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ACADEMIC GOVERNANCE AND QUALITY ASSURANCE HANDBOOK "THE WHITE BOOK"

2018-19

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London College of Creative Media

Contents

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1 Introduction

1.1 LCCM Mission

We will transform higher education in music, technology and writing by connecting our students to industry and investment.

1.2 Scope

This handbook details Academic Governance and Quality Assurance structures and processes at LCCM. It is complemented by:

- A Governance and management handbook, covering corporate Governance.
- LCCM policies document
- Additional detail may also be found in:
- QAA UK Quality Code for Higher Education (the Code)
- Handbook for Validated Awards – The Open University
- Academic Regulations for Validated Awards – LCCM/The Open University
- Falmouth franchise information (reference)
- Programme Handbooks

1.3 General Information

London College of Creative Media (LCCM) is an approved institution of The Open University (OU) and a partner of Falmouth University. The College's structures, policies and processes comply with or map, inter alia, to the Committee of University Chairs's Higher Education Code of Governance, the OU and Falmouth Academic Regulations and the Quality Assurance Agency (QAA) UK Quality Code for Higher Education.

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1.4 LCCM Governance at a glance

1.4.1 Corporate Governance

Academic Governance structures, headed by the Academic Board, are located within wider LCCM Governance thus:

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Board of Directors ———— Academic Board

                        Academic Standards
                        & Ethics Committee

Finance & Resources
Committee

Nominations
Committee                Senior
                         Management Team         Assessment Boards
Remuneration                                      Programme Committees
Committee                                         Staff/Student Forum

Audit Committee          Student Committee
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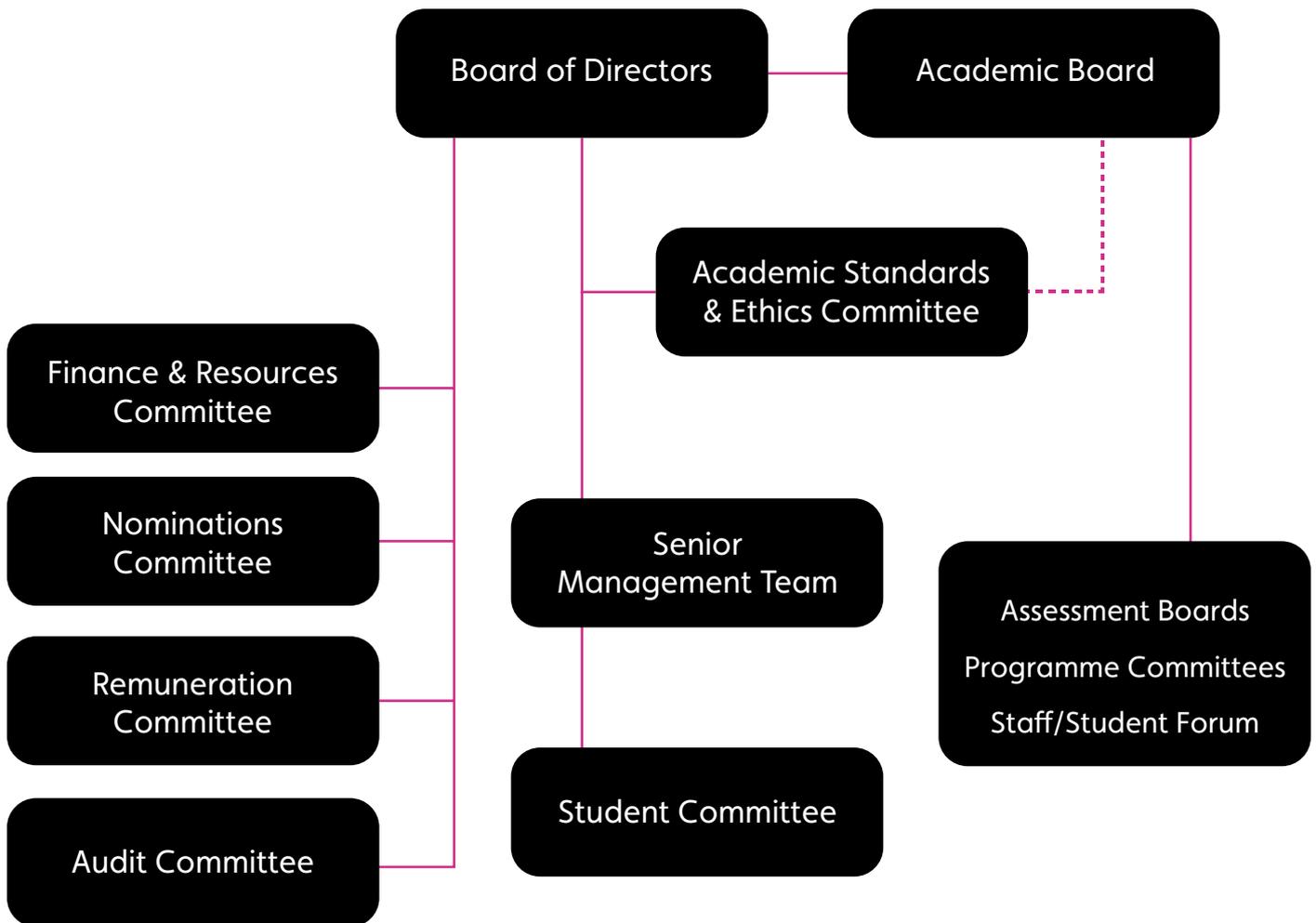
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Specifically, Academic Board and its reporting committees relate thus:

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                              ┌─────────────────────┐
┌──────────────────┐         │   Academic Board    │         ┌──────────────────┐
│ Assessment Boards│─────────│                     │─────────│    Preliminary   │
└──────────────────┘         └─────────────────────┘         │    Validation    │
                                                             │      Panels      │
                                                             └──────────────────┘
           ┌──────────────────┐    ┌──────────────────┐
           │   Extenuating    │    │ Student Committee│
           │   Circs. Panel   │    └──────────────────┘
           └──────────────────┘

┌─────────────┐  ┌─────────────────┐  ┌─────────────┐  ┌─────────────┐
│  Programme  │  │    Programme    │  │  Programme  │  │  Programme  │
│  Committee  │  │    Committee    │  │  Committee  │  │  Committee  │
│    Music    │  │                 │  │             │  │             │
│             │  │ Writing &       │  │  Software   │  │Entrepreneur-│
│             │  │ Authorship      │  │ Development │  │    ship     │
└─────────────┘  └─────────────────┘  └─────────────┘  └─────────────┘

┌──────────────────────────────────────────────────────────────────┐
│                      Staff / Student Forum                        │
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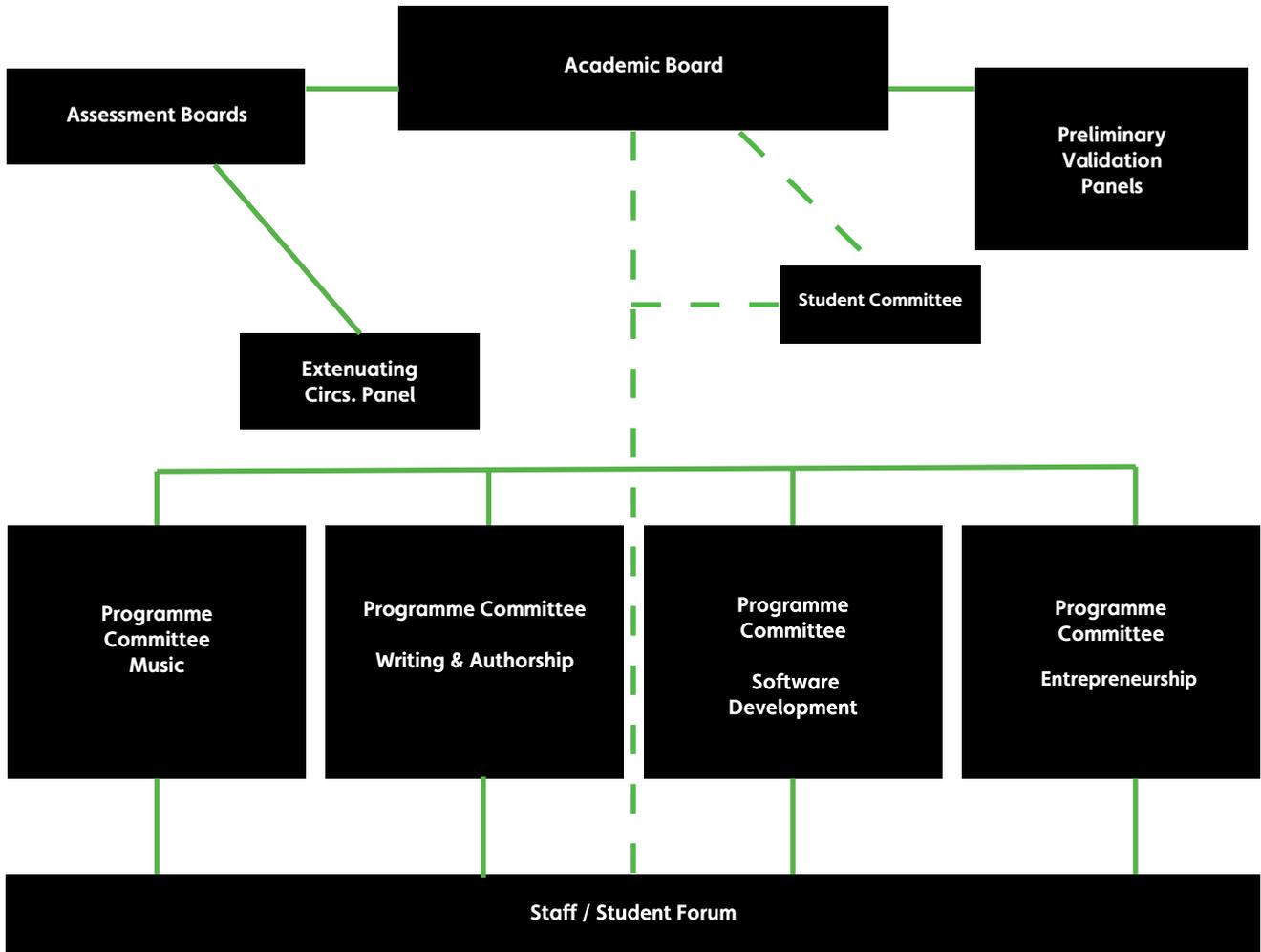
Terms of reference and membership follow in sections 2 and 3.

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2. Academic Board

2.1 LCCM Academic Board: Context

The purpose, ToR and membership of the Academic Board is designed to provide a clear definition of the role and function of the AB in the new Governance landscape. It maps and articulates its relationship with the LCCM corporate board, and specifically recognises AB's primacy in all academic matters, characterised by:

- An unambiguous location for academic decision making, supported by clear arrangements for accountability, delegated powers and resource requirements;
- Clear engagement with the student body to ensure the student voice is heard in all Academic Board discussions
- A new schedule of membership, which will include:
- The senior LCCM academic officer as its Chair
- Ex-officio membership of senior officers
- Members drawn from different areas of business across the institution
- Two external members/co-opted members
- An annual schedule of business;
- A commitment to annual self-review.

2.2 Academic Board purposes

The Academic Board is the academic authority of LCCM and shall take such measures and act in such a manner as shall best promote the academic and professional work of LCCM. Academic Board meetings will concentrate on major issues of academic strategy, policy, priority and performance. The primary purposes of the Academic Board:

- To act as the academic authority for LCCM;
- To promote the academic and professional work of LCCM;
- To safeguard the standards of LCCM's awards and ensure that students receive a high quality academic experience whilst studying at the College;
- To oversee the College's academic management, including the curriculum and all aspects of quality and standards;
- To make regulations and policies, including those which delegates any of its powers (subject to the approval of the Board of Directors, through the Academic Standards and Ethics Committee).
- In particular, it has the responsibility for:
- The maintenance of the threshold academic standards of the higher education awards conferred on the programmes delivered by LCCM on behalf of its degree awarding body(ies);
- The quality of the student learning opportunities;
- The quality of the information about LCCM's provision;
- The enhancement of the student learning opportunities.

2.3 Academic Board functions

The principle strands of operational work will include:

- Approving policies, regulations and strategies;
- Agreeing plans and priorities relating to setting and maintaining academic standards;
- Approval of programmes (Inc. programme design);
- Academic performance review: monitoring and reviewing institutional performance and making recommendations for improvement and enhancement;
- Assuring and enhancing academic quality;
- regulating assessment and credit;
- Advising and making recommendations to the Management Team (or equivalent) on issues related to academic standards, quality, and student experience;
- Oversight of policies relating to admissions, accreditation of prior learning and entry standards, curriculum, learning and teaching, enabling student development and achievement, student engagement, assessment, external examining, programme monitoring and review, academic appeals and student complaints, qualifications, managing education provision with others, inter-institutional collaboration, scholarship and the provision of information about the College's education provision;
- Evaluating and reporting on the effectiveness of the delegation of academic governance to committees.

2.4 Committees of the Academic Board

The Academic Board may establish such committees as it considers necessary to assist in the further and better discharge of its responsibilities. It will receive and consider regular reports from its sub-committees. Details of the membership and work of these sub-committees will form part of the Academic Board's annual report to the Academic Standards and Ethics Committee, a committee of the LCCM Board of Directors.

2.5 Academic Board

Membership

a. Principal or nominee (Chair)

b. Vice Principal with responsibility for Learning Development

c. Programme Administration Manager

d. The programme leaders

e. Students Committee Members (2)

f. Academic teaching staff, elected from their number (1)

g. Two independent members from higher or pr fessional education, one of whom is also a me ber of the Academic Standards and Ethics Co mittee of the Board

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At the discretion of the Chair other members of LCCM and/or GUS staff may attend the Academic Board meetings.

2.6 Tenure

Categories a) – d) hold their positions through their contractual obligations with LCCM, but subject to re-election every three years.

Category e) shall serve for one year, renewable once

Category f) and g) shall serve for three years, renewable once.

3. Committees of Academic Board

3.1 Programme Committees

Music incorporating BMus (Hons) Performance & Production, BA Music Industry Management, BA Creative Music Technology, the Music Development Programme and other music courses

BA Creative and Professional Writing

MA Creative Entrepreneurship

Membership
Ex-officio - Programme Leader(s) (Chair/s), Programme Administration Manager, Subject / Module Leaders,

Elected*- one Student Programme Representative per FHEQ level of Programme

Nominated - Independent Industry Representative

Clerk - (Programme Administration team member)

* Annually by and from amongst the current student body of the Programme. In the case of the Programme Committee for the combined Music subject area, there will be at least one student from each FHEQ level of each course. For all other Programme Committees, there will be one Student Programme Representative for each FHEQ level of the programme with current students. A student may not be a Student Programme Representative and an elected member of Student Committee at the same time. Variations in study mode are counted as a single programme.

Terms of Reference

1. To be responsible to the Academic Board for maintaining the academic quality and standards of programmes

2. To monitor, review and propose enhancements to programmes to ensure their currency with the rel vant art forms, industries and professions

3. To monitor, review and enhance the quality of the delivery of the programme for students

4. To seek out and represent the views of students and academic staff within each subject area of the programme for monitoring, review and enhanc ment purposes

5. To consider minutes and reports from Staff St dent Forum and agree responses and actions as required in order that such actions can be noted and reported to all relevant parties.

6. To assist Programme Leaders in the drafting of annual monitoring reports and to formally agree this on behalf of the Programme, prior to for submission to the Academic Board, awarding bodies and Board of Directors. Annual reports will cover the scope specified by the Academic Board and will include consideration of external examiner reports, progre sion data, feedback from students, an outline of actions planned, and a progress report on actions previously agreed.

7. To consider module and programme modification proposals for progressing to Academic Board or referral back to proposers for further work.

8. To consider reports from external examiners and assist in drafting responses to them

9. To consider input from the Industry Represent tive concerning the evaluation and development of the Programme

10. To contribute to programme franchising, validation and revalidation processes as required by Academic Board

11. To be a forum for sharing experience of effective approaches to learning, teaching and assessment within the programmes.

To meet at least twice a year.

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The Staff/Student Forum provides a formal biannual opportunity for staff and students to consider feedback concerning the following:

1. Academic matters, both programme-specific and generic; together with

2. The College's pastoral provision, general resourcing and organisation.

Membership

Ex -officio:

Chair of Student Committee (joint Chair)

Programme Administration Manager (joint Chair)

Student Programme Representatives

Programme Leaders

Invited:

All current students and staff of the College

Clerk: (Programme Administration team member)

Terms of Reference

1. To be a forum for considering feedback co cerning the operation and enhancement of the Co lege's programmes and cross-College academic, pastoral and general provision;

2. Where relevant in respect of the above, to define enhancements and submit recommendations to the relevant Programme Committee(s) or to Student Committee, Academic Board and/or the Senior Management Team for College-wide matters, as appropriate.

3. To contribute to Annual Programme Evaluations and the Institutional Overview Report for submis sion to the Academic Board, awarding bodies and Board of Directors. Such reports will cover the scope specified by the Academic Board and will include consideration of external examiner reports; admi sion, progression and achievement data; student feedback; the setting of objectives and evaluations of progress towards objectives previously agreed.

4. To consider and elaborate upon student fee back of all forms and sources; propose enhanc ment objectives in response (including to feedback mechanisms themselves) and receive reports on subsequent progress against those objectives

5. To consider reports from external examiners and assist in drafting responses to them.

6. To assist in drafting student submissions for extenal reviews

7. To aid and advise students with regard to straightforward course and pastoral matters

8. To communicate the outcomes and matters ari ing from Staff / Student Forums to the full student body of each programme.

9. To meet twice a year

Assessment Boards are the final tier for agreeing final grades, classifications and making recommendations for progression. Assessment Boards for validated programmes are considered quorate where a minimum of 5 members are present including a chair, an awarding body representative, an External Examiner a Programme Leader and one relevant Module Leader. A separate assessment board is required for each programme (except MDP).

Assessment boards are scheduled in late June following the annual assessment window and early September.

Membership of the Assessment Board is agreed by the Academic Board prior to the start of each academic year.

Membership

Chair – The Principal or nominee

Appointed – External Examiners, University Representative, Programme Leaders, Programme Administration Manager, Subject Leaders, Module Leaders

Non-voting – Clerk (Programme Administration team)

Terms of Reference

1. To consider and agree assessment results and make recommendations for progression and final awards to awarding bodies, as appropriate

2. To monitor and ensure the fair and consistent application of awarding body and LCCM asses ment procedures and regulations during the asses ment process

3. To agree how any extenuating circumstances matters may fairly be considered in the final asses ment of an individual student's work

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4. To consider any specific policy or procedural matters that have affected the assessment of the programme and agree the extent to which such matters may be fairly taken into account when d termining all final results

5. To ensure the confidentiality and security of all assessment information presented to the Board

6. To sign the relevant conferment paperwork, send the appropriate conferrer and publish according to the relevant, agreed regulations.

7. Grades will only be made public once awarding bodies' academic registries have confirmed receipt of conferment paperwork and ratified results.

8. To approve assessment arrangements for st dents with specific learning differences and ensure that proposed reasonable adjustments do not con flict with essential competency standards.

9. To approve the arrangements for reassessment or deferred assessment according to the published regulations, policies and procedures

10. To ensure that the documentation for all Assess ment Boards meets awarding body requirements.

3.4 Extenuating Circumstances Panel

Membership

Vice-Principal (Chair)

Programme Administration Manager (Vice-Chair)

Programme Leaders (all with affected students and minimum of two)

Programme Administrator (Clerk)

Terms of Reference

- To receive all requests for extenuating circumstances in relation to student assessment, as forwarded by Programme Administration
- To consider case summaries and original evidence (where necessary)
- To make recommendations to Assessment Board(s) as to appropriate mitigating actions
- To submit an annual report on the Panel's activity to the Academic Board

Principles

The Extenuating Circumstances Panel will use the following 3 principles when considering cases of extenuating circumstances,

together with other criteria which are reasonable in the circumstances:

i. Timeliness: how close is the period of mitigation to the summative assessment? How lengthy is the affected period? Is the timeframe of the affected period supported by the evidence? Unreasonably late evidence, for example after the end of a term or semester, or after conferment of awards will not be admissible or accepted.

ii. Relevance: how do the circumstances impact on the candidate's ability to do the summative asses ment? Does the evidence support the claim?

iii. Severity: to what extent have the circumstan es affected the candidate's ability to do the su mative assessment? Is this fully supported by appr priate evidence?

Evidence

Assessment rests upon the presentation of appropriate evidence, which can take different forms:

Convincing primary evidence:
- Letters provided by medical practitioners registered with the UK GMC (or the national equivalent where the student has been seen by a medical practitioner overseas) which provide the date and duration of the illness, offer a clear diagnosis, and outline how it has impacted on the students' ability to work.
- Letters from a BACP-registered counsellor, detailing the period in which the student has attended counselling, the counsellor's sense of the student's condition, and its likely effect on their ability to work.
- Letters from Programme Administration, confirming the student has consulted them over a particular traumatic circumstance, such as bereavement, and giving a sense of the impact on the student. Such letters would attest to the student's full engagement with Programme Administration, most likely over a period of time.
- Supportive secondary evidence:
- Documentation provided by a Tutor who knows the student well and can attest to the impact of particular circumstances on the student.
- Documentation such as prescriptions or hospital appointments that back up the primary evidence. This kind of evidence can only form part of an overall case.
- Documentation such as the completion of particular on-line mental health courses, which backs up primary evidence from a medical practitioner.

Unconvincing evidence includes but is not limited to the following examples:

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- Notes from medical practitioners that are written retrospectively, which merely report student's claims – for example that s/he felt unwell or had reason to believe s/he was ill.
- Notes from Programme Administration that are written retrospectively and provide no evidence of the student's proper engagement with relevant services.

The Extenuating Circumstances Panel will use the above principles and evaluate the presented evidence in order to distinguish between acceptable and unacceptable cases of extenuating circumstances.

All acceptable cases of extenuating circumstances would be mapped according to a 3-point scale: severe, moderate or weak.
- Severe: severe circumstances, such as physical or psychological distress, which would be expected to be highly detrimental to a student's academic performance.
- Moderate: Medical or other circumstances where substantial impairment of a student's performance would be expected with some reasonable degree of certainty.
- Weak: less disruptive than the above, but still sufficient to impair a student's academic performance to some limited degree.

Recommendations

The Panel's recommendation to the Assessment Board will be whether to:

i.   Provide a student with the opportunity to take the affected assessment(s) as if for the first time, allowing them to be given the full marks achieved for the examination or assessment, rather than i posing a cap;

ii.   Waive late submission penalties;

iii. Determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;

iv.   Note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification; or

v.   Reject the request on the grounds that the student has failed, without good cause, to provide information about extenuating circumstances within the specified timescale.

The Panel, depending on the circumstances, may exercise discretion in deciding on the particular form any recommended reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

3.5 Preliminary Validation Panel

All proposed programmes leading to an academic award will follow the appropriate processes detailed in LCCM policies. Current awards are validated by The Open University (OU) and are run in accordance with the relevant OU regulations. In the case of validation arrangements, before final validation there will be an internal preliminary validation panel to preview the programme proposal. Franchised programmes may not require a preliminary panel.

The Preliminary Validation Panel will comprise:
- Chair (Vice-Principal)
- External Academic (appointed by relevant awarding body)
- External Academic (appointed by LCCM)
- External industry contributor
- Internal Academic (Principal or their nominee)
- Senior representatives of the Programme Development Team
- Relevant student representatives
- Programme Administration Manager(Clerk)

The purpose of the preliminary validation panel is to ensure the programme is fit for purpose. The panel will assess the programme documentation and provide an initial assessment of the programme.

Terms of Reference:
The panel will:

1. Review programme specifications to ensure they reflect the mission, strategic direction and academic goals of LCCM

2. Review programme aims to ensure the educ tional content is enquiring, analytical and creative; promoting independent learning, critical self-awar ness and employability
3. Ensure learning outcomes are clear and appr priate to the level of study as defined in the QAA subject benchmark statements and relevant sections of the Code

4. Ensure learning outcomes relate to any relevant external reference points, e.g. professional or stat tory body requirements

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5. Ensure the programme incorporates transferable skills and abilities appropriate to the level of the award

6. Ensure the proposed curriculum enables students to achieve the intended learning outcomes and reflects current developments in research, schola ship and industry practice

7. Ensure the programme has an appropriate balance between academic and practical elements, and opportunities for personal developmen

8. Ensure there is adequate resource provision including appropriately qualified and experienced staff, student academic support and opportunity for student engagement

9. Ensure the assessment profile relates clearly to the learning outcomes and provides balanced, fair opportunities for students to demonstrate they have fulfilled the programme specifications

The panel will provide a summary document to report to Academic Board and include in the final validation paperwork:
- Issues that arose during the meeting and how they were resolved
- Outstanding issues to be addressed with proposed resolutions

4 The Student Voice

LCCM prides itself on its diverse student body and personalised learning environment. The College is committed to ensuring its students have the best opportunity to complete their studies and maximise their potential. Students are given opportunities to engage with the quality assurance and enhancement process to improve the student experience and help shape the future of the institution.

Student Roles at LCCM

LCCM recognises the importance of listening to the student voice and encourages feedback from the whole student population whilst also providing opportunities for elected individuals to represent their peers and colleagues.

These opportunities include, but are not limited to:
- Structured meetings with elected student representatives –
  - ° Academic Standards and Ethics Committee of Board of Directors
  - ° SMT
  - ° Academic Board
  - ° The Student Committee
  - ° Programme Committees

- ° Staff Student Forum (+ all students are members)
- ° Student Opinion Gathering –
- ° Termly satisfaction surveys
- ° National Student Survey
- ° Student review submissions
- ° Portfolio development research
- ° Preliminary validation panels

5 External Examining

External examiners (EEs) are appointed by and report to awarding bodies.

5.1 The role of the EE is to:

a. Approve the form and content of all assessments contributing to an award, so as to ensure that the aims and learning outcomes of the programme are being tested fairly and to the standards required;

b. To monitor any amendments to assessment tasks to accommodate any disabilities to ensure they are fair and that there is parity in the level of assessment;

c. Sample students' work in order to ensure that assessment criteria have been interpreted correctly and that there is parity of assessment across the cohort;

d. To attend meetings of Assessment Boards;

e. Ensure that all recommendations for awards are made in accordance with the approved programme regulations;

f. Inform awarding bodies if the standards of their awards are judged to be at risk;

g. Sign pass lists and to write a timely report on ou comes in the required format;

h. Advise on any proposed changes to programmes, particularly where these affect the assessment r quirements. EEs may also be consulted by the pro gramme team on content or structure changes.

5.2 In respect of validated provision, LCCM is responsible for

i. Nominating EEs;

ii. Providing them with briefing and induction, including copies of the relevant Programme Specification, Module Specifications, Programme Handbook and Assessment Regulations, together with an invitation to visit College to meet staff and students;

iii. Making the necessary arrangements for EE approval of summative assessments, including

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- Any changes to the assessment strategy/mapping of learning outcomes to assessment laid out in the Module Specification, that LCCM has / wishes to make, subsequent to programme validation;
- All assessment (assignment) briefs in use this academic year, that have not been previously approved by the EE;
- All papers for assessments administered under written examination conditions, and scripts for oral examinations, in use this year;
- All marking criteria provided to students in respect of assessments taking place this academic year, that have not been previously approved by the EE;
- Any amendments to assessment tasks to accommodate students with disabilities;

iv. Making the necessary arrangements for mo erating standards in advance of the assessment board, including for EE sampling of the students' work.

v. Managing assessment boards, supporting EE participation;

vi. Ensuring (via the APE/AIO processes at 6 below) that external examiners' reports are formally consi ered, and that appropriate action is taken where necessary, detailing this in written responses both to the EE and to the University;

vii. Making external examiners' reports available in full to students, with the sole exception of any conf dential reports made directly to the Principal

6 Planning and Review

6.1 Strategic Development and Enhancement

- LCCM sets out its strategic objectives in multi-year plans. These plans summarise mission delivery for the period, with enhancement themes identified.
- The Board of Directors determines and reviews the overall mission of the College through consultation with industry, UK HE sector bodies, Academic Board and the Senior Management Team.
- The Principal proposes a multi-year plan that sets out how the mission will be delivered, realised and measured. The plan provides a clear rationale for planned enhancement activity in terms of how such activity is designed to improve outcomes and opportunities for students. The plan also defines relevant performance indicators for the period.
- The Principal sets annual objectives for the

institution that are incremental steps toward the above objectives.
These in turn cascade into individual staff objectives.
- Line managers review the performance of their staff against these objectives.

6.2 Performance Assessment

The effectiveness of the College's strategic enhancement plans will be measured through sector standard metrics, reaching financial targets, and industry engagement. Measures will include but will not be limited to

- Student recruitment and retention
- Students' academic achievement
- Graduate first destination data
- Alumni success
- External examiner reports
- Review and regulatory reports
- Industry recognition for delivery of career ready graduates

6.3 Annual Review

Annual review has two main components:

- Annual Programme Evaluation
- Institutional Overview
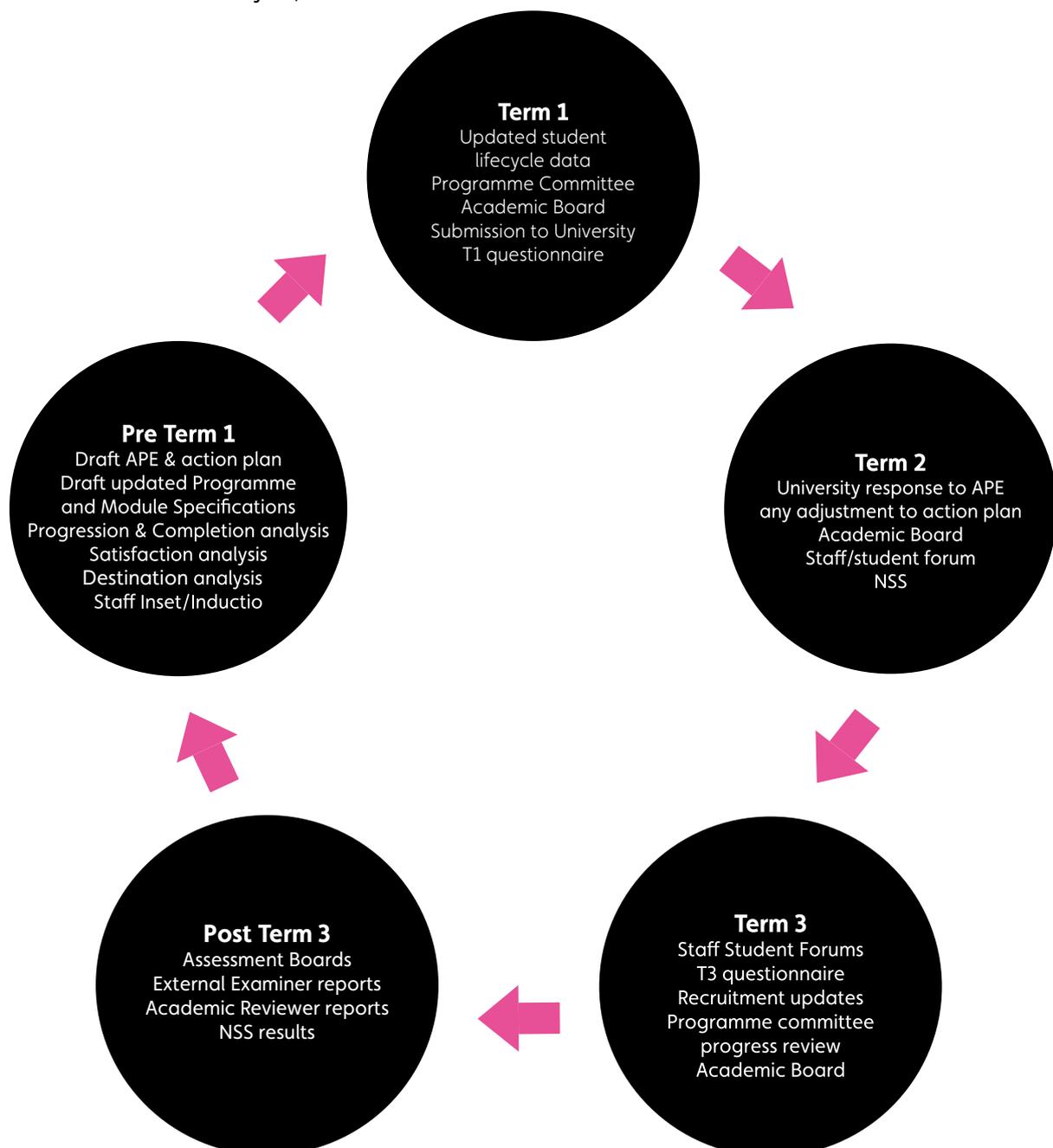
6.3.1 Annual Programme Evaluation (APE)

The APE is the primary tool for programme review and re-planning and is thus a keystone of LCCM quality assurance process. Proposed by Programme committee, approved by Academic Board and submitted to the relevant awarding body, APE is both a process and document, including:

- Progress with existing programme action Plan
- Response to awarding body feedback on previous APE
- Progress on any outstanding validation conditions & recommendations
- Progress on any issues emerging from regulatory engagements
- Student lifecycle statistics and commentary
- External Examiner reports and responses
- Academic Reviewer reports and responses
- Student feedback and institutional response
- Evaluation of student support and guidance resources
- Teaching staff feedback and responses to

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- Employer feedback and responses to
- Evaluation of staffing resource – staff roles, effectiveness and current CPD
- Programme and Module specifications review
- Proposed programme amendments for awarding body approval
- Programme action plan for coming academic year

In response awarding bodies may ask for more detail on matters outlined or require the addition or expansion of action plan objectives. Programme Evaluation is a product of a cyclical process, which ensures that quality assurance and enhancement is both integral to and consistent with the academic cycle, thus:

Term 1
Updated student
lifecycle data
Programme Committee
Academic Board
Submission to University
T1 questionnaire

Term 2
University response to APE
any adjustment to action plan
Academic Board
Staff/student forum
NSS

Term 3
Staff Student Forums
T3 questionnaire
Recruitment updates
Programme committee
progress review
Academic Board

Post Term 3
Assessment Boards
External Examiner reports
Academic Reviewer reports
NSS results

Pre Term 1
Draft APE & action plan
Draft updated Programme
and Module Specifications
Progression & Completion analysis
Satisfaction analysis
Destination analysis
Staff Inset/Inductio

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The Board of Directors and awarding bodies will receive an annual Institutional Overview report, approved by Academic Board and SMT consisting of:

- Progress on the previous Institutional Enhancement Plan
- Action taken/response to awarding bodies previous Annual Monitoring Pro-Formas
- Forward-looking Institutional Enhancement Plan
- A summary of progress on meeting any outstanding conditions and recommendations
- A report on actions relating to QAA or other external bodies
- Reflections on student feedback
- Reflections on NSS survey results
- Reflections on internal appeals, complaints and disciplinary matters
- Staff development activities and priorities
- Significant achievements and good practice to disseminate across the institution
- Cross institutional themes arising from programme evaluations
- Mapping of institutional policies to the Code
- Details of administrative changes
- A statement of compliance

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7. Appendices

Validation Date	Programme Title	Level	First Offered	Expected Review date	Modification History	External Examiner	End Date
January 2018	BMus (Hons) Music Performance and Production	6	Academic Year 16/17	Summer 2021		Ralph Salmins Royal College of Music	Sep-20
January 2018	Cert HE Music Performance	4	Academic Year 16/17	Summer 2021		Ralph Salmins Royal College of Music	Sep-20
January 2018	Cert HE Creative Music Practice	4	Academic Year 16/17	Summer 2021		Ralph Salmins Royal College of Music	Sep-20
January 2018	MA Creative Entrepreneurship	7	Academic Year 16/17	Summer 2021		Prof. Venu Dhupa Nottingham Trent University	Sep-20
January 2018	BA (Hons) Creative and Professional Writing	6	Academic Year 17/18	Summer 2022		Dr David Mathew University of Bedfordshire	Dec 2021
January 2018	BA (Hons) Music Industry Management	6	Academic Year 17/18	Summer 2022		Milan Todorovic London Metropolitan University	Dec 2021
January 2018	BSc (Hons) Digital Product Development	6	Academic Year 18/19 (projected)	Summer 2022			

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TITLE	Approval	Proposer
POLICIES		
Academic Appeals	AB	VP
Academic Misconduct	AB	VP
Admissions	AB	VP
Admissions Appeals	AB	VP
Assessment	AB	VP
Attendance - student	AB	PAM
Bursary and hardship	SMT	DOFC
Career Education Information Advice and Guidance	AB	VP
Code of Conduct - students	SMT	PAM
Complaints	SMT	PAM
Equal Opportunities	SMT	Principal
Extenuating Circumstances, Deferral of Assessment	AB	PAM
Fees (schedule)	SMT	DOFC
Guest Speakers and Events	SMT	PAM
Health and Safety	BoD	DOFC
Information Technology	SMT	DOFC
Interruption of Studies	AB	PAM
Pastoral Care and Safeguarding	SMT	PAM
Performance Management	SMT	Principal
Physical Resources	SMT	DOFC
Printing	SMT	DOFC
Privacy / Fair Processing	SMT	DOFC
Programme Approval, Modification & Closure	AB	VP
Scholarship	SMT	DOFC
Staffing	SMT	DOFC
Student Fees, Payments & Refunds	SMT	DOFC
Terms and Conditions of Study	BoD	VP