidelines may be helpful:

- While it is necessary to use some specialist terms relating to higher education, you should avoid using deliberately obscure words or jargon.
- Do not duplicate in the minutes information which is contained in the paper presented to the meeting. A brief summary is enough. Minutes are designed to be read alongside the papers they refer to.
- Use the past tense when writing minutes, even if the events you are writing about have not yet happened. (E.g.: "It was reported that a further meeting would be arranged towards the end of the year".)
- Use paragraphs appropriately to break up long chunks of text.
- Be impartial in your report, and do not use loaded terms (even if these were used in the meeting).
- Use some of the words below to add variety to your minutes.
- If in doubt, ask yourself: "Would these minutes make sense to someone from the College who was not at the meeting"? Show them to a knowledgeable colleague to check their response.

You may find the Plain English website useful: <http://www.plainenglish.co.uk>.

Some useful words to introduce variety in minutes				
raised	mentioned	reported	stated	responded
informed	proposed	discussed	suggested	advised
indicated	contributed	explained	presented	clarified
pointed out	confirmed	supported	enquired	accepted
highlighted	focused on	targeted	was of the opinion	understood
preferred	needed	hoped	expected	expressed
emphasised	repeated	stressed	underlined	considered
explored	investigated	pursued	questioned	implemented

SECTION 7: H.E. EXECUTIVE COMMITTEE STRUCTURE



SECTION 8: H.E. DELIBERATIVE COMMITTEE STRUCTURE

