



Handbook 4:

Collaborative Provision

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Foreword

This handbook is the second edition of the procedural requirements for **Collaborative Provision**. There are eight quality management handbooks in total:

1. An Introduction to Quality Enhancement
2. Programme Design and Delivery
3. Validation and Approval of Taught Programmes
4. **Collaborative Provision (including Partnership Review)**
5. Annual Monitoring
6. Periodic Review
7. External Examiners
8. Committees

The procedures contained within this handbook apply to all proposals for **collaborative** arrangements from **September 2011** onwards. However, it should be noted that if the proposed collaborative arrangement includes the development of a **new taught programme** or the **revalidation** of an existing programme to be delivered **by, with or at** another organisation, reference should also be made to *Handbook 3: Validation and Approval of Taught Programmes*.

The procedures contained within this handbook detail a **two** stage approval process (**partner approval** and **approval of collaborative arrangements**). The '**risk-based**' character of the procedure complements the **annual monitoring** and **periodic review** procedures. This will entail the customisation of the level and type of scrutiny proportionate to the risks associated with individual proposals. The risk-based approach is a feature of the approval and validation process, and development teams and Faculties are required to complete a **Development Approval Document** (DAD) which includes a formal risk assessment.

First published in September 2007, the procedures contained within this handbook have been subject to revisions over the intervening years. The most significant changes to the validation and approval procedures since September 2010 are as follows:

September 2010

- Procedures for the credit rating of **minor awards** in relation to **employer partnerships**:
 - An abridged version of the DAD may be used;
 - ADC will be *notified* about proposals of this type, rather than being involved in approving the DADs;
 - Schools will be responsible for preparing and approving documentation required for partner approval, in liaison with University of Derby Corporate.
- Proposals from University of Derby Corporate (UDC) do not require the Business Plan (Annex 3-C) to be completed.
- The criteria to be used when assessing the level of risk has been amended.
- The procedure for extending the collaborative arrangements of the partner organisation to include **additional locations** has been revised and now provides a two tier arrangement, proportionate to the level of risk.
- The procedure for **articulation arrangements** has been revised to clarify the definition and approval of articulation agreements. **[Part I]**

September 2011

- The Handbook and the Annexes reflect the changes in responsibilities arising from the disbandment of SFPL;
- The section on updating operational manuals has been extended to include arrangements for handling exceptional extenuating circumstances **[paragraph E44]**;
- The CPSC Standing Panel has been deleted, and replaced with a University Panel, the size and composition of which may vary, dependent on the nature of the proposed collaboration and level of risk
- The section on Partnership Reviews now requires School Quality Committees to monitor the Partnership Review enhancement plans to ensure that action is taken where appropriate **[paragraph K24]**;
- The Development Approval Document (Annex 4-A) has been streamlined. It has a greater focus on due diligence and provides a score card approach for the identification of potential risks. Additional guidance has been included in Annex 4-T regarding models of collaborative provision;
- An abridged version of the Development Approval Document (Annex 4-A1) has been provided for UDC minor awards;
- The Operational Manual template (Annex 4-C) has been updated to include additional questions relating to responsibility for arrangements relating to research governance and ethics, examination audits, exceptional extenuating circumstances, second marking;
- An abridged version of the Operational Manual template (Annex 4-C1) has been provided for UDC minor awards;

Part A: Overview

SECTION ONE: INTRODUCTION

A1 This part of the handbook provides:

- An overview of what is **contained** in the handbook;
- An introduction to the **Quality Enhancement Framework** and its interrelationship with collaborative provision;
- Some **initial prompts** when thinking about collaboration;
- A set of **definitions** for different **types of collaborative provision**;
- Information and guidance on the process of **establishing a partnership**;
- An introduction to **social inclusion**;
- Contact details for the various staff and offices within the University from whom **advice** and **support** can be obtained;
- A brief description of the **roles** and **responsibilities** of University staff in relation to collaborative arrangements.

SECTION TWO: HOW TO USE THIS HANDBOOK

A2 This handbook has been written for all those involved in the quality management of the University's **collaborative partnership** and provision, but it is particularly aimed at:

- **Developers** of new collaborative partnerships, both in the University of Derby and at collaborative partners.
- **Senior managers** within the University with responsibility for collaborative provision.
- **Faculty Curriculum Development Managers (FCDM).**
- University staff involved in the **management** and/or **administration** of collaborative provision.
- Collaborative **partner quality managers** and HE **curriculum managers**.

A3 This handbook meets the needs of colleagues within both the University and its partner organisations by providing a comprehensive and accessible resource on the procedural requirements, supplemented with advice and guidance on good practice in the development and **management of partnerships**.

A4 **Part A** provides a useful introduction for those staff that have little or no experience of developing collaborative provision and/or working with partner organisations. It sets out the University's approach to collaborative provision, acknowledging that there are **different types of arrangements** and that these have different implications for the respective responsibilities of the University and the partner institution in relation to recruitment, student registration, programme design and approval, programme delivery, quality and standards, and for financial matters. Consideration is given to the particular tasks that have to be undertaken when **establishing a partnership** prior to developing any collaborative proposals. The section concludes by providing **contact details** for the various staff and offices within the University from whom advice and support can be obtained.

A5 **Part B** offers a general analysis of the **risks** associated with any form of collaboration and provides the basis for a brief discussion of the University's approach to managing these risks. As would be expected, academic collaboration is inherently risky and it is important to consider the potential damage to the University's **standing** and **reputation** if academic standards are not assured or should the partnership break down.

A6 The handbook also covers:

- The **development approval process** from initial market research, through preparing the business case to final approval to develop the proposal. **[Part C]**
- The approval of **new collaborative** partners. **[Part D]**
- The approval of **collaborative arrangements** with the partner organisation. **[Part E]**
- The procedures to be followed when **extending** collaborative arrangements to include **further programmes** or **additional locations**. **[Part F]**
- The procedures to be followed for **off-campus delivery**. **[Part G]**
- The arrangements for **closing a partnership**. **[Part H]**
- Articulation arrangements. **[Part I]**
- The **monitoring** and **review** of collaborative partners and provision. **[Parts J and K]**

Guidance

If the proposed collaborative arrangement includes the development of a new programme or the revalidation of an existing programme to be delivered by, with or at another organisation, reference should also be made to **Handbook 3: Validation and Approval of Taught Programmes**.

A7 Whilst the handbook has been structured around the logical sequence of activities in the development and delivery of collaborative provision, it has also been designed with the intention that the reader may access individual sections as required. At first glance, the procedures relating to collaborative provision may appear unduly complex, and therefore to help the reader have a clearer understanding as to how the key processes interrelate, these are shown diagrammatically in Figure 2. Also included at the end of this section is a table giving brief details of the documentation requirements for each of the key processes.

SECTION THREE: THE QUALITY ENHANCEMENT FRAMEWORK

Introduction

- A8 The University has responsibility for the **standard of awards** made in its name and for ensuring that the awards are set at the right standard from the outset. The purpose of the validation process is to ensure that the proposal offers a **coherent programme structure** which is appropriate to the name of the award, the level of the award and the subject to be validated, that the requirements for students to achieve the **learning outcomes** are clear and that the **assessment** is designed to test the learning outcomes. The very first precept in the QAA Code of Practice on *Programme design, approval, monitoring and review* underlies this responsibility by stating:
“Institutions ensure that their responsibilities for standards and quality are discharged effectively through their procedures for:
- *The design of programmes*
 - *The approval of programmes*
 - *The monitoring and review of programmes.”*
- A9 Similarly, if the University has validated or accredited a partner institution’s programme or has recognised their programme for the purpose of providing automatic entry with advanced standing to one of our awards (an **articulation** arrangement), then the University is responsible for ensuring that the quality and standards of the partner’s award are maintained. It is for this reason that the University applies **rigorous approval** and **monitoring** processes.
- A10 Whilst the procedures within this handbook detail the **two stage** approval process - **partner approval and approval of collaborative arrangements** - developing a proposal should be seen as a process that is set within a much wider **quality enhancement system** that includes **annual monitoring** and **periodic review**.
- A11 The current **monitoring and review** procedures require Schools to prepare annual monitoring reports, which alert the Faculty to potential areas for development and emerging issues that may impact on the revalidation of existing programmes. Just as School reports are informed by the intelligence gathered at the programme level, the Faculties’ **Business Plans** draw on the forward-looking and context focused School reports to inform their production and these, in turn, provide the basis for budget submissions. Therefore, developing a proposal is not conducted in isolation nor is it governed solely by the procedures detailed in this handbook. Programme planning, validation, revalidation or modifications are only one part of the quality enhancement system the context of which is defined by the **Faculties’ strategic plans** and **learning, teaching and assessment strategies**. This interrelationship is shown schematically in Figure 1.



Figure 1: The Quality Enhancement Framework

SECTION FOUR: THINKING ABOUT COLLABORATING?

Why collaborate?

- A12 Collaborative working is an integral part of the University's mission and corporate objectives. In summary those objectives are to provide applied and vocational education, regionally, nationally and internationally; gain a distinctive reputation as a business facing University through the University of Derby Corporate; be community rooted and establish a sustained relationship with regional learners and partners for progression to higher education and embed internationalisation within the University.
- A13 Collaborative partnerships aim to improve access to learning through the development of regional and international links and maximise the opportunities for the University to expand its activities and generate additional income streams.
- A14 The University's aim is to grow its higher education population with the key areas of growth being international students; on-line distance learning students; University of Derby Corporate employer-engaged part-time learners; and postgraduate students. Growth opportunities in the home/EU full time undergraduate sector are currently limited and will be determined by government funding policies.
- A15 Working in partnership provides the University with the opportunity to take greater control of securing its supply of students as evidenced by the successful progression arrangements with regional schools and FE colleges. Developing similar arrangements with partners for the expansion of non-HEFCE funded provision is a key objective of this strategy.
- A16 Achieving a more integrated approach to internationalisation is pivotal to supporting the University's growth agenda. Extending the University's global reach through increased growth in international partnerships will lead to an increase in the number of campus based and on-line distance learning international students; expose all students and staff to a more international environment; and through staff development, and collaboration with international partners, will support the enrichment of curricula and research. Providing an internationally relevant curriculum that gives all students the opportunity to be competitive in the global employment market should become a distinctive strength of the University and its international collaborative partners.
- A17 All of the University's partnership arrangements are operated to the standards of the quality processes of the University and audited by the **Quality Assurance Agency (QAA)** of the UK.

Guidance

The QAA takes particular interest in the operation of collaborative programmes and **Section 2: of the QAA Code of Practice** sets out key principles institutions should consider when engaging in collaborative arrangements.

Definition of collaborative provision

A18 The University defines a **collaborative partnership** as all arrangements in which the University makes an award or gives credit towards an award on the basis of education provided **by, with or at another organisation** in the **UK** or **overseas**. The development and approval of collaborative provision encompasses a number of distinct arrangements identified as:

- **Franchising:** A partner organisation is authorised to provide all or part of a programme that has been designed by the University.

Guidance

Serial Franchising

Our partners are approved to directly deliver University programmes at approved locations. They are not permitted to deliver the programme through other organisations. This is called serial franchising and seriously compromises quality and standards as well as being in contravention of the **QAA Code of Practice**. All staff who are involved in the management of collaborative provision, Project Managers and Programme Leaders in particular, are asked to be vigilant in detecting any signs of serial franchising and to report this immediately to the Dean of Faculty. The International Department regularly monitors partner websites for this and similar purposes.

- **Validation:** The University recognises (as leading to a University of Derby award) a programme of study designed and delivered by an academic institution or private training provider partner organisation.
- **Articulation:** The University grants automatic entry with advanced standing to students completing a named programme of study undertaken in a partner organisation.

Guidance

Progression agreements with another organisation do not fall within the scope of the procedures for collaborative arrangements. In these cases either:

1. Students are considered for admission, at the normal point of entry or with advance standing, on an **individual basis**, i.e. there is no automatic entry to a programme.
2. Automatic entry is given (following an initial mapping exercise) to students who have a qualification from an awarding body which assures the standard of its programmes in a manner that can act as a proxy for the University's own procedures, e.g. Edexcel. See Part I of this Handbook for further information.

- **Accreditation:** The University recognises (as leading to a University of Derby award) a programme of study designed and delivered by an employer partner organisation. This term is also used when the University assigns credit to modules offered by a partner organisation which do not lead to a University of Derby award.
- **Off-Campus Delivery:** The University retains full responsibility for a programme delivered in a remote location by its own staff. The responsibilities of the partner organisation are limited to the provision of accommodation and, possibly, some learning resources.

A19 These terms are used for ease of reference. In practice, the University's quality management arrangements are matched to the **profiling** of individual partnerships and the particular risks they present. In addition, the management of a partnership

often takes a '**hybrid**' form. So, for example, there may be an articulation arrangement governing the first two years of a programme leading to a Diploma that is accepted for entry to the final year of study leading to an Honours degree. The final year may be delivered by the partner organisation under a franchise or validation agreement.

SECTION FIVE: ESTABLISHING A PARTNERSHIP

Initial enquiries

- A20 The International Department has responsibility for **International partnerships**, whilst the Institute for Learning Enhancement and Innovation (LEI) has responsibility for **UK/home partnerships**. University of Derby Corporate (UDC) has responsibility for **employer partnerships**, and the Online Distance Learning Unit (ODL) has responsibility for **online distance learning partnerships**. Enquiries from potential new partners may sometimes be received directly by a Faculty. Similarly, a Faculty may be party to discussions with an existing partner about plans to extend the current collaborative provision. In either case, an initial approach from a potential partner organisation should be forwarded to the appropriate central department/unit above, i.e. the International Department, LEI, UDC or ODL. Conversely, these departments/units may receive enquiries from new or existing partners and will involve the relevant Faculties accordingly.
- A21 It is also important for development teams to consult with their Faculty Curriculum Development Manager (FCDM) and LEI from the outset regarding approval arrangements particularly regarding the completion of the development approval submission documents for ADC and the subsequent approval documents.

Selection criteria

- A22 During initial discussions with a potential partner, the development team will wish to satisfy itself as to its appropriateness in terms of:
- The fit of the proposed partnership with the University's ***Draft Collaborative Strategy (2010-2014)*** i.e.
 - the strategic fit of the partner with the mission of the University and our over arching value that puts students at the heart of everything we do;
 - good quality outlets for our programmes (as tested by Institution Quality Audit or inspections reports, according to our QA procedures);
 - legal standing of the partner and ability to enter into partnership arrangements;
 - financial health of the partner and/or ability to attract pump priming for the development of the partnership;
 - accessibility to support from the University by either geographical proximity or electronic infrastructure;
 - ability to achieve a sustainable financial margin to enable reinvestment within the University.

- Its **previous history**, if any, in collaborating with UK higher education.
- The level of its **physical and human resources**, and experience and expertise in the relevant subject area(s).
- Its willingness to understand and adhere to the University's requirements in relation to the **quality** and **standards** of its awards, and its obligations vis-à-vis external agencies such as the QAA.
- Its approach to **social inclusion**.

Memorandum of Understanding

- A23 Following preliminary discussions it may be appropriate that a **non-binding Memorandum of Understanding** (Annex 4-F) is signed as an indication of intent to collaborate. No legally binding agreement can be signed with any partner without consulting with the International Department, LEI, UDC or ODL (as appropriate), and in any event not until the details of the collaboration have been established and approved. If a *Memorandum of Understanding* is signed the original must be forwarded to the **Company Secretary**.

SECTION SIX: SOCIAL INCLUSION

- A24 The University is required to comply with legislation relating to **social inclusion** and it is important for all academic programmes to take these issues into account during the **planning** and **development stage**.

Definition of social inclusion

Socially inclusive practice is where everyone is treated fairly and their individuality is respected and valued. Difference is accepted and openly discussed to enhance understanding. Practice is organic and evaluated for future improvement(s).

- A25 Development teams need to reflect on whether the proposal demonstrates awareness of the diverse needs of learners who might want to study i.e. age, disability, gender, ethnicity, religion and sexuality. **Diversity** is based on the concept of **recognition of differences** – recognising that everyone is different, and respecting and encouraging those differences. Development teams are encouraged to engage with equality and diversity themes from the outset so as to fully inform all phases of the development process. Whilst the initial proposal may only provide an outline of the collaborative arrangements, development teams need to be thinking through the question: How and to what extent will the strands of diversity be incorporated into the collaborative arrangements?

SECTION SEVEN: CONTACTS AND RESPONSIBILITIES

Contacts and responsibilities

A26 Table 1 sets out the responsibilities assigned to central departments for collaborative provision.

Table 1: Contacts and responsibilities

WHO TO CONTACT	AREAS OF RESPONSIBILITY
Executive - Pro Vice-Chancellor	Executive responsibility for collaborative provision
International Department	All international collaborative provision
Institute for Learning Enhancement and Innovation	All home/UK collaborative provision All aspects of quality assurance relating to collaborative provision Maintenance of the University's Collaborative Register
University of Derby Corporate	All collaborative provision relating to employer partnerships
Online Distance Learning Unit	All collaborative provision relating to online delivery
Company Secretary/Business Development Unit	Formal agreements/contracts

A27 The **Institute for Learning Enhancement and Innovation** provides advice and guidance on:

- **Validation and approval** procedures (including partner approval);
- **Quality monitoring** procedures (including annual monitoring of collaborative provision, partnership review and periodic review);
- The nature of a proposed collaboration and any changes to the nature of an approved collaboration;
- Completion of the **Development Approval Document** (Annex 4-A)
- The required contents and maintenance of the **Operational Manual** (Annex 4-C);
- Appropriate timings for the **development and approval process**;
- The composition of **approval panels**;
- The selection, appointment and reporting requirements for **external examiners**;
- The **Accredited Lecturer Policy** (Annex 4-M) and the appointment process.

A28 Other central departments also make an important contribution to the management and support of collaborative provision. **Student Support and Information Services (SSIS)** holds overall responsibility for the University's regulations (the 3Rs); student records; student information, support and advice, and for the administration of awards

and assessment. The Planning and Statistics Unit (PSU) is located in SSIS. **Learning Enhancement and Innovation (LEI)** incorporates the library and careers service, as well as providing support for Teaching, Learning and Assessment. SSIS, LEI and also **Information Technology Services (ITS)** welcome requests for support and advice from colleagues within the University and its partner organisations, and these Departments play an important role in the development and approval of new partnerships.

Committees

- A29 **Academic Board:** Along with many other duties, the Board is responsible for consideration of policies for the development of academic activities; approval, implementation, monitoring and review of policies and procedures; promoting the continuous improvement of academic quality and educational standards. It is, in effect, the senior committee with respect to the academic affairs of the Institution. It is chaired by the Vice Chancellor and its membership includes senior managers (including all the Deans of Faculty), and representatives of the University's staff and students.
- A30 **Quality Enhancement Committee (UQEC):** UQEC is responsible to Academic Board for the maintenance of academic standards and the enhancement of the quality of student learning opportunities for all taught programmes which lead to the awards or credit of the University, including those which are delivered wholly or partly in collaboration with other organisations.
- A31 **Collaborative Provision Sub-Committee (CPSC):** The sub-committee is accountable to UQEC. It considers and approves recommendations for the approval of partner organisations and collaborative arrangements. It also approves revisions to operational manuals for collaborative provision that impact on standards and/or the quality of learning opportunities. The sub-committee has a key role in the development of policies and procedures in relation to collaborative provision.
- A32 **Validation Sub-Committee (VSC):** The sub-committee is accountable to UQEC. It considers and approves recommendations for the validation of credit and award-bearing taught programmes, including those that are offered in collaboration with partner organisations. It also considers and approves requests for extensions to the period of validation for taught programmes.
- A33 **School/Faculty Quality Committees:** School/Faculty Quality Committees are responsible for the oversight of the quality of collaborative provision. In particular, they consider annual monitoring reports and reports related to visits carried out in line with the Visit Policy (Annex 4-N). They also monitor progress with Closure Action Plans (see Part H and Annex 4-I).
- A34 **Academic Development Committee (ADC):** Acting on behalf of Academic Board, the Committee:
- Ensures the consistency of programme proposals with the University's Corporate Plan and Operating Strategies;
 - Makes recommendations (on the basis of an assessment of risk) on the validation requirements for each proposal;
 - Proposes and, where appropriate, initiates action to promote curriculum development and other academic initiatives.

- A35 **Faculty Management Board (FMB).** The FMB is the prime body of authority for the Faculty and the vehicle through which Faculties are accountable to the Executive. The planning and budgetary processes of the University will be progressed through the FMB. The Faculty's plans with regard to academic development, academic delivery, business development, estates and marketing are presented to the FMB for scrutiny and approval.

SECTION EIGHT: ROLES AND RESPONSIBILITIES OF UNIVERSITY STAFF

- A36 Getting a collaborative arrangement agreed, approved and underway is only the first step in making the partnership work. A number of staff will be involved on an ongoing basis ensuring that the collaboration thrives and is successful. The number of staff with direct responsibilities will vary according to the size, nature and complexity of the arrangements. There are some key roles:
- A37 **Key Partnership Manager** - has responsibility for overseeing the operational effectiveness of a partnership and advising on its strategic development. This role is particularly important in the case of those partnerships which involve more than one University Faculty. The role also includes maintaining an overview of financial and contractual arrangements and contributing to staff development
- A38 **Project Manager** - the person with the most direct responsibility for the link will carry this title. Where the partnership is a major one and/or a number of Faculty programmes are delivered by a single partner, then a Project Manager is appointed. This is a time-consuming role as the individual is responsible for ensuring that the partner is operating in line with the *Operational Manual* (Annex 4-C) on a day to day basis and that the *Manual* is accurate and updated annually. It also requires liaison with the relevant University programme and module leaders.
- A39 **Programme Leader** – whenever a partner is delivering a programme that runs at Derby, the programme leader at Derby has distinct responsibilities regardless of whether there is a Project Manager appointed. The roles that are carried out in Derby need to be carried out for the partnership too. The programme leader also receives the collaborative annual monitoring report and is responsible for ensuring that s/he, together with the programme committee, compares standards of student achievement between the home and the collaborative programme, and includes this in the annual report. The Programme Leader should also ensure that the PDP process is recognised, understood and in place for students. Where there is a Project Manager, liaison and communication with this person is essential.
- A40 **Liaison Tutor** – in some larger collaborations, the day to day duties as described above may be undertaken by a liaison tutor who acts on behalf of the project manager/programme leader (although they still maintain the responsibility for their project/programme).
- A41 **Module Leaders** - it is important that module leaders are aware of their responsibilities in respect of the running of "their" modules in other locations and maintain regular contact with their opposite numbers at the partner organisation.

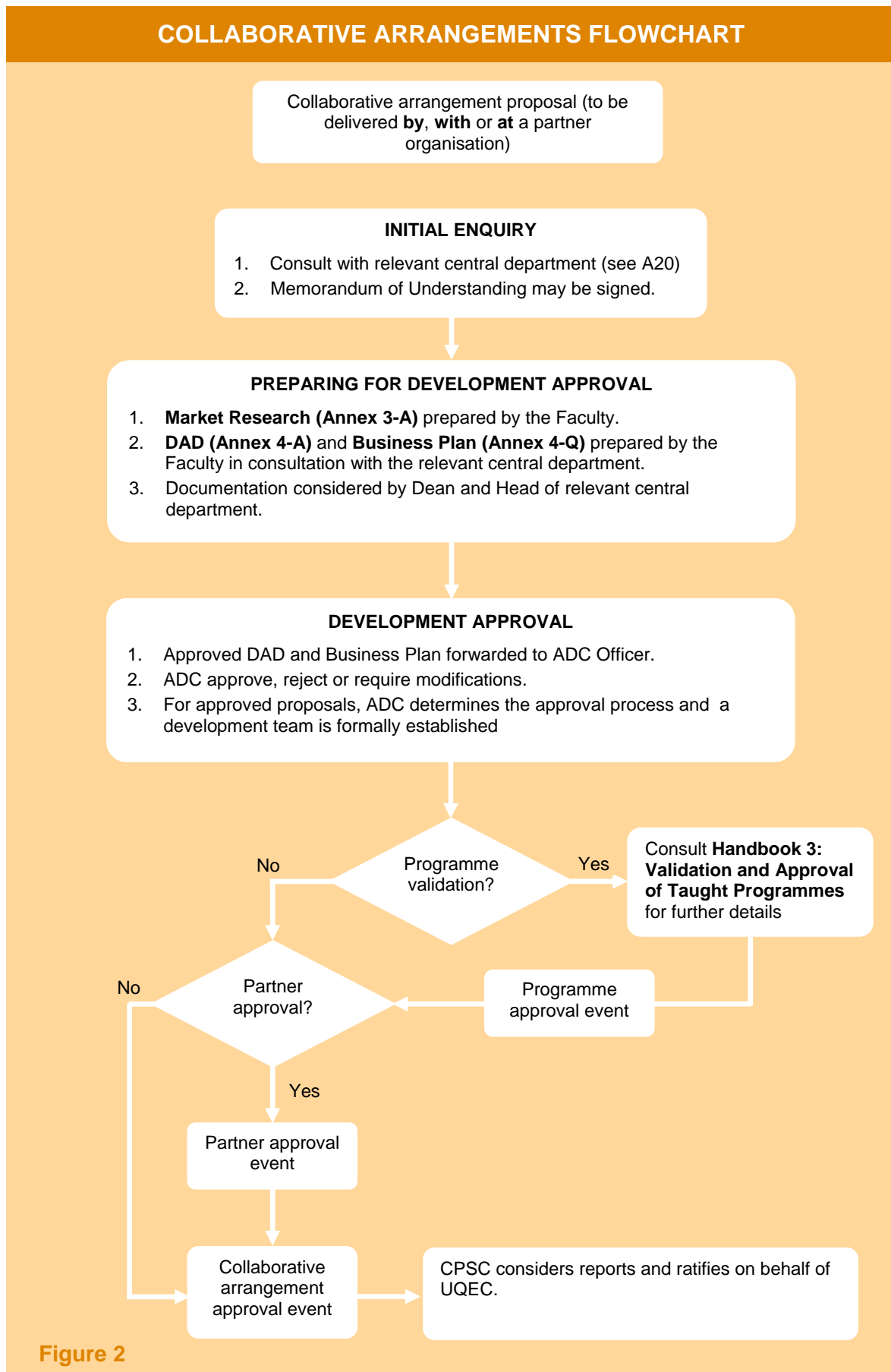


Figure 2

Table 2: Documentation requirements and approval processes

TYPE OF PROPOSAL	DOCUMENTATION REQUIREMENTS	APPROVAL PROCESSES (AND AUTHORISING SIGNATORIES)		
		School/Faculty	University	Administration following approval
A Partner Approval	A1 Development Approval: DAD including outcome of due diligence enquiries and Business Plan	A1 Head of School, Dean of Faculty & relevant central department (LEI/ International Dept//UDC/ODL)	A1 ADC	A1 Partner approval schedule prepared
	A2 University Panel: DAD, PAD (including: prospectus, staffing policies, policies and procedures related to QA and student support and guidance, teaching observation procedures, reports of any previous reviews, results of further due diligence enquiries), Site Report, memorandum from Faculty	A2 SQC approval of documentation by memorandum to LEI	A2 University Panel. Approval ratified by CPSC on behalf of UQEC	A2 Reporting officer submits to LEI Development Team's written response, Annex 4-J , Panel report, PAD LEI updates Collaborative Register
B Collaborative Arrangements Approval	B1 Development Approval: DAD and Business Plan	B1 As per A1 above	B1 ADC	B1 Collaborative arrangements schedule prepared
	B2 University Panel: DAD, Programme Specification(s) and Module Specifications, Operational Manual, Site Report, Applications for Accredited Lecturer Status, memorandum from Faculty In addition, for an accreditation proposal: Accreditation Toolkit In addition, for Off-Campus Delivery overseas: Proposal for Off-Campus Delivery	B2 SQC approval of documentation by memorandum to LEI	B2 University Panel. Approval ratified by CPSC on behalf of UQEC	B2 Reporting officer submits to LEI Development Team's written response, Annex 4-J , Panel report, Operational Manual, Approved Applications for Accredited Lecturer Status, Site Report, Accreditation Toolkit (if applicable). Proposal for Off-Campus Delivery (if applicable) LEI confirm approval with SSIS (so that information can be built on Peoplesoft) and; LEI updates Collaborative Register

Table 2 (continued): Documentation requirements and approval processes

TYPE OF PROPOSAL	DOCUMENTATION REQUIREMENTS	APPROVAL PROCESSES (AND AUTHORISING SIGNATORIES)		
		School/Faculty	University	Administration following approval
C Extension of Collaborative Arrangements: Inclusion of Further Programmes	C1 Development Approval: DAD and Business Plan C2 University Panel: DAD, Programme Specification(s) and Module Specifications, revised Operational Manual, Site Report, Applications for Accredited Lecturer Status, staff development plans	C1 As per A1 above	C1 ADC C2 University Panel. Approval ratified by CPSC on behalf of UQEC	C As per B above
D Extension of Collaborative Arrangements: Use of Additional Locations (same country)	D1 Memorandum, Site Report, revised Operational Manual, Applications for Accredited Lecturer Status, Details of liaison that has taken place, Staff development plans		D1 University Panel. Approval ratified by CPSC on behalf of UQEC	D As per B above
E Extension of Collaborative Arrangements: Use of Additional Locations (new country)	E1 Development Approval: DAD, Business Plan and country plan E2 University Panel: Site Report, revised Operational Manual, Applications for Accredited Lecturer Status, Staff development plans	E1 As per A1 above	E1 ADC E2 University panel Approval ratified by CPSC on behalf of UQEC	E As per B above
F Off-Campus Delivery (UK locations)	F1 Site Report, Proposal for Off-Campus Delivery, Operational Manual (brief)	F1 SQC	F1 Approval ratified by Chair of CPSC on behalf of UQEC	F1 As per B above

Table 2 (continued): Documentation requirements and approval processes

TYPE OF PROPOSAL	DOCUMENTATION REQUIREMENTS	APPROVAL PROCESSES (AND AUTHORISING SIGNATORIES)		
		School/Faculty	University	Administration following approval
G Closing a Partnership	G1 Closure Action Plan	G1 SQC		G1 Action Plan monitored by SQC.
H Articulation Arrangements	H1 Development Approval: DAD and Business Plan H2 University Panel: DAD, relevant Programme Specification(s) and Module Specifications, Operational Manual (brief), Site Report, Partners programme document(s), Mappings for the articulation (plus supporting documents: samples of student assessed work, assessment briefs, examination papers, assessment criteria, external examiners reports or equivalent)	H1 As per A1 above	H1 ADC H2 University Panel. Approval ratified by CPSC on behalf of UQEC	H1 As per B above
I New programme or revalidation	Consult Handbook 3: Validation and Approval of Taught Programmes for further details of: New programmes, revalidations, modifications to programmes, changes to award titles, deletion of pathways/programmes, extensions to validation, short courses, review and approval of online and distributed learning materials.			

Part B: Risk and Risk Management

SECTION ONE: INTRODUCTION

- B1 This part of the handbook provides:
- An introduction to the **risks** associated with collaboration;
 - An overview of how the University **manages** these risks.
- B2 A '**risk**' can be defined as the threat that '*an action or event will adversely affect an organisation's ability to achieve its objectives*'. The relevant objectives for the University are to enhance quality, maintain standards and secure the viability of its provision.
- B3 As discussed further in Part C, the development approval process includes a **risk assessment** of a proposed partnership, and the Academic Development Committee (ADC) will give careful attention to the possible risks and potential benefits of the collaboration when considering approving the development phase. In the hope of capturing new markets, the University may cooperate with partners to develop and deliver programmes and this will incur 'positive' risk. However, in an attempt to exploit these opportunities, the University delegates certain responsibilities to its partners and this could incur some 'negative' risks. A good understanding of the risks associated with collaboration and how these are managed is therefore crucial.

SECTION TWO: THE RISKS OF COLLABORATION

- B4 The **Quality Assurance Agency** (QAA) takes a particular interest in the operation of collaborative provision and Section 2 of the *QAA Code of Practice* sets out the **key principles** institutions should consider when engaging in collaborative arrangements. These principles are incorporated within this handbook.
- B5 Academic collaboration is inherently risky and it is important to consider the potential damage to the University's **standing** and **reputation** if academic standards are not assured or should the partnership arrangements break down. Such risks occur when a university fails to gain and act upon intelligence relating to its operating environment, its partners and the effectiveness of its own teams in discharging their day-to-day management responsibilities.
- B6 Academic collaboration with an institution external to the University involves risk, not least because the delivery of a programme is most often geographically removed from the University of Derby campus. This means that clarifying respective responsibilities between the University and the partner institution becomes extremely important, to ensure that the programme delivery replicates the standards set for other University of Derby awards. Achieving this goal needs a contingency mindset to ensure that all eventualities are covered, in other words, that there is the capacity to rectify quickly anything that may be going wrong. Whilst **geographical distance** can impose physical or resource constraints on communications, the concept becomes more useful once we recognise the **cultural** and **structural** aspects of 'distance'.

- *Cultural Distance*

A university's partners may have similar or differing approaches to learning, teaching and assessment; their available learning resources; their learning environments and cultures; and their approaches to quality management and academic governance. Cultural distance can also be a function of **linguistic** and **disciplinary** differences – where programmes are taught and assessed in languages other than English, or where a partner delivers a course in an area where there is no equivalent programme or relevant subject expertise at the University.

- *Structural Distance*

In addition to the factors of geography and culture, the distance between a partner and a university's 'centre' (and its senior quality committee) may be structurally attenuated. The filtering of reports at programme and faculty levels could mean that the centre does not have access to the evidence that would justify that university's continuing confidence in the quality and standards of the provision. Reporting lines within a university may be long or short, and single or multi-stranded. And the crucial interface between a university and its partner – the programme team – may itself lack the capacity to gather and relay reliable information on the operation of the partnership.

SECTION THREE: MANAGING RISKS

- B7 As stated earlier, collaboration has the potential to expose the University to both **positive** and **negative risks**, some of which may be beyond its span of control. The optimisation of these risks requires an adjustment of quality management arrangements to the general risks associated with collaborative provision, and to the particular risks presented by an individual partnership. **'One size fits all'** is not cost-effective. Maximising the benefits and minimising the threats requires an adjustment to our requirements in ways that are fit for the purpose of managing the very different challenges posed by collaborations and, perhaps, by an individual partnership.
- B8 The University manages these risks by adopting the particular modes of partnership that are set out in paragraph A18 of this handbook. By varying the nature and extent of delegation to the partner, the mode of partnership enables the University to exercise a specified degree of control over the partner and the provision that it offers. To this end, an **initial assessment of risk** is undertaken prior to the conferral of development approval as detailed in Part C. Once development approval has been granted, the level of risk potential is confirmed by a **Partner Approval Event** and in the subsequent validation of the **Collaborative Arrangements**. The latter includes the approval of the **Operational Manual** (Annex 4-C) which determines the precise distribution of responsibilities between the University and its partner.
- B9 The **Business Plan** (Annex 4-Q) should ensure that sufficient resources are provided for the implementation of the University's **Visit Policy** (Annex 4-N), notwithstanding the costs associated with the maintenance of geographically remote partnerships. Geographical distance can also be overcome through the routine use of video-conferencing and other forms of electronic communication. In the running of a partnership, **annual monitoring** should enable the University to anticipate rather than merely react to changes in the operating environment.
- B10 A variety of methods are used to reduce the **cultural distance** between the University and its partners. These include the care that we take over the selection of

external members of validation panels and our external examiners to ensure that the University derives full benefit from their subject expertise and their experience of higher education. Where appropriate, we also employ external moderators who can offer both an expert knowledge of the subject and understanding of local context. The **Translation Policy** (Annex 4-O), which should be read in conjunction with the **Language Policy** (Annex 4-P), is designed to overcome linguistic barriers that could compromise our ability to assure the standards of the programmes that are taught and assessed in languages other than English. And the University's commitment to enhancement, to staff development and to assisting partners in developing their learning infrastructures, should ensure that the quality of learning opportunities available to students is at least comparable to that enjoyed by their 'on-campus' colleagues.

- B11 The University's arrangements minimise the **structural distance**, and maximise the reliability of reporting, between itself and all its partners:
- **Partner Approval** reports are considered and formally approved by the Quality Enhancement Committee (UQEC) through its sub-committee for Collaborative Provision (CPSC);
 - in addition to their consideration at School and Faculty levels, **annual monitoring reports** are scrutinised by CPSC;
 - the University's Schools and programme teams maintain **close working relationships** with their partner organisations.
- B12 **Risk assessment** is central to the development process, as reflected in the Development Approval Document (DAD), and complements the approach taken to annual monitoring and periodic review. The University's approach to risk assessment is based on the premise that 'front line' academic staff are in the best position to know what is 'coming up over the horizon'. Development teams know their markets, they are the experts in their discipline and they have day-to-day experience of the institutional (Subject, School, Faculty and University) environment in which they are working.

Part C: Development Approval Process

SECTION ONE: INTRODUCTION

- C1 This part of the handbook:
- Provides a statement on the **scope** and **purpose** of development approval;
 - Details the role of **market research** when developing programmes to be delivered by partner organisations;
 - Explains the processes involved in **preparing for development approval**;
 - Details the process by which **proposals are considered** by the University;
 - Provides a brief description of the **approval process** post development phase.
- C2 It should be noted that the process of **development approval** precedes the development and approval of collaborative provision for the delivery by a partner organisation of all or part of a taught programme leading to a University award, the award of Derby credits or an articulation agreement (see paragraph A18 for definitions).

SECTION TWO: SCOPE AND PURPOSE

Scope

- C3 Development approval is required for the following:
- A proposed collaboration with a **new partner** for an **existing validated** or **new** University programme;
 - A proposed collaboration with an **existing partner** for an **existing validated** or **new** University programme not previously delivered by the partner;
 - A proposed collaboration with a new or existing partner for the **validation** or **accreditation** of a partner's own programmes,;
 - A proposed collaboration with a new or existing partner for a new **articulation** arrangement; or for the re-approval of an articulation;
 - The **revalidation** and/or **re-approval of collaborative arrangements** for a University programme or a partner's programme that has been validated or accredited by the University;
 - Proposed **overseas off-campus** arrangements;

- Delivery of a collaborative programme by an **existing partner** at **one or more additional delivery locations** (in a different country).

C4 Development approval is also required prior to:

- The adoption of a **new award title** for an existing programme (see Handbook 3: Validation and Approval of Taught Programmes).

Purpose

C5 The purposes of development approval are to:

- Ensure that proposed developments are in line with the University's **Corporate Plan** and with Faculty's **Business Plans**;
- Confirm that proposed collaborative arrangements are in line with the **University's Collaborative Strategy**;
- Ensure that any proposals have a **sound business case**;
- Ensure that the **resource implications** of any proposals are properly assessed;
- Consider the outcomes of the **risk assessment** and to allow consideration of potential measures to reduce the level of risk associated with any proposal;
- Confirm the appropriate subsequent **validation/approval processes** and the requirements for externality relevant to the proposal as determined by the level of risk;
- Identify any specific **support needs** of the development team;
- Consider the potential **impact of proposals on other programmes**, whether in the same Faculty or another Faculty and provide an opportunity for proper consultation to take place;
- Ensure that proposals comply with current **legislative requirements**.

SECTION THREE: PREPARING FOR DEVELOPMENT APPROVAL

Market Research

C6 Market research is vital to ensure that there is a real market out there for the programme. The partner, together with the Faculty, needs to ascertain how big that market is now and how it is likely to grow in, say, the next five years. Faculties will want to assure themselves that it is worthwhile preparing for development approval and committing time and energy to the development process. Faculties are therefore encouraged to use the **Market Intelligence Framework** set out in Handbook 3: Validation and Approval of Taught Programmes.

Development Approval Document

C7 Following approval of the MIF (where applicable), the programme team is required to prepare the **Development Approval Document** (DAD) Programme teams have the primary responsibility for completing the DAD (Annex 4-A) with input from the partner and other central departments (International Department/ LEI/UDC/ODL) as

appropriate. An abridged version of the DAD may be used for the credit rating of minor awards relating to employer partnerships (Annex 4-A1).

- C8 Discussions with the partner organisation should be framed around the questions set out in the DAD. In completing the DAD programme teams should, if necessary, seek advice from their Curriculum Development Manager or LEI. It will also be helpful to provide the partner, particularly if this is its first collaboration with a UK higher education institution, with a copy of **Section 2 of the QAA Code of Practice**. This will ensure that the partner is aware of the quality assurance context in which the partnership shall need to operate.
- C9 It is the responsibility of the Head of the proposing School to ensure that all sections of the DAD to be filled in by the Faculty are fully completed. On behalf of the Faculty the Head of the proposing School and the Dean indicate that the proposal is ready to be considered by ADC by signing the DAD.

Due Diligence Enquiries

- C10 Programme teams should draw upon the **information provided by relevant external agencies** to assist them in completing the due diligence section of the DAD:
- In the case of overseas collaborations, guidance and advice can be obtained from the **British Foreign Office** and **British Council**. The British Council also offers advice on the status of local (in-country) qualifications and their equivalence with UK qualifications.
 - The **QAA** and **OfSTED** websites provide reports which may be useful in establishing the status and reputation of an institution within the UK. In addition, the QAA may have undertaken Overseas and/or Collaborative Audits that may provide further information.
 - Other higher education institutions that have had (current or past) dealings with the partner should be consulted.
- C11 The prospective partner should be asked to supply a summary of its **trading accounts** for the previous two years. This can be quite a sensitive matter but the way is usually eased by letting the partner have a copy of the **University's Annual Review**, which includes the annual accounts. Scrutiny of these accounts should be carried out by the University's Finance Department.
- C12 The purpose of these due diligence enquiries is to enable the University to identify factors and anticipate future developments which could jeopardise academic standards, the quality of students' learning opportunities and/or the viability of the programme.

Business Plan

- C13 A "**Business Plan**" (Annex 4-Q) should accompany the DAD, and the Faculty should seek advice from their Business Accountant to help complete the spreadsheet. The **partner organisation** is normally responsible for payment of a panel fee (based on the size of the panel and the time involved) and for reimbursing all travel and accommodation costs, and out of pocket expenses, for the members of the panel. The Faculty should ensure that this is taken into account when drawing up the Business Plan (see also paragraphs D19 and E15). It is normal for new contracts to have a financial clause guaranteeing either minimum students numbers or a

minimum income for the University. Proposals from University of Derby Corporate (UDC) do not require Annex 4-Q to be completed, as the business case for these proposals is prepared as part of the negotiations with the employer.

SECTION FOUR: DEVELOPMENT APPROVAL

Approval by Academic Development Committee

- C14 The approved DAD, MIF (where applicable) and Business Plan should be forwarded electronically (to include electronic signatures) to the Academic Development Committee (ADC) Officer at least two weeks prior to the meeting of ADC. ADC will receive *notification* of minor awards to be delivered by/with employer partnerships but will not normally be involved in development approval, as this will be dealt with by the UDC Steering Group.
- C15 ADC (or via Chair's action in consultation with ADC members) may decide to **approve** or **reject** the proposal, or require **modifications**, further information or clarification in writing. Where there are concerns about a proposal which cannot be resolved in writing, or if the proposal is deemed to warrant it, members of the Committee will wish to meet with a representative of the Faculty. Attendance at such a meeting is by exception.
- C16 ADC will ratify, amend or reject the proposal. The ADC Officer will notify Faculty and central staff of all proposals approved to go forward to an approval event by ADC. If the proposal is rejected or amended by ADC the Dean of Faculty or the Head of the proposing School should be able to explain why. LEI will make the arrangements for the operation of the approval event.
- C17 Members of ADC may at any time request sight of full documentation for any proposals that they believe will present significant business or academic risks. The power to grant such requests shall lie with the chair of ADC. Any issues that are identified by ADC should be referred for further consideration by (as appropriate) development teams or by LEI and approvals panels.
- C18 No publicity or marketing material may state or imply a formal relationship with the University that has not been explicitly approved by ADC. See also the Protocol for the Approval of the Marketing and Publicity of University Programmes Delivered in Collaboration with an External Organisation (Annex 4-G).

Establishing the Development Team

- C19 When the proposal includes the development of a new programme or the revalidation of an existing programme, the development team should fully reflect the **academic** and **professional dimensions** of the programme, and the staff who are to teach on the programme or provide learning support should be enabled to contribute to its work. In the case of a joint development between two or more Faculties, the development team must be representative of all participating Faculties. For more information consult **Handbook 3: Validation and Approval of Taught Programmes**.
- C20 For collaborative arrangements only (excluding programme development), the development team should be relatively small in number, comprise mainly academic

staff but include some administrative representation and members of the partner's staff.

Approval processes

- C21 The approval process consists of three discrete stages that may be used in combination depending on the nature of the collaborative proposal. The three stages are:
- **Programme validation** [*Handbook 3: Validation and Approval of Taught Programmes*] – for proposals that include the validation of a new programme or the revalidation of an existing programme.
 - **Partner Approval** [*Part D*] – normally conducted for a new partner.
 - **Collaborative Arrangements approval event** [*Part E*] – to consider and approve the arrangements that underpin the delivery of the programme(s) by the partner.
- C22 If the proposed collaborative arrangement includes the development of a **new programme** or the **revalidation** of an existing programme prior to delivery by the partner, the development approval process must take this into account (see **Handbook 3: Validation and Approval of Taught Programmes** for further details). In such cases, it is normal for the programme to be considered for validation in advance of **Partner Approval**. Where Academic Development Committee (ADC) has deemed that partner approval is not required, validation should take place before the **Collaborative Arrangement Approval Event**. In practice, the three elements of approval (programme, partner, collaborative arrangements) may take place simultaneously.

Part D: Partner Approval

SECTION ONE: INTRODUCTION

D1 This part of the handbook:

- Provides a statement on the **scope** and **purpose** of partner approval;
- Specifies the **criteria** by which a partner organisation will be assessed;
- Details the **partner approval process** including the nature of the approval event, documentation required and the key stages in the process;
- Explains the role and responsibilities of the **approval panels**;
- Outlines the **agenda** for the panel event and states the possible event **outcomes**;
- Specifies the content of the **panel report**;
- Explains the process by which the reports are considered and approved by the appropriate **University committees**.

SECTION TWO: SCOPE AND PURPOSE

Scope

D2 Academic Development Committee (ADC) requires that partner approval takes place for all **new proposed partners** other than where risk has been assessed as **no or low risk**. Even in such cases, a partner approval may take place where, for example, it is planned that the collaborative arrangements will grow in the future or where benefits are perceived to accrue to the University and the partner from undergoing such approval.

D3 Where the partner in question already delivers University of Derby (UoD) programmes and has been subject to earlier approval, ADC will not require partner approval to take place. However, in certain circumstances ADC may require that **partnership review** is brought forward and precede the approval of any further collaborative arrangements. Such circumstances include a proposal to deliver programmes in different subject areas and from different Faculties than that which was originally approved. Partner approval or partnership review can either take place immediately prior to the event to approve the specific collaborative arrangement, or the two exercises may be carried out separately.

Purpose

D4 Partner approval is the principal means by which the University satisfies itself that the proposed partner organisation has the **capacity** to provide an appropriate context for learning in higher education and a **framework** for the maintenance of academic quality. The process considers a proposed partner's status, management, operation, resources and quality assurance arrangements, as they exist, whilst accepting that such arrangements may change specifically to support the proposed collaboration.

D5 Where neither a partner approval nor partnership review is required, the programme specific resources (physical and staffing) will in any event be carefully considered as part of the **collaborative arrangements approval** process.

SECTION THREE: KEY STAGES IN THE PARTNER APPROVAL PROCESS

Approval process

- D6 A **University panel** will normally take place at a UoD site, although it may take place at the partner's premises or be conducted through electronic communication. This may precede approval of collaborative arrangements by several weeks or months and does not require the same panel members be present at both events. It is also possible for partner approval and collaborative arrangements approval to occur simultaneously. In order to ensure the appropriateness of the partner's facilities and resources, a Site Report (Annex 4-E) must be prepared at least two months prior to the approval event. This report will be based on a visit by two members of staff, approved by LEI, with:
- one being from the discipline area; and
 - one being an independent and senior member of staff with appropriate experience from another Faculty/Department, e.g. Dean, Head of School, Curriculum Development Manager, Subject Manager or similar.

Administrative arrangements

- D7 The validation/approval arrangements for collaborative provision are coordinated by LEI. LEI in consultation with the Faculty will finalise the dates taking account of the overall validation and approval schedule for both the Faculty and the University. Once agreed, these dates cannot be varied and must be met. Only in exceptional circumstances will the schedule be revised. Therefore it is incumbent upon the Faculty to alert LEI immediately should any situation arise which may impact on the approval process. The validation and approval process must be completed before the start of the programme.
- D8 Development teams should be aware that the Faculty will have locally agreed deadlines for the preparation and submission of documentation. It is recommended that the development team, in consultation with the Faculty Curriculum Development Manager (FCDM), prepare a more comprehensive **development schedule** to incorporate these Faculty deadlines. Failure to submit documentation by the agreed date will result in the cancellation of the validation event and postponement of consideration of the proposal. It is important that the development team liaise with central departments when preparing the development schedule so that account is taken of other parallel activities. The key stages in the approval process are detailed in Table 3. Each stage should be incorporated within the development schedule.

Table 3: Key stages in the partner approval process

STAGE	PARTNER APPROVAL EVENT
I	ADC approval granted
II	Panel confirmed by LEI
III	Formal Faculty approval of the documentation.
IV	Submission of approved documentation to LEI
V	Circulation of documentation to the panel members by LEI

VI	Partner Approval panel event
VII	Response to conditions and/or recommendations
VIII	Meeting of conditions, documents signed off by panel chair, electronic submission of final documentation to LEI
IX	Ratification by CPSC and updating of University's records (e.g. Collaborative Register)

SECTION FOUR: THE UNIVERSITY PANEL

Composition

D9 LEI is responsible for establishing the partner approval panel, following nominations of external panel members from the relevant Faculty. The size and composition of the panel may vary, dependent on the nature of the proposed collaboration and level of risk, but normally comprises:

- A panel **Chair**¹;
- **LEI Reporting Officer**;
- At least one **external academic** representative to the University who meets the criteria detailed in paragraph D10;
- At least one **internal** academic representative who must not be closely associated with the proposal. No more than one internal panel member may come from within the Faculty;
- A **LEI** representative(s)²;

¹ Drawn from the register of eligible chairs from another Faculty e.g. Dean, Head of School, Faculty Curriculum Development Manager, Subject Manager or similar.

² The LEI representative(s) should not normally be associated with the proposal.

Criteria for appointing external panel members

- D10 External panel members should be employed within a designated institution of higher education and meet the following criteria:
- Has experience of managing or operating collaborative arrangements;
 - Has knowledge and familiarity with the Academic Infrastructure and other external reference points such as those of professional, statutory and regulatory bodies;
 - Has understanding and experience of current practice and developments in teaching, learning and assessment in higher education;
 - Has familiarity with academic support strategies;
 - Has experience with examining and/or verification (and preferably external examining or external verification);
 - Has familiarity with the standards of higher education awards in colleges and universities in the United Kingdom;
 - Has expertise relevant to the field of study concerned (where partner approval is to take place simultaneously with collaborative arrangements approval);

- Is not affiliated in any way (nor have been so affiliated within the previous five years) to a **subject area** in an institution from which the relevant School currently draws or supplies (or has drawn or supplied within the previous five years) an external panel member or external examiner, unless discrete subjects are involved;
- Is not affiliated to the **University** in any way (nor have been so affiliated within the previous five years), nor have been closely associated (professionally or personally or otherwise) to someone who is affiliated to the University (or has been so affiliated within the previous five years);
- Has no previous involvement with the partner organisation.

Appointment process for external panel members

- D11 Faculties are responsible for **sourcing** external panel members guided by the above framework and criteria. The Assistant Dean (Quality) from the Faculty supporting the proposal is responsible for approving the choice of external panel members (based on recommendations made by FCDMs, using the ***Nomination of External Panel Member (Collaborative Provision) form*** (Annex 4-R). The completed nomination form should be sent to LEI, for approval by the Quality Enhancement Manager on behalf of UQEC no later than **six weeks** before an event.

SECTION FIVE: DOCUMENTATION REQUIRED FOR THE APPROVAL OF A PARTNER

Documentation to be prepared by the development team

- D12 The documentation required for partner approval purposes comprises information on which the panel may make **judgements** against the approval **criteria** (see paragraph D15). The development team must submit their proposal through the official mechanisms within the Faculty in time for the documentation to be scrutinised and for any corrections to be made. The development team is required to submit the following documentation:

Table 4: Documentation to be submitted by the development team

- Development Approval Document (Annex 4-A);
- Business Plan (Annex 4-Q);
- Partner Approval Document (Annex 4-B);
- Site Report (Annex 4-E);
- The current prospectus or information provided to students to inform them of the programmes available at the partner;
- Staffing policies to include those related to recruitment, staff development, appraisal;
- Quality Assurance procedures;

- Policies and procedures related to student support and guidance;
- Procedures for teaching observation or similar;
- Reports of any previous reviews, audits or inspections of the organisation, e.g. QAA, Ofsted, professional bodies, that were not available at the time of development approval.

Guidance

The **Partner Approval Document** (PAD) supplements information provided for the development approval process and that which is contained in the Development Approval Document (DAD). It should be completed when ADC has confirmed that the overall approval process for collaborative provision should include partner approval. In preparing the PAD it will be necessary to liaise closely with the organisation and ensure that the proposed partner is satisfied with the information provided.

Submission of documentation

- D13 By the date indicated on the **validation/approval schedule** the School is required to assure itself that it is satisfied with the proposal and that all documentation is acceptable for submission to the panel **before** the FCDM forwards it to the Reporting Officer. The Chair of the School Quality Committee (SQC) will confirm this by way of a memorandum to LEI. Where the proposal is for a programme to be delivered across Faculties, each relevant Chair of SQC must approve the documentation.

Documentation for panel members

- D14 The Reporting Officer is responsible for collating and circulating to the panel members the documentation and supporting information not less than **three weeks** before the event. The minimum set of documents is set out in Table 5. It is recommended that the circulation of documentation to the panel by the Reporting Officer is accompanied by an invitation to provide **lines of enquiry** which may subsequently be passed to the development team in advance of the approval event.

Table 5: Documentation for panel members

- All documents identified in **Table 4 above** (with the exception of the Business Plan) together with the following procedural documents:
- Covering letter which summarises the documents provided to the panel and requests lines of enquiry
- Partner Approval event agenda
- Extract from the Collaborative Provision Handbook: Part D

SECTION SIX: PARTNER APPROVAL CRITERIA

- D15 For any partner to be approved, the panel will seek to satisfy itself that the proposed partner has:
- An appropriate **educational ethos**, understanding of UK Higher Education and of the external environment in which the University of Derby operates;
 - Appropriate lines of **accountability** for both academic and quality management, with clearly defined roles and responsibilities;
 - **Facilities and resources**, both human and physical, to provide an appropriate HE environment and support University programmes (but not necessarily all programme-specific resources).

SECTION SEVEN: PARTNER APPROVAL EVENT

Administrative arrangements

- D16 Where a visit is to take place and where the partner operates from a number of sites, the **approval visit will normally take place at the main site** even where the delivery of the programme may take place at other and/or additional sites. This is because the partner approval focuses on the partner itself and its overall management of, and resource provision for, HE delivery as opposed to those of a programme-specific nature that will be the subject of the subsequent collaborative arrangements approval.
- D17 The **Faculty** will undertake to:
- Liaise with the LEI Reporting Officer to establish which staff from the partner organisation and the University the panel will wish to meet;
 - Ensure that such staff are available, understand the nature of the partner approval event and are appropriately prepared for it;
 - Provide the LEI Reporting Officer with specific names of relevant personnel, including a contact person, at the partner organisation through whom LEI makes the necessary domestic arrangements.
- D18 The **partner organisation** is normally responsible for payment of a panel fee (based on the size of the panel and the time involved) and for reimbursing all travel and accommodation costs, and out of pocket expenses, for the members of the panel. The Faculty should ensure that this is taken into account when drawing up the **Business Plan**.

Panel event agenda

- D19 The panel is responsible for evaluating the proposed partner in accordance with the **criteria** set out in paragraph D15, and making a recommendation regarding approval of the partnership.

- D20 The **agenda** normally follows the main headings in the PAD template (i.e. *management structures, academic management, quality assurance and control, learning environment and ethos, staffing and staff development, facilities and resources*), and should be drawn up by the Chair of the panel and the Reporting Officer in **consultation** with the Quality Enhancement Manager and the development team, as necessary.

SECTION EIGHT: EVENT OUTCOMES

- D21 The possible outcomes of a partner approval are:
- **Approval** of the proposed partner organisation as one with which the University would wish to collaborate, with or without conditions and/or recommendations; or
 - **Referred** with a request for **further information** from the partner organisation and/or the Faculty; or
 - **Rejection** of the proposed partner organisation.
- D22 Where approval is granted subject to **conditions** and/or **recommendations**, the panel indicates the date by which a response to these is required (normally no later than four weeks from the date of the event). Response to conditions and recommendations must be sent to the Reporting Officer by way of a **paper and/or memorandum** which details the ways in which each condition and recommendation has been met and, where relevant, **revised documentation** must be attached. Where documentation has been revised it is essential to **highlight all the revisions** that have been made. The FCDM monitors each development to ensure that the response is made within the specified time period.
- D23 Where approval is recommended following the submission of responses to conditions and revised documentation, the panel must formally agree and record the conditions have been fully met before the Chair confirms final approval. Panels may delegate this responsibility for considering responses to conditions and recommendations to the Chair or to the Chair and a sub-panel representing members of the panel. The consideration of responses to conditions and recommendations may be effected either through a meeting of the panel/sub-panel or via correspondence.
- D24 Partner Approval is normally granted for a **maximum period of five years** at which point a Partnership Review will be conducted.
- D25 Where a proposal is **referred** or **rejected**, guidance should be sought from LEI regarding resubmission.
- D26 The outcomes of the panel's discussions are detailed in a **report** (see D27) provided by the Reporting Officer. This is considered by the next meeting of the CPSC for ratification on behalf of UQEC. The report is also provided to the Faculty, relevant central department(s) and the partner.

SECTION NINE: PANEL REPORT

The outcome report

- D27 The outcome of the panel event will be documented in an **outcome report**, written by the Reporting Officer, which should be circulated to the development team, FCDM and validation panel members in draft format within 2 working days of the approval event, so that they may submit any comments and/or propose amendments. The draft should then be revised, as required, and circulated promptly to the development team, FCDM and the Chair of the panel. The outcome report is structured as detailed in Table 6.

Table 6: Outcome Report Template

HEADING	REPORT CONTENT
Header	<i>State the following:</i> UNIVERSITY OF DERBY <name of Faculty(s)>
Title	<i>State the following:</i> Outcome Report of a <University Panel> held on <specify day, date, year and location> to consider <name of partner> as a partner of the University
Context	This paragraph should be used to draw out key points about the partner to provide the context for the proposal
Outcome	<i>State the following:</i> The panel was pleased to recommend APPROVAL of <name of partner> as a partner of the University for a period of five years, with a number of conditions and/or recommendations or: The panel decision is to REFER the proposal for further work as there are a number of significant issues to be addressed. This decision allows time for further information to be obtained from the partner organisation and/or the Faculty and for documentation to be revised. This will be put before a reconvened panel on a date to be agreed. or: The panel decision is to REJECT the proposal as the issues to be addressed are substantive. This decision requires the proposal to be re-submitted for development approval in accordance with the procedures set out in the collaborative provision handbook
Partner Approval Panel	List <u>all</u> members together with their titles
Development Team	List <u>all</u> members present together with their titles
Commendations	State any commendations
Conditions	<i>State the following:</i> Approval is subject to the following conditions: <i>The conditions should then be listed (and numbered i.e. C2, C2...)</i> <i>Each condition should be supported by a statement of no more than one or two</i>

	<i>paragraphs that clearly articulates the key factors that led the Panel to require action as a precursor to approval. The statement should cite the primary evidence on which the panel made its judgment.</i>
Recommendations	<p><i>State the following:</i></p> <p>The panel made the following recommendations for consideration by the development team:</p> <p><i>The recommendations should then be listed (and numbered i.e. R1, R2...).</i></p> <p><i>Each recommendation should be supported by a statement of no more than one or two paragraphs that clearly articulates the key factors that led the Panel to recommend such action. The statement should cite the primary evidence on which the panel came to its conclusions.</i></p>
Response to Conditions and Recommendations	<p><i>State the following:</i></p> <p>The revised documentation, together with a formal written response by the development team, should be submitted to the Reporting Officer no later than <specify date>. The response should clearly identify all changes made to the documentation in response to the panel's comments. The revised documentation will be considered by <indicate the process by which the response is to be considered which may be one of the following:</p> <ul style="list-style-type: none"> ▪ <i>The chair on behalf of the panel;</i> ▪ <i>All panel members for their consideration;</i> ▪ <i>A representative sample of panel members;</i> <p><i>A reconvened panel no later than <specify date>.</i></p>
Referred	<p><i>State the following:</i></p> <p>The panel made the following referral points for consideration by the development team:</p> <p><i>The referral points should then be listed (and numbered i.e. RF1, RF2...).</i></p>
Rejected	<p><i>State the following:</i></p> <p>The panel stated the following reasons for the rejection of the programme(s):</p> <p><i>The reasons should then be listed (and numbered i.e. RJ1, RJ2...).</i></p>

Responding to conditions

- D28 The development leader is responsible for coordinating the follow-up activity. This will include the provision of evidence to the Chair/panel that changes have been made and action taken in response to the conditions set, as well as the preparation of a formal response to any recommendations. The documentation produced must be sent to the Reporting Officer for onward transmission to the Chair/panel. The Chair/panel must confirm to the Reporting Officer that they are satisfied with the actions taken in response to the conditions and recommendations, and that the documentation is satisfactory. Formal notification is confirmed by the Chair signing the *Notification to CPSC of Partner Approval form* (Annex 4-J) – to be completed by the Reporting Officer.
- D29 The Reporting Officer is responsible for writing to the relevant FCDM confirming that all conditions have been met, and submitting to the CPSC Officer within LEI the *Notification to CPSC of Partner Approval* (Annex 4-J);

SECTION TEN: REPORTING TO THE COLLABORATIVE PROVISION SUB-COMMITTEE

- D30 Once the Chair/panel is satisfied that the approval process has been completed, conditions and recommendations have been met, and the documentation is satisfactory, the Reporting Officer will submit to LEI electronically:
- The development team's written response to conditions and recommendations;
 - The Notification to Collaborative Provision Sub-Committee of Partner Approval (Annex 4-J);
 - The Outcome Report;
 - Partner Approval Document.
- D31 CPSC considers the reports of partner approval panels in order to ratify approval on behalf of the UQEC. Therefore, chairs of the relevant panels may be required to attend a CPSC meeting. Extracts from the minutes of these meetings are to be submitted to UQEC so that good practice exemplified during the process may be disseminated and recurring concerns or issues addressed. LEI will also update the University's Collaborative Register.
- D32 If any aspect of the submission is unsatisfactory, LEI will advise the Chair and Reporting Officer of the panel, with copies to the FCDM, Dean of Faculty and other central departments (as appropriate). LEI will set a deadline for re-submission of the documentation, which must be before the start of the programme. If that deadline is not met, or the submitted documentation is still unsatisfactory, LEI will notify the Chair of CPSC.
- D33 Approval is not deemed to be complete until it is confirmed by LEI as above. Under no circumstances will enrolment on a programme be authorised until the approval process is complete and CPSC has ratified the recommendations of the panel.

Part E: Collaborative Arrangements Approval

SECTION ONE: INTRODUCTION

E1 This part of the handbook:

- Provides a statement on the **scope** and **purpose** of collaborative arrangements approval;
- Specifies the **criteria** by which a collaborative arrangement will be assessed;
- Details the **collaborative approval process** including the nature of the approval event, documentation required and the key stages in the process;
- Explains the role and responsibilities of the **approval panels**;
- Outlines the **agenda** for the panel event and states the possible event **outcomes**;
- Specifies the content of the **panel report**;
- Explains the process by which the reports are considered and approved by the appropriate **University committees**;
- Explains the process for drawing up a collaborative agreement **contract**;
- Specifies the arrangements for updating **operational manuals**.

SECTION TWO: SCOPE AND PURPOSE

Scope

E2 The approval of the collaborative arrangements that underpin the delivery of the programme(s) by the partner organisation applies to all collaborative provision, regardless of whether the delivery is delegated in whole or in part to the partner organisation. Collaborative arrangements approval is dependent upon a successful partner approval outcome (see Part D).

Purpose

E3 The main purpose of the collaborative arrangements approval process is to ascertain whether the partner organisation provides **an appropriate environment** for the delivery of the proposed programmes leading to awards (or credit) from the University. The approval process will cover the partner's **academic and subject suitability** as these are considered to underpin and to help secure the quality of student learning opportunities, the academic standards set and achieved and the quality assurance of the collaborative arrangement. The approval process will focus on a number of areas that will have been covered briefly in the Development Approval Document (DAD), thus providing the opportunity for a more detailed discussion.

SECTION THREE: KEY STAGES IN THE COLLABORATIVE ARRANGEMENTS APPROVAL PROCESS

Approval process

- E4 A **University panel** may take place either at the partner's premises or at a UoD site, or it may be conducted through electronic communication.

Administrative arrangements

- E5 The validation/approval arrangements for collaborative provision are coordinated by the Institute for Learning Enhancement and Innovation (LEI). LEI in consultation with the Faculty will finalise the dates taking account of the overall validation and approval schedule for both the Faculty and the University. Once agreed, these dates cannot be varied and must be met. Only in exceptional circumstances will the schedule be revised. Therefore it is incumbent upon the Faculty to alert LEI immediately should any situation arise which may impact on the approval process. The validation and approval process must be completed before the start of the programme.
- E6 Development teams should be aware that the Faculty will have locally agreed deadlines for the preparation and submission of documentation. It is recommended that the development team, in consultation with the Faculty Curriculum Development Manager (FCDM), prepare a more comprehensive **development schedule** to incorporate these Faculty deadlines. Failure to submit documentation by the agreed date will result in the cancellation of the validation event and postponement of consideration of the proposal. It is important that the development team liaise with central departments when preparing the development schedule so that account is taken of other parallel activities. The key stages in the approval process are detailed in Table 7. Each stage should be incorporated within the development schedule.

Table 7: Key stages in the collaborative arrangements approval process

STAGE	COLLABORATIVE ARRANGEMENTS APPROVAL
I	ADC approval granted
II	Panel confirmed by LEI
III	Formal Faculty approval of the documentation.
IV	Submission of approved documentation to LEI
V	Circulation of documentation to the panel members by LEI
VI	Partner Approval panel event
VII	Response to conditions and/or recommendations
VIII	Meeting of conditions, documents signed off by panel chair, electronic submission of final documentation to LEI
IX	Ratification by CPSC, information built on Peoplesoft and updating of University records (e.g. Collaborative Register)

SECTION FOUR: THE UNIVERSITY PANEL

Composition

E7 LEI is responsible for establishing the partner approval panel, following nominations of external panel members from the relevant Faculty. The size and composition of the panel may vary, dependent on the nature of the proposed collaboration and level of risk, but normally comprises:

- A panel **Chair**¹;
- **LEI Reporting Officer**;
- At least one **external academic** representative to the University who meets the criteria detailed in paragraph D10;
- At least one **internal** academic representative who must not be closely associated with the proposal. No more than one internal panel member may come from within the Faculty;
- A **LEI** representative(s)²;

¹ Drawn from the register of eligible chairs from another Faculty e.g. Dean, Head of School, Faculty Curriculum Development Manager, Subject Manager or similar.

² The LEI representative(s) should not normally be associated with the proposal.

Criteria for appointing external panel members

- E8 External panel members should be employed within a designated institution of higher education and meet the following criteria:
- Has experience of managing or operating collaborative arrangements;
 - Has knowledge and familiarity with the Academic Infrastructure and other external reference points such as those of professional, statutory and regulatory bodies;
 - Has understanding and experience of current practice and developments in teaching, learning and assessment in higher education;
 - Has familiarity with academic support strategies;
 - Has experience with examining and/or verification (and preferably external examining or external verification);
 - Has familiarity with the standards of higher education awards in colleges and universities in the United Kingdom;
 - Has expertise relevant to the field of study concerned;
 - Is not affiliated in any way (nor have been so affiliated within the previous five years) to a **subject area** in an institution from which the relevant School currently draws or supplies (or has drawn or supplied within the previous five years) an external panel member or external examiner, unless discrete subjects are involved;
 - Is not affiliated to the **University** in any way (nor have been so affiliated within the previous five years), nor have been closely associated (professionally or personally or otherwise) to someone who is affiliated to the University (or has been so affiliated within the previous five years);
 - Has no previous involvement with the partner organisation.

Appointment process for external panel members

- E9 Faculties are responsible for **sourcing** external panel members guided by the above framework and criteria. The Assistant Dean (Quality) from the Faculty supporting the proposal is responsible for approving the choice of external panel members (based on recommendations made by FCDMs, using the ***Nomination of External Panel Member (Collaborative Provision) form*** (Annex 4-R). The completed nomination form should be sent to LEI, for approval by the Quality Enhancement Manager on behalf of UQEC no later than **six weeks** before an event.

SECTION FIVE: DOCUMENTATION REQUIRED FOR THE APPROVAL OF COLLABORATIVE ARRANGEMENTS

Documentation to be prepared by the development team

- E10 The documentation required for partner approval purposes comprises information on which the panel may make **judgements** against the approval **criteria** (see paragraph E13). The development team must submit their proposal through the official mechanisms within the Faculty in time for the documentation to be scrutinised and for any corrections to be made. The development team is required to submit the following documentation:

Table 8: Documentation to be submitted by the development team

- Development Approval Document (Annex 4-A);
- Business Plan (Annex 4-Q);
- Relevant University Programme Specification and Module Specifications *;
- Operational Manual (Annex 4-C); **
- Site Report (Annex 4-E);
- Applications for accredited lecturer status for each partner staff member who will teach and assess on the programme(s) (*n.b. not relevant for articulation or off campus proposals*);
- In addition, for an accreditation proposal: a copy of the Accreditation Toolkit;
- In addition, for an off-campus delivery at an overseas location: a Proposal for Off-Campus Delivery (Annex 4-D);
- For an articulation arrangement please refer to Part I of this Handbook for the details of the documentation required.

*Guidance

Where the proposal is for the approval of a partner organisation's programme, that organisation's own documentation may be submitted in its current format, provided it includes information equivalent to that contained in Programme Specification and Module Specifications. The document must

demonstrate how the programme meets the validation criteria set out in **Handbook 3: Validation and Approval of Taught Programmes**. In particular it should clarify the extent to which the programme meets relevant elements of the QAA Academic Infrastructure including subject benchmark statements, the Framework for Higher Education Qualifications (FHEQ) and the QAA Code of Practice.

****Guidance**

The Operational Manual sets out in detail the precise arrangements for the operation and management of the collaboration, and the respective responsibilities of each partner. Where the arrangements include an articulation, the Operational Manual should include reference to the management of this element of the collaboration. In preparing the Operational Manual collaborative partners should have due consideration for social inclusion.

Submission of documentation

E11 By the date indicated on the **validation/approval schedule** the School is required to assure itself that it is satisfied with the proposal and that all documentation is acceptable for submission to the panel **before** the FCDM forwards it to the Reporting Officer. The Chair of the School Quality Committee (SQC) will confirm this by way of a memorandum to LEI. Where the proposal is for a programme to be delivered across Faculties, each relevant Chair of SQC must approve the documentation.

Documentation for panel members

E12 The Reporting Officer is responsible for collating and circulating to the panel members the documentation and supporting information not less than **three weeks** before the event. The minimum set of documents is set out in Table 9. It is recommended that the circulation of documentation to the panel by the Reporting Officer is accompanied by an invitation to provide **lines of enquiry** which may subsequently be passed to the development team in advance of the approval event.

Table 9: Documentation for panel members

- All documents identified in **Table 8 above** (with the exception of the Business Plan) together with the following procedural documents:
- Covering letter which summarises the documents provided to the panel and requests lines of enquiry
- Collaborative Arrangements Approval event agenda
- Extract from the Collaborative Provision Handbook: Part E
- Accredited Lecturer Policy Annex 4-M) (where applicable)
- Visit Policy (Annex 4-N)
- Operational Manual template (Annex 4-C).
- Translation Policy (Annex 4-O) and Language Policy (Annex 4-P) (where applicable)

SECTION SIX: COLLABORATIVE ARRANGEMENTS APPROVAL CRITERIA

E13 For the collaborative arrangements to be approved, the panel will seek to satisfy itself that:

- The proposed partner organisation can provide the necessary **facilities** and **physical resources** for the programmes under consideration.
- The staff at the partner organisation are appropriately **qualified** and have relevant subject **expertise**, as well as an understanding of the:
 - Nature, content, aims and outcomes of the programme.
 - Learning, teaching and assessment strategies employed.
 - University's approach to learning outcomes, assessment, grading and moderation.
 - University's quality assurance systems and procedures.
- All staff that will deliver and assess on the programme(s) meet the **criteria required for accredited lecturer status** (see the Accredited Lecturer Policy, Annex 4-M).
- The arrangements set out in the **Operational Manual** (Annex 4-C) are appropriate, have been agreed with the relevant academic and administrative staff at the University, and are understood by the staff concerned.
- Discussions have taken place between the University and partner organisation regarding the preparations for delivery of University programmes, with particular reference to current and planned **staff development** activity, and that suitable arrangements are in place to support these activities.

SECTION SEVEN: THE COLLABORATIVE ARRANGEMENTS APPROVAL EVENT

Administrative arrangements

E14 The **Faculty** will undertake to:

- Liaise with the LEI Reporting Officer to establish which staff from the partner organisation and the University the panel will wish to meet;
- Ensure that such staff are available, understand the nature of the collaborative arrangements approval event and are appropriately prepared for it;
- Provide the LEI Reporting Officer with specific names of relevant personnel, including a contact person, at the partner organisation through whom LEI makes the necessary domestic arrangements.

E15 The **partner organisation** is normally responsible for payment of a panel fee (based on the size of the panel and the time involved) and for reimbursing all travel and accommodation costs, and out of pocket expenses, for the members of the panel. The Faculty should ensure that this is taken into account when drawing up the **Business Plan**.

Panel event agenda

- E16 The panel is responsible for evaluating the proposed collaborative arrangements in accordance with the **criteria** set out in paragraph E13, and making a recommendation regarding approval of those arrangements.
- E17 The **agenda** normally follows the main headings in the Operational Manual (Annex 4-C) and should be drawn up by the Chair and Reporting Officer in **consultation** with the Quality Enhancement Manager and the development team, as necessary.
- E18 Where the programme(s) that are the subject of the collaboration are the partner's own, the agenda may need to be adjusted to widen the discussion to include appropriate topics identified in the validation criteria (see Handbook 3: Validation and Approval of Taught Programmes).
- E19 The panel may seek **further documentation** or **information** to assist it in making its decision.

SECTION EIGHT: EVENT OUTCOMES

- E19 The possible outcomes of a collaborative arrangements approval are:
- **Approval** of the proposed collaboration, and the arrangements for its management and operation as set out in the Operational Manual, with or without conditions and/or recommendations; or
 - **Referral** of the proposal for further work; or
 - **Rejection** of the proposal.
- E20 Where approval is granted subject to **conditions** and/or **recommendations**, the panel indicates the date by which a response to these is required (normally no later than four weeks from the date of the event). Response to conditions and recommendations must be sent to the Reporting Officer by way of a **paper and/or memorandum** which details the ways in which each condition and recommendation has been met and, where relevant, **revised documentation** must be attached. Where documentation has been revised it is essential to **highlight all the revisions** that have been made. The FCDM monitors each development to ensure that the response is made within the specified time period.
- E21 Where approval is recommended following the submission of responses to conditions and revised documentation, the panel must formally agree and record the conditions have been fully met before the Chair confirms final approval. Panels may delegate this responsibility for considering responses to conditions and recommendations to the Chair or to the Chair and a sub-panel representing members of the panel. The consideration of responses to conditions and recommendations may be effected either through a meeting of the panel/sub-panel or via correspondence.
- E22 A collaborative arrangement is valid for the remaining validation period of the programme to be delivered. When the home programme is reviewed and revalidated, the collaborative arrangements will be considered for re-approval. The timing of this re-approval is dependent upon the timescale for delivery of the revalidated programme and may be either simultaneous with, or subsequent to, the revalidation.

- E23 Where the home programme has been given indefinite approval, this will also apply to the collaborative arrangements. However, where the University has validated a partner organisation's own programme, or where there is a collaborative arrangement for which there is no University home programme, approval may be granted for a **maximum period of five years**.
- E24 Where a proposal is **referred** or **rejected**, guidance should be sought from LEI regarding re-submission.
- E25 The outcomes of the panel's discussions are detailed in a **report** (see E26) provided by the Reporting Officer. This is considered by the next meeting of the CPSC for ratification on behalf of UQEC. The report is also provided to the Faculty, relevant central departments and the partner.

SECTION NINE: PANEL REPORT

The outcome report

- E26 The outcome of the panel event will be documented in an **outcome report**, written by the Reporting Officer, which should be circulated to the development team, FCDM and validation panel members in draft format within 2 working days of the approval event, so that they may submit any comments and/or propose amendments. The draft should then be revised, as required, and circulated promptly to the development team, FCDM and the Chair of the panel. The outcome report is structured as detailed in Table 10.

Table 10: Outcome Report Template

HEADING	REPORT CONTENT
Header	<p><i>State the following:</i></p> <p>UNIVERSITY OF DERBY</p> <p><name of Faculty(s)></p>
Title	<p><i>State the following:</i></p> <p>Outcome Report of a <University Panel> held on <specify day, date, year and location> to consider the approval of collaborative arrangements with <name of partner> for the <type of collaborative arrangement, e.g. validation> of < name of programme(s)></p>
Context	<p>This paragraph should be used to draw out key points about the partner and collaborative arrangements to provide the context for the proposal</p>
Outcome	<p><i>State the following:</i></p> <p>The panel was pleased to recommend APPROVAL of the collaborative arrangements with <name of partner> for the <type of collaborative arrangement, e.g. validation> of < name of programme(s)>, for a period of five years OR leave blank if the proposed arrangement is a franchise or off-campus delivery>, with a number of conditions and/or recommendations</p> <p>or:</p> <p>The panel decision is to REFER the proposal for further work as there are a number of significant issues to be addressed. This decision allows time for further information to be obtained from the partner organisation and/or the Faculty and for documentation to be revised. This will be put before a reconvened panel on a date</p>

	<p>to be agreed.</p> <p>or:</p> <p>The panel decision is to REJECT the proposal as the issues to be addressed are substantive. This decision requires the proposal to be re-submitted for development approval in accordance with the procedures set out in the collaborative provision handbook</p>
Collaborative Arrangements Approval Panel	List <u>all</u> members together with their titles
Development Team	List <u>all</u> members present together with their titles
Commendations	State any commendations
Conditions	<p><i>State the following:</i></p> <p>Approval is subject to the following conditions:</p> <p><i>The conditions should then be listed (and numbered i.e. C2, C2...)</i></p> <p><i>Each condition should be supported by a statement of no more than one or two paragraphs that clearly articulates the key factors that led the Panel to require action as a precursor to approval. The statement should cite the primary evidence on which the panel made its judgment.</i></p>
Recommendations	<p><i>State the following:</i></p> <p>The panel made the following recommendations for consideration by the development team:</p> <p><i>The recommendations should then be listed (and numbered i.e. R1, R2...).</i></p> <p><i>Each recommendation should be supported by a statement of no more than one or two paragraphs that clearly articulates the key factors that led the Panel to recommend such action. The statement should cite the primary evidence on which the panel came to its conclusions.</i></p>
Response to Conditions and Recommendations	<p><i>State the following:</i></p> <p>The revised documentation, together with a formal written response by the development team, should be submitted to the Reporting Officer no later than <specify date>. The response should clearly identify all changes made to the documentation in response to the panel's comments. The revised documentation will be considered by <indicate the process by which the response is to be considered which may be one of the following:</p> <ul style="list-style-type: none"> ▪ The Chair on behalf of the panel; ▪ All panel members for their consideration; ▪ A representative sample of panel members; <p>A reconvened panel no later than <specify date>.</p>
Referred	<p><i>State the following:</i></p> <p>The panel made the following referral points for consideration by the development team:</p> <p><i>The referral points should then be listed (and numbered i.e. RF1, RF2...).</i></p>
Rejected	<p><i>State the following:</i></p> <p>The panel stated the following reasons for the rejection of the programme(s):</p> <p><i>The reasons should then be listed (and numbered i.e. RJ1, RJ2...).</i></p>

Responding to conditions

- E27 The development leader is responsible for coordinating the follow-up activity. This will include the provision of evidence to the Chair/panel that changes have been made and action taken in response to the conditions set, as well as the preparation of a formal response to any recommendations. The documentation produced must be sent to the Reporting Officer for onward transmission to the Chair/panel. The Chair/panel must confirm to the Reporting Officer that they are satisfied with the actions taken in response to the conditions and recommendations, and that the documentation is satisfactory. Formal notification is confirmed by the Chair signing the *Notification to CPSC of Partner Approval form* (Annex 4-J) – to be completed by the Reporting Officer.
- E28 The Reporting Officer is responsible for writing to the relevant FCDM confirming that all conditions have been met, and submitting to the CPSC Officer within LEI the *Notification to CPSC of Partner Approval* (Annex 4-J);

SECTION TEN: REPORTING TO COLLABORATIVE PROVISION SUB COMMITTEE

- E32 Once the panel/chair is satisfied that the approval process has been completed, conditions and recommendations have been met, and the documentation is satisfactory, the Reporting Officer will submit to LEI electronically:
- The development team's written response to conditions and recommendations;
 - The Notification to Collaborative Provision Sub-Committee of Collaborative Arrangements Approval (Annex 4-J);
 - The Outcome Report;
 - The Operational Manual;
 - Site Report;
 - Approved Applications for Accredited Lecturer status (if applicable);
 - Approved mappings for articulations arrangements (if applicable);
 - Approved Accreditation Toolkit; (if applicable);
 - Proposal for Off-Campus Delivery (if applicable).
- E33 CPSC considers the reports of collaborative arrangement panels in order to ratify approval on behalf of the UQEC). Therefore, Chairs of the relevant panels may be required to attend a CPSC meeting. Extracts of the minutes of these meetings are to be submitted to UQEC so that good practice exemplified during the process may be disseminated and recurring concerns or issues addressed. LEI will confirm with relevant central departments that the collaboration is approved, so that the information can be built on Peoplesoft, etc and will also update the University's Collaborative Register.
- E34 If any aspect of the submission is unsatisfactory, LEI will advise the Chair and Reporting Officer of the panel, with copies to the FCDM, Dean of Faculty and other relevant departments. LEI will set a deadline for re-submission of the documentation,

which must be before the start of the programme. If that deadline is not met, or the submitted documentation is still unsatisfactory, LEI will notify the Chair of CPSC.

- E35 Approval is not deemed to be complete until it is confirmed by LEI as above. Under no circumstances will enrolment on a programme be authorised until the approval process is complete and CPSC has ratified the recommendations of the panel(s).

SECTION ELEVEN: COLLABORATIVE AGREEMENT CONTRACT

- E36 Once the process of approval of the collaborative arrangements has been completed, the University and partner organisation should sign a **legally binding formal contract**. The contract must be signed before the first delivery of the collaboration. The University has **templates for both UK and overseas contracts**.
- E37 The contract must include a statement expressing the expectation the partner will work in compliance with the procedures detailed in the Operational Manual. It must also detail responsibilities if delivery and assessment are to be undertaken in a language other than English.
- E38 The International Department/LEI/UDC/ODL has the responsibility for holding copies of all formal collaborative contracts. The Company Secretary maintains the original copies and LEI holds the central University register of all collaborative arrangements.
- E39 The contract templates have been designed in accordance with the requirements set out in the QAA Code of Practice and clarifies the rights and obligations of each of the partners. Contracts are normally signed by the Deputy Chief Executive and Finance Director, except those for UDC which are normally signed by the Head of University Derby Corporate. It is important to note that the templates are generic in design and need to be suitably adapted depending on the nature of the collaboration.
- E40 The International Department/LEI/UDC/ODL will liaise with the Faculty and BDU to draft contracts and to create the annually renewable annexes. These annexes detail funding arrangements, target numbers and any unusual roles and responsibilities in line with the Operational Manual. It is the responsibility of the relevant central department (International Department/LEI/UDC/ODL) to ensure the formal contract is kept up to date. As contracts come up for renewal and/or are renegotiated, the relevant central department will liaise with the Faculty to get new or renewed contracts in place, and will carry out audits to ensure all contracts are current.

SECTION TWELVE: UPDATING OF OPERATIONAL MANUALS

- E41 At the point of re-validation of the programme and re-approval of the collaborative arrangements the Operational Manual will be updated and submitted for re-approval. However, during the period of approval the Operational Manual should be **reviewed** and **updated annually** to take account of any necessary revisions which should include:
- The **Operational Calendar**;
 - Reference to any new or amended **regulations** or **policies** of the University, approved by UQEC or Academic Board, that must be referenced as appropriate into the Operational Manual from the time at which they take effect;
 - Specific reference to any **changes to the programme(s)** in question, proposed in consultation with the partner organisation and approved through the procedures for minor modifications;
 - Changes to factual information e.g. academic and administrative **staff names** and **contact details** for University and partner staff.
- E42 The approval of new staff during an academic year will have been undertaken by the relevant faculty in accordance with the **Accredited Lecturer Policy** (Annex 4-M).
- E43 A manual that has been revised in line with the points above will not require formal approval but a copy must be provided to the relevant central department (International Department/LEI/UDC/ODL).
- E44 If, however, proposed changes to the management or operational arrangements for the collaboration have the potential to impact on standards and/or quality of learning opportunities, then specific approval must be sought from the School Quality Committee with subsequent ratification by CPSC (through LEI). Such changes include:
- Programme admissions criteria;
 - Arrangements for the approval of admissions (to include APL);
 - Arrangements for setting, assessing and moderating assessments;
 - Arrangements for translation and the quality assurance of translations;
 - Arrangements for programme committees and student feedback;
 - Arrangements for handling student appeals;
 - Arrangements for handling exceptional extenuating circumstances.

Part F: Extension of Collaborative Arrangements

SECTION ONE: INTRODUCTION

- F1 This part of the handbook:
- Provides a statement on the **scope and purpose** of extensions to collaborative arrangements;
 - Details the process to follow and documentation required when extending the collaborative arrangements of the partner organisation to include **further programmes** or **additional locations**.

SECTION TWO: SCOPE AND PURPOSE

Scope

- F2 Formal approval is required for extending the collaborative arrangements of the partner organisation that entail:
- The inclusion of **further programmes**;
 - The use of **additional locations** in the **same country** within which the partner organisation was approved to deliver programmes leading to the University's awards;
 - The use of **additional locations** in a **different country** to which the partner organisation was approved to deliver programmes leading to the University's awards.

Purpose

- F3 The main purpose of the approval process is to ascertain whether the partner organisation provides **an appropriate environment** for the delivery of the proposed programmes leading to awards (or credit) from the University. The approval process will cover the partner's **academic and subject suitability** as these are considered to underpin and to help secure the quality of student learning opportunities, the academic standards set and achieved and the quality assurance of the collaborative arrangement.
- F4 If a partner organisation wishes to use an alternative or additional location for the delivery of an approved collaborative programme then care should be taken to ensure that the relationship between the University and the staff and centres delivering programmes leading to its awards are not unduly attenuated, and that the approval of a centre does not result in the creation of a 'serial arrangement'. For these reasons, all staff engaged in the teaching and/or assessment of students registered for a University of Derby award must be employed by the partner organisation and be eligible for appointment as accredited lecturers.

SECTION THREE: THE APPROVAL PROCESS

Approval process

- F5 A **University panel** may take place either at the partner's premises or at a UoD site, or it may be conducted through electronic communication. Academic Development Committee (ADC) may require that a **partnership review** is carried out, and this may entail bringing forward any planned partnership review.

Administrative arrangements

- F6 The validation/approval arrangements for collaborative provision are coordinated by the Institute for Learning Enhancement and Innovation (LEI). LEI in consultation with the Faculty will finalise the dates taking account of the overall validation and approval schedule for both the Faculty and the University. Once agreed, these dates cannot be varied and must be met. Only in exceptional circumstances will the schedule be revised. Therefore it is incumbent upon the Faculty to alert LEI immediately should any situation arise which may impact on the approval process. The validation and approval process must be completed before the start of the programme.
- F7 Development teams should be aware that the Faculty will have locally agreed deadlines for the preparation and submission of documentation. It is recommended that the development team, in consultation with the Faculty Curriculum Development Manager (FCDM), prepare a more comprehensive **development schedule** to incorporate these Faculty deadlines. Failure to submit documentation by the agreed date will result in the cancellation of the validation event and postponement of consideration of the proposal. It is important that the development team liaise with central departments when preparing the development schedule so that account is taken of other parallel activities.

SECTION FOUR: THE APPROVAL DOCUMENTATION

Documentation to be prepared by the development team

- F8 The documentation required for partner approval purposes comprises information on which the panel may make **judgements** against the approval **criteria** (see paragraph E13). The development team must submit their proposal through the official mechanisms within the Faculty in time for the documentation to be scrutinised and for any corrections to be made. The development team is required to submit the following documentation:

Table 11: Documentation to be submitted by the development team

Inclusion of Further Programmes:

- Development Approval Document (Annex 4-A);
- Revised Business Plan (Annex 4-Q);
- Relevant University Programme Specification and Module Specifications;*
- Revised Operational Manual (Annex 4-C) *which has been updated to show the new programme(s), with any other changes clearly highlighted;*
- Site Report (Annex 4-E);
- Applications for accredited lecturer status (Annex 4-H);
- Staff development plans.

Additional Locations (in the Same Country)

- Memorandum from the Faculty (to include background, context and a rationale for the proposal);
- Revised Operational Manual *which has been updated to show the new locations, with any other changes clearly highlighted;*
- Site Report (Annex 4-E), *based on a visit by a senior member of staff with appropriate experience, who is not directly involved in the partnership;*
- Applications for accredited lecturer status (Annex 4-H), *where new staff are to deliver and assess;*
- Staff development plans.

Additional Locations (in a Different Country)

- Development Approval Document (Annex 4-A) and a country plan;
- Revised Business Plan (Annex 4-Q);
- Revised Operational Manual (Annex 4-C) *which has been updated to show the new locations, with any other changes clearly highlighted;*
- Site Report (Annex 4-E), *based on a visit by a senior member of staff with appropriate experience, who is not directly involved in the partnership;*
- Applications for accredited lecturer status (Annex 4-H);
- Staff development plans.

Submission of documentation

- F9 By the date indicated on the **validation/approval schedule** the School is required to assure itself that it is satisfied with the proposal and that all documentation is acceptable for submission to the panel **before** the FCDM forwards it to the Reporting Officer. The Chair of the School Quality Committee (SQC) will confirm this by way of a memorandum to LEI. Where the proposal is for a programme to be delivered across Faculties, each relevant Chair of SQC must approve the documentation.

Documentation for panel members

- F10 The Reporting Officer is responsible for collating and circulating to the panel members the documentation and supporting information not less than **three weeks** before the event. The minimum set of documents is set out in Table 12. It is recommended that the circulation of documentation to the panel by the Reporting Officer is accompanied by an invitation to provide **lines of enquiry** which may subsequently be passed to the development team in advance of the approval event.

Table 12: Documentation for panel members

- All of the documents listed in Table 11 above, except for the Business Plan, together with the following procedural documents:
- Covering letter which summarises the documents provided to the panel;
- Extracts from the Collaborative Provision Handbook: Parts E and F:
- Accredited Lecturer Policy (Annex 4-M):
- Visit Policy (Annex 4-N):
- Operational Manual template (Annex C):
- Translation Policy (Annex 4-O) and Language Policy (Annex 4-P) (where applicable).

SECTION FIVE: APPROVAL EVENT, EVENT OUTCOMES, PANEL REPORT, REPORTING TO COLLABORATIVE PROVISION SUB COMMITTEE

- F11 Refer to paragraphs E14 to E35.

Part G: Off-Campus Delivery (UK)

SECTION ONE: INTRODUCTION

- G1 This part of the handbook:
- Details the processes necessary to deliver a validated taught programme to a separate cohort of students at a UK location other than the University campus.

SECTION TWO: SCOPE AND PURPOSE

- G2 This procedure applies to the approval of arrangements for the delivery **entirely** by University staff of a validated taught programme to a separate cohort of students at a UK location other than the University campus. Such a process is necessary to ensure that:
- The learning environment and arrangements for student support are appropriate;
 - Appropriate records are kept of all students registered for University awards and/or credits;
 - Appropriate monitoring takes place.
- G3 Since the programme(s) in question is validated, and staff are employees of the University, the process will primarily be the responsibility of the Faculty.
- G4 This process **should not be used** in the case of proposals for off-campus arrangements at **overseas locations**. In such cases, the proposal should follow the procedures set out Parts C, D and E of this Handbook.

SECTION THREE: OFF-CAMPUS DELIVERY APPROVAL PROCESS

Identification and approval of teaching location

- G5 In the majority of cases it is anticipated that the identification of an external location will be linked to a contact with another organisation, and possibly a request for programme provision. Having identified a potential location, the Faculty will wish to satisfy itself that:
- The location provides an appropriate learning environment for the proposed programme;
 - Students will have access to the necessary learning resources, either at the external location or elsewhere;
 - Resources and facilities are appropriate for students with additional needs;

- Appropriate communication links can be established and maintained between the University, staff of the other organisation at the external location, and students;
- Appropriate and secure arrangements can be made for the submission of work for assessment or for the conduct of formal examinations;
- Where the provision of teaching accommodation, resources or student support is dependent on the other organisation, such provision is assured and confirmed through a formal contract/agreement.

Documents required

G6 The programme leader will complete the following documentation:

Table 13: Documentation to be submitted by the programme leader

- A Site Report (Annex 4-E) in relation to the proposed location.
- A proposal for Off-Campus Delivery (Annex 4-D)
- A brief Operational Manual (Annex C) which will clarify the ways in which the programme will be managed, and specifically the ways in which arrangements will vary from those in place on-campus at the University of Derby, with particular reference to:
 - Programme structure and delivery pattern;
 - Receipt of students applications and selection of students;
 - Submission of work for assessment and/or arrangements for formal examinations;
 - Student support and guidance;
 - Communication links.

Faculty consideration and approval

G7 The above documentation will be considered and approved by the relevant School Quality Committee (SQC), or by its Chair on behalf of the Committee, following which it will be submitted to the Institute for Learning Enhancement and Innovation (LEI).

SECTION FOUR: REPORTING TO COLLABORATIVE PROVISION SUB-COMMITTEE

G8 The Chair of the Collaborative Provision Sub Committee (CPSC) will confirm approval on behalf of UQEC by countersigning the proposal for Off-Campus Delivery (Annex 4-D).

Part H: Closing a Partnership

SECTION ONE: INTRODUCTION

- H1 This part of the handbook:
- Explains the **steps** to be taken and the **actions** required when **closing a partnership**.

SECTION TWO: SCOPE AND PURPOSE

- H2 During the life of a collaborative partnership circumstances can change with the result that the original objectives of the collaboration are no longer valid and the appropriate course of action is for the partnership to end. Either the partner, the University or both the partner and the University, may prompt closure.
- H3 There are a number of possible reasons for ending a partnership. These include:
- Changes to the **strategic objectives** of the partner or the University: The Partnership Review process (see Part K) specifically provides an opportunity for these objectives to be reviewed.
 - Changes to the **local legislative environment** within which the partnership was first established. Often one of the reasons for the establishment of the partnership is that a partner is unable to gain its own powers to award academic qualifications. Sometimes the local legislation changes to enable such awards to be made, and thus the partnership with the University is no longer required.
 - Concerns about **academic standards and quality**: The normal monitoring processes capture information about the maintenance of standards and quality and enable actions to be taken where concerns arise. If, despite action having been taken, such concerns are not subsequently addressed to the satisfaction of the University, then steps may need to be taken to close the partnership.
- H4 Whatever the reason for the closure, it is crucial that a number of relevant issues are considered carefully so that the University's obligations to and the interests of its students are secure. In other words, just as there are many issues to address in the setting up of a partnership, there are as many to address as it comes to a close.

SECTION THREE: THE CLOSURE ACTION PLAN

- H5 As soon as it has been decided that a partnership should be closed, the University and the partner must produce a **Closure Action Plan** (Annex 4-I). The purpose of the process is to ensure the smooth management of the closure to safeguard the interests of students. The relevant project manager/programme leader takes the lead responsibility for drawing up the action plan in consultation with other senior managers in the Faculty/relevant central departments and the partner. The action plan should be circulated to all involved in the closure including the Institute for

Learning Enhancement and Innovation (LEI). The relevant School Quality Committee (SQC) is responsible for monitoring the progress of the action plan. During the closure period, partners are required to maintain the submission of the annual monitoring reports (see Handbook 5: Annual Monitoring), in which relevant reference should be made to progress made with the action plan.

SECTION FOUR: THE COLLABORATIVE CONTRACT

- H6 The contract must be referred to during discussions about closure and the completion of the **Closure Action Plan**. For example, it is important to check that the arrangements to be implemented for closure actually reflect the notice period detailed in the contract. Also, there may be a need for an interim contract to cover the period up until all students complete their award.
- H7 During discussions with the partner about closure arrangements, it is important to consider **students who are part way through their studies** and to agree future arrangements. It may well be that whilst the closure is imminent and an agreement reached so that no further new students may be enrolled, existing students will continue on the programme until completion. Alternatively, arrangements may be agreed to transfer such students to the University or to another institution to enable them to complete their studies. Whatever arrangement is made, the interests of the students must be paramount. If the contract is due to expire before those students complete, then an interim contract or an amendment to the existing contract should be considered with appropriate financial modifications made.
- H8 The contract can only end when the last student completes their programme and there are no outstanding referrals or deferrals.

Continuing students

- H9 Where students are to complete the University programme as delivered by the partner, the relevant project manager/programme leader needs to ensure that:
- **External examiner** appointments are maintained;
 - The programme remains in **validation** during this period (if not then a submission to extend validation must be made);
 - The students are included in the **Planning and Statistics Unit figures**;
 - Agreements are reached regarding the final **assessment board** process including arrangements for any students that receive referrals and deferrals or have intercalated;
 - Decisions are taken regarding how **students will be advised of the closure** and its effect on them;
 - The process for dealing with **intercalated students** is agreed.

Where the partner is transferring to another partner institution

H10 There may be occasions where a partner is terminating the arrangements with the University of Derby and is embarking on a partnership with a new institution. Where existing students have agreed to transfer to the new institution then the following should be considered:

- The curriculum of the programme to which students are transferring needs to map to that portion of the University of Derby programme that the students have already completed. The new institution should have mapped the relevant Derby programme curriculum to confirm that the students are able to progress appropriately. This is clearly a matter for the new institution but nevertheless the University of Derby is interested in this to ensure the interests of the students are safeguarded and that transferring does not disadvantage them.
- Any issues of copyright for the programme operated at the partner.
- The supply of student data to the new institution in relation to the Data Protection Act.

Professional Bodies

H11 If any professional bodies are associated with the programme, they should be advised of the closure and their advice considered.

Part I: Articulation Arrangements

SECTION ONE: INTRODUCTION

- I1 This part of the handbook:
- Provides a statement on the **scope** and **purpose** of articulation arrangements;
 - Outlines the **approval** process and documentation required;
 - Provides details of what the **contract** should cover;
 - Explains the subsequent **monitoring** and **review** processes.

SECTION TWO: SCOPE AND PURPOSE

Scope

- I2 The following procedures apply to **articulation agreements**.
- I3 The procedures governing the case-by-case admission of students, either at the normal point of entry or with advance standing, are set out in the University's Academic Regulations. A contract with another organisation will not fall within the scope of the procedures for collaborative arrangements *providing* that the University is only committed to considering individual applicants on the basis of an assessment of their prior learning.
- I4 The University's procedures for the approval and management of articulation arrangements shall not apply to the qualifications of awarding bodies which assure the standard of programmes in a manner that can act as a proxy for the University's own procedures. Agreements of this type are known as **progression agreements** and do not fall within the scope of the University's procedures for collaborative provision. In such cases the awarding body should:
- apply 'threshold' criteria and a due diligence procedure for the recognition of organisations that offer programmes leading to its awards;
 - undertake an initial assessment of the standard of the programme leading to its award, and it should do so in a manner that is comparable with the University's validation procedure;
 - employ a mechanism that enables it to make a continuing and reliable judgement on the maintenance of academic standards on programmes it recognises.

In addition, the academic characteristics of the award:

- must be consistent with the relevant qualification descriptor in the QAA *Framework for Higher Education Qualifications*.

Purpose

- 15 An articulation is defined as a formal arrangement with an institution whereby an agreement is reached to enable successful students from an identified programme to gain **automatic entry with advance standing** to a University of Derby identified programme.
- 16 Where the proposed articulation agreement is one element of wider collaborative provision e.g. the articulation leads to the franchise of a University award to an institution, then the approval procedures may be implemented contemporaneously with those for the franchise arrangements.
- 17 The purpose of the approval event is to consider particularly the equivalence of the partner's programme with the comparable University award and the standard of student achievement as demonstrated through the scrutiny of student assessed work.

SECTION THREE: DOCUMENTATION REQUIRED FOR THE APPROVAL OF AN ARTICULATION AGREEMENT

Documentation to be prepared by the development team

- 18 The submission should indicate the named member of Faculty staff who will manage and monitor the articulation and act as a verifier.

Where it is proposed to enter into an articulation agreement for an award which is **not delivered and assessed in English**, then the submission must clearly indicate the arrangements that are proposed to enable the approval and monitoring processes to be followed. In all cases of proposed articulation arrangements with non-UK institutions, reference should be made to the requirements for English language competence and relevant arrangements for determining relevant levels of English language competence in accordance with the Language Policy (Annex 4-P).

- 19 The development team must submit their proposal through the official mechanisms within the Faculty in time for the documentation to be scrutinised and for any corrections to be made. The development team is required to submit the following documentation:

I10

Table 14 Documentation for submission by the development team

- Development Approval Document (Annex 4-A);
- Business Plan (Annex 4-Q);
- Relevant University Programme Specification and Module Specifications;
- A brief Operational Manual (Annex 4-C);
- Site Report (Annex 4-E);
- A copy of the partner's own programme document;
- A mapping to demonstrate how the partner's programme equates to the comparable levels of the University programme to which advance standing is sought;
- Samples of student assessed work (minimum sample size of five per module) together with assessment briefs, examination papers and assessment criteria;
- External verification of the standards of the partner's programme, to include external examiners reports and or other external reports (where available).

Submission of documentation

- I11 By the date indicated on the **validation/approval schedule** the School is required to assure itself that it is satisfied with the proposal and that all documentation is acceptable for submission to the panel **before** the FCDM forwards it to the Reporting Officer. The Chair of the School Quality Committee (SQC) will confirm this by way of a memorandum to the Institute for Learning Enhancement and Innovation (LEI). Where the proposal is for a programme to be delivered across Faculties, each relevant Chair of SQC must approve the documentation.

Documentation for panel members

- I12 The Reporting Officer is responsible for collating and circulating to the panel members the documentation and supporting information not less than **three weeks** before the event. The minimum set of documents is set out in Table 15. It is recommended that the circulation of documentation to the panel by the Reporting Officer is accompanied by an invitation to provide **lines of enquiry** which may subsequently be passed to the development team in advance of the approval event.

Table 15: Documentation for panel members

- All of the documents listed in Table 14 above, except for the Business Plan, together with the following procedural documents:
- Covering letter which summarises the documents provided to the panel;
- Approval event agenda;

- Extracts from the Collaborative Provision Handbook: Parts E and I;
- Visit Policy (Annex 4-N);
- Operational Manual template (Annex C);
- Translation Policy (Annex 4-O) and Language Policy (Annex 4-P) (where applicable).

SECTION FOUR: EVENT OUTCOMES

I13 Approval may be granted for a **five year period**, with the proviso that:

- When the University programme undergoes changes to the curriculum and/or review and revalidation, the mapping process indicated above is undertaken to enable the validation panel to re-approve the articulation;
- When the partner revises their programme, the mapping process indicated above is undertaken to confirm that the articulation remains valid;
- If student performance on the University award or any other evidence gives cause for concern about the maintenance of standards then the articulation arrangements must be reviewed.

SECTION FIVE: PANEL REPORT

I14 The discussions of the approval panel are recorded in a report, following the format for collaborative arrangements as identified in paragraph E26.

SECTION SIX: REPORTING TO COLLABORATIVE PROVISION SUB COMMITTEE

I15 CPSC considers the reports of the approval panels in order to ratify approval on behalf of UQEC.

I16 Once approved, LEI will include the relevant details on the **Collaborative Register**.

SECTION SEVEN: CONTRACT

I7 A **contract** should be drawn up which clarifies the programme to which articulation has been approved, the access point, states the name of the relevant partner programme that provides the advance standing, and the number of students permitted. The contract should also refer to the arrangements to be followed in circumstances where the partner institution revises its programme and also when the University programme is subject to **review and revalidation**. In addition, the contract should allow for the University to re-visit the agreement in circumstances where the performance of students or any other evidence raises questions about the maintenance of standards on the partner institution's programme.

SECTION EIGHT: MONITORING AND REVIEW OF ARTICULATION ARRANGEMENTS

Annual monitoring

- I18 The member of faculty staff responsible for managing and monitoring the articulation monitors quality and standards of the partner's programme through an annual visit to the partner. The University **Visit Policy** (Annex 4-N) therefore applies. The primary objectives of this visit are to:
- Review the maintenance of academic standards on the partner's programme through reference to samples of assessed student work;
 - Review any available external reports;
 - Attend the partner's assessment board or, by another means, assess the operation of the assessment process;
 - Advise and support students who are planning to progress to a University programme.
- I19 A report should be produced on each visit in accordance with the Visit Policy.
- I20 It may be necessary for samples of assessed student work to be brought back to the University for review by other University academic staff where the Faculty manager responsible for managing the articulation agreement does not possess the necessary subject expertise. Also, the need for the automatic annual review of student work may be re-visited where evidence drawn from annual visits, periodic review, etc over the first three to four years of the operation of the arrangements confirms the ongoing maintenance of standards. In such circumstances, the relevant School Quality Committee should be provided with relevant evidence to enable it to consider such a request and the outcome detailed in the annual report for the relevant University programme.
- I21 In terms of annual monitoring procedures, the relevant annual programme report(s) should make reference to the performance of students admitted through the articulation agreement, and include a comparison of progression and achievement with students admitted by other routes.

Review

- I22 Reference to the articulation should be made in any Partnership Review and Periodic Review.

Part J: Monitoring and Review

SECTION ONE: INTRODUCTION

- J1 This part of the handbook:
- Sets out the process for **monitoring** and **review** of collaborative provision of which there are eight main aspects:
 - External examiner reports;
 - Student feedback;
 - Programme committees;
 - Annual visit to collaborative partners;
 - Annual monitoring reports;
 - Periodic review;
 - Partnership review;
 - Reviews and audits.
- J2 **Monitoring** is an important aspect of managing a collaborative partnership. Once the approved programme is operational, student feedback, cohort statistics and external examiners' reports all contribute to regular monitoring by providing systematic information about the quality of academic provision. Student perceptions of quality of provision should be gathered through a variety of evaluative techniques including questionnaires and student representation on programme committees.
- J3 The University's processes for internal review include Periodic Review and Partnership Review. **Periodic Review** is the process through which the University assures itself of the maintenance of academic standards and quality of its higher education provision. It is an enhancement-focused review process that seeks to identify both current and future mechanisms to enhance the quality of the student learning experience and thereby facilitate improvement. **Partnership Review** focuses on the strategic directions for the partnership from both a University and partner perspective as well as providing an assurance of the ongoing maintenance of standards and quality of the collaborative provision.

SECTION TWO: MONITORING

External Examiners

- J4 External examiners have an important role to play in helping to assure the standards of awards delivered either in the UK or overseas through collaborative arrangements. Even where there is no matching home programme it is good practice, where possible, to employ an external examiner who oversees both the collaboration and a University programme within a cognate area. These external examiners should thus be able to make judgements on the **comparability of standards**. If logistics mean that externals only oversee a collaborative programme, then arrangements should be

made for some sampling of home programme work by the collaborative external, and/or vice versa.

- J5 **Externals need to approve the design of assessments** in the same way as for home programmes and their attention should be drawn to any potential variations where they occur. External examiners should be provided with all the coursework briefs and are required to provide feedback on the appropriateness of the assignment task(s) in order to influence future assessment. The University retains responsibility for the appointment and functions of external examiners for all collaborative arrangements as set out in the University's Academic Regulations (3Rs) *Part S: External examiners for taught programmes*, and Handbook 7: External Examiners.

Student Feedback

- J6 It is essential that students on collaborative programmes are provided with ample opportunity to provide feedback on their experience. Sometimes this may involve using University of Derby processes and relevant questionnaires. Alternatively, partner organisations often have their own tried and tested student feedback methods that are more suited to their local environment. Either approach may be taken but the important thing is that such arrangements need to be approved at the point of approval by the panel.

Programme Committees

- J7 All partnerships must have local programme committees, or their equivalent. There is no compulsion on partners to operate these under the terms of reference of a University programme committee (see Section C of the 3Rs), and indeed, they are free to call the committee whatever they wish. The important thing is that students have the opportunity to be represented by their peers at such a forum to give feedback on the operation of the programme and to contribute to its ongoing development. Attendance at these gives real insight into the working of the collaborative programme and of student views, and it allows for the fruitful exchange of ideas.
- J8 Where the programme is delivered simultaneously at the University, decisions need to be taken about the timing and location of the committee so that students and partner staff are able to attend. Where the committee is held at the partner, then it is important that the Project Manager/Programme Leader from the UoD attends so that any issues raised or actions to be taken can be disseminated back to home colleagues and the UoD programme committee on their return. Similarly, any partner committee needs to be aware of relevant deliberations of the UoD programme committee and this is a UoD Project Manager/Programme Leader responsibility. Whatever arrangement for programme committee is agreed, this needs to be approved initially by the approval panel.

Annual Visit

- J9 The Visit Policy (Annex 4-N) requires that one formal visit is made to the partner each year. The policy indicates the kind of issues to be discussed at such a visit, that meetings should take place with staff and students and that the visit should be recorded in a written report. This report should be circulated to relevant University staff and should be considered by the relevant School Quality Committee, with any issues referred to Faculty Quality Enhancement Committee (as appropriate). Actions

arising from the report may be subsumed into the current or next annual monitoring enhancement plan. The discussion with students is particularly important as all students on collaborative programmes must feel able to confidentially discuss with UoD staff any issues they may have. Drop-in meetings may also be useful during other visits to the partner by University staff. Such meetings also afford students the opportunity to develop a sense of being a member of the wider University.

Annual Monitoring

- J10 All collaborative programmes are subject to the University's annual monitoring procedures. The process for programme annual reporting is set out in Handbook 5: Annual Monitoring. The essential requirement for the monitoring of collaborative arrangements is the **Annual Collaborative Report** which provides a self-critical account on the effectiveness of its operation and evaluates instances of good practice as well as areas for improvement. This report goes to both the programme committee (when there is an equivalent home programme), but also directly to the School Quality Committee and the Collaborative Provision Sub-Committee.
- J11 Annual collaborative reports will feed, as appropriate, into the quality enhancement plans and/or annual monitoring reports at programme, School and University levels in such a way as to allow consideration at each level of collaborative arrangements in general, as well as of points specific to particular partner organisations or individual programmes. All annual collaborative reports should be considered annually by Faculties through their quality committees as part of the annual monitoring of programmes. Particular attention should be paid to evaluating how well the programme is fulfilling its educational and business objectives.

Guidance

In the early stages of establishing the partnership it is usual for University staff to provide additional support and guidance to help colleagues at the partner organisation familiarise themselves with University policies and procedures. This is often achieved, though not exclusively, through staff development activities focused on specific aspects of University process, and annual monitoring is one such area of activity where partners new to the process need to understand the essential reporting requirements and how collaborative reports are used by the University.

SECTION THREE: REVIEW

Periodic Review

- J12 Periodic review is the process by which University programmes in each School are reviewed every **five years**. Where a programme includes delivery by a partner institution, then periodic review will consider the management of this collaborative provision. Central to the review process is the **briefing paper** which should be an honest and open self-critical evaluation of the provision. A review normally takes place over two consecutive days where reviewers are able to gather sufficient evidence to allow them to test statements made in the briefing paper, and to draw robust conclusions on the quality and standards of the provision. Reference to any relevant collaborative programmes will be made in the briefing paper and extant documentation may include the Operational Manual and annual monitoring reports etc. To facilitate the review process, a number of key meetings are held during the review period. These will be with relevant staff and students from both the University

and partner organisation who may be required to take part personally in the review or by means of a video-conference. For further details please consult *Handbook 6: Periodic Review*.

Partnership Review

- J13 **Partnership review** is the process by which the University reviews each of its partnerships **every five years**. The review provides an opportunity for the University and the partner to re-visit the original or last approval and consider the ways in which the partnership has developed and the impact of any key changes. It focuses on the **strategic directions** for the partnership from both a University and partner perspective as well as providing an assurance of the ongoing maintenance of **standards** and **quality** on the collaborative programme(s). Such a review normally takes place at the partner's premises over two days, although where a partner delivers only a single programme then a review can often be completed in one day. Meetings are held with senior managers from the University and the partner, as well as delivery staff and students. The process is discussed in more detail in Part K of this handbook.

Reviews and Audits

- J14 From time to time the partnership may be subject to a University of Derby academic audit, an external audit, an **Integrated Quality Enhancement Review** (IQUER) in the case of FE colleges, or various other forms of external review (including **OfSTED** inspection). Partners should ensure that they incorporate the findings from these reviews in their annual reports as they are an important part of the ongoing process of review and enhancement. From the University's perspective, the reports generated by these exercises supplement and update the information gathered through the development approval (see Part C) and partner approval (see Part D) processes and will need to be considered by UQEC and CPSC.

Part K: Partnership Review

SECTION ONE: INTRODUCTION

- K1 This part of the handbook:
- Details the process by which the University reviews each of its partnerships.
- K2 Partnership Review is the process through which the University reviews and seeks to re-approve its **collaborative provision partnerships** over a **five-year cycle**. It has both a **retrospective** and **prospective** context in that it provides an opportunity for a Faculty and its partner to reflect upon the operation, management and development of the partnership and to also consider the future. Whilst the emphasis is on the **strategic direction** of the partnership, a review team will, in reaching a decision concerning re-approval of the partnership, additionally take into account the management of the collaborative arrangements that underpin programmes. Evidence drawn from any relevant programme validations and revalidation(s), periodic review, partnership review and annual monitoring will therefore be taken into account.
- K3 Partnership Review is a **peer process**, which takes place at the **premises of the partner**. Reviews are undertaken by a review team convened by the University, which consists of senior University academic and support staff and also includes members external to the University. The length of a review will be dependent upon the size and complexity of the collaborative arrangements but will normally last no longer than **two days**. During a review, a number of meetings take place with managers, academic and support staff from both the University and the partner, and students from the partner institution. The agenda for these meetings is largely dictated by the emerging themes identified in the **Partnership Review Briefing Paper** and the supporting documentation.

SECTION TWO: AIMS AND FOCUS

- K4 Partnership Review aims to facilitate an **enhancement–focussed** and **forward-looking** dialogue which focuses on:
- Developments and enhancements which have taken place since the Partner Approval (or earlier if through the previous Institutional Quality Audit process) and/or the last Partnership Review;
 - The application and outcomes of University processes and any external processes to confirm the maintenance of **academic standards** and the **quality of learning opportunities** in respect of the University programmes delivered by the partner or those partner programmes accredited or validated by the University and associate collaborative arrangements with reference to the QAA Academic Infrastructure (subject benchmarks, Foundation Degree qualification benchmark statement, Framework for Higher Education Qualifications (FHEQ), Programme Specifications, Progress Files, the Code of Practice), and professional and other external reference points;

- Identification of good practice and innovation worthy of dissemination across other collaborative provision and across the University;
 - The future of the partnership in the light of University and partner strategic priorities.
- K5 All collaborative partnerships will be subject to review over a **five-year period** and the Institute for Learning Enhancement and Innovation (LEI) will, in consultation with the International Department/UDC/ODL unit (as appropriate) and Faculties, propose a schedule of reviews for the approval of the University's Quality Enhancement Committee (UQEC) via the Collaborative Provision Sub-Committee (CPSC).
- K6 Where the University has validated or accredited a partner's own programme, then the timing of the Partnership Review should facilitate immediate subsequent review and revalidation/re-approval of the programme and collaborative arrangements.

SECTION THREE: PROCESS

QEC approval

- K7 LEI initially proposes, in consultation with Faculties and partners, a **schedule** for reviews over a **five-year period**. The schedule will list partnerships to be reviewed in each academic year. The agreed schedule is submitted to CPSC for approval. UQEC is informed of any subsequent revisions to the schedule.

The partnership review schedule

- K8 At least **6 months** prior to the commencement of the academic year, discussions will be initiated by LEI, with partners, relevant central departments and Faculties. The aim of these discussions will be to agree the precise dates for the review and to provide guidance on the review aims and process. **Annex 4-K** provides a template for the schedule. Partnership staff from both the University and the partner will be advised to note the agreed dates and to ensure the availability of key staff and students to attend meetings.

The partnership review panel - composition

- K9 LEI is responsible for establishing the partnership review panel, following nominations of external panel members from the relevant Faculty. The size and composition of the panel may vary, dependent on the level of risk, but normally comprises:
- A panel **Chair**¹;
 - **LEI Reporting Officer**;
 - One or two **academic** representatives **external** to the University who meet the criteria detailed in paragraph D10;
 - Two academic representatives who must not be closely associated with the proposal. No more than one internal panel member may come from within the Faculty;
 - A **LEI** representative(s)²;

- ¹ Drawn from the register of eligible chairs from another Faculty e.g. Dean, Head of School, Faculty Curriculum Development Manager, Subject Manager or similar. The Chair must be from another Faculty and not be associated with the provision.
- ² The LEI representative(s) should not normally be associated with the proposal.

K10 Up to two observers may be nominated to attend the review, including any private team meetings.

Partnership review briefing paper

K11 A **Partnership Review Briefing Paper** is submitted to LEI **8 weeks** prior to the commencement of the review. This provides the basis for the review, should cover **no more than six sides of A4**, and is structured in **two parts** as follows:

K12 **Part A** should provide:

- A review of developments and enhancements since the last approval in terms of:
 - Nature, mission and status of the partner;
 - Brief description of the institution/organisation, its location, size and higher education programmes listed against their awarding bodies;
 - Management and committee structures;
 - Academic management, quality assurance and control;
 - Learning environment and ethos;
 - Staffing and staff development;
 - Facilities and resources.
- An articulation of current and future strategic priorities for the partnership

K13 **Part B** should provide a summary of strengths of the management of the collaborative arrangements, issues that require or have required action as evidenced by revalidation(s), periodic review(s) and annual monitoring (over the past 5 years). Where appropriate, this section should also be informed by any engagements with external agencies such as the QAA. This may be presented in bullet point/tabular format with relevant supporting evidence cited. Such supporting evidence is likely to include external examiner reports, programme committee minutes and other student feedback, annual monitoring reports, visit reports, periodic review reports and revalidation reports. Other evidence may include published reports from QAA Academic Reviews and/or IQER.

K14 The briefing paper and associated documentation will be circulated to the review team with the current **Operational Manual(s)**. Panel members are asked to advise the reporting officer within the following **2 weeks** of any particular lines of enquiry which should be addressed in the review together with an indication of any specific post holders who should be invited to attend meeting(s) and any additional documentation which may be required. This enables the chair and reporting officer to draw up a draft programme, potential list of participants and initial lines of enquiry, which are subsequently shared with the partner and relevant University staff. The lines of enquiry are subject to revision following the initial meeting of the panel, which takes place at the beginning of the first day of the review.

Documentation

- K15 The panel is provided with all evidence cited in the briefing paper together with the **Operational Manual(s)**. Any additional documentation required is advised to the relevant Faculty and/or partner institution following submission of the briefing paper.

The review event

- K16 This normally takes place over **one or two days** and is conducted in a collegial and supportive style in the manner of **peer review**. A typical programme includes meetings with senior managers, academic, administrative and support staff from the partner institution and the University, tour(s) of resources and meeting(s) with students. The review commences with a private meeting of the review team to review the initial lines of enquiry and to agree those which need to be addressed at the first meeting, which is with senior managers of the partnership and provides an opportunity for the review team to be updated with any developments since the submission of the briefing paper. It also enables the review team to seek initial clarification on any points. Following this initial meeting the review team may require another private meeting to set the agendas for the subsequent meetings with academic, administrative and support staff and with students, and agreeing the timing of tour(s) of resources.
- J17 Where the partner delivers University programmes at more than one location, then it is likely that the review team will wish to visit these other locations. The review team may be split for such visits providing that there is always an external and an internal panel member present.

Outcomes

- K18 At the end of the review the chair delivers the **outcomes verbally** and this is followed up by a **written report** prepared by the reporting officer.
- K19 The outcomes open to the review team are:
- (a) **Approve** the partnership (and collaborative arrangements for the partners own programmes or where there is no home programme) for a further **five years** with or without **recommendations**; where recommendations are made they will include clear reference to the locus of responsibility for taking action (partner, Faculty or University);
or
 - (b) **Approve** the partnership (and collaborative arrangements for the partners own programmes or where there is no home programme) for a period of **less than five years** with recommendations; this option is available to a Panel in cases where the nature of the recommendations are such that a five year approval would be inappropriate or where the Panel has been informed during the course of the review that such an approval timescale is desirable;
or
 - (c) Recommend that the partnership (and collaborative arrangements for the partners own programmes or where there is no home programme) is **not re-approved** and indicate recommendations for the timescale and management of **closure**; in such cases the chair should seek

advice from University Executive and LEI and must clearly articulate the reasons for non-approval.

- K20 Recommendations for improving the partnership arrangements are categorised as desirable, advisable or essential according to priority.
- **Essential recommendations** refer to important matters that the review team believe are **currently** putting quality and/or standards **at risk** and which require urgent corrective action.
 - **Advisable recommendations** refer to matters that the review team believe have the **potential** to put quality and/or standards **at risk** and require preventative action.
 - **Desirable recommendations** refer to matters that the review team believe have the **potential to enhance** quality, build capacity and/or further secure standards.
- K21 In addition, the panel will provide observations and **commendations** concerning **good practice** worthy of dissemination across the University and other collaborative partnerships.
- K22 Where it is planned to revalidate programmes simultaneously, then the normal University process should be adopted which can take place immediately following the delivery of the outcomes of partnership review.

The report

- K23 The **reporting officer** has the responsibility for the production of the report with support being provided by the Chair. The written report is structured using the template in **Annex 4-L** and circulated to the partner and relevant University staff within **one month** of the date of the review. A response is provided to the Chair from relevant partnership staff via an **enhancement plan** within **six weeks** of receipt of the report. Following circulation of the enhancement plan to the review team and subsequent approval, the chair recommends approval to CPSC. A copy of the report, the enhancement plan, and confirmation of the review team's recommendation for approval is submitted to the next meeting of CPSC. Any recommendations at University level are considered by CPSC and subsequently incorporated into its annual monitoring actions. Any recommendations at School or Faculty level should be subsequently incorporated into the relevant School and/or Faculty annual monitoring enhancement plan.
- K24 The relevant School Quality Committee(s) will monitor the enhancement plan to ensure that action is taken where appropriate.

Part L: Glossary of Terms

Academic Infrastructure

The Academic Infrastructure is a set of nationally agreed reference points relating to effective practice in the setting and management of academic standards and quality in higher education. It comprises:

Code of Practice

www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp

The Framework for Higher Education Qualifications

www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp

Subject Benchmark Statements

www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp

Foundation Degree Qualifications Benchmark

www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.pdf

Programme Specifications

www.qaa.ac.uk/academicinfrastructure/programSpec/default.asp

Progress Files also contribute to the Academic Infrastructure

www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp

Academic Standards

QAA defines academic standards as the '*level of achievement a student has to reach in order to achieve a particular award or qualification*'. There are nationally agreed reference points for the academic standards of the various levels of HE qualifications set out in the FHEQ, published by the QAA. See 'Academic Infrastructure' for more information.

One aspect of Partnership Review focuses on academic standards. Emphasis will be placed on how the partner exercises its responsibilities for the academic standards of the awards they deliver on behalf of the University.

ADC

Academic Development Committee is accountable to Academic Board. It has responsibility for considering (rather than approving) Faculty Business Plans, ensuring the consistency of proposals with the Corporate Plan and the interests of all Faculties, determining (on the basis of an assessment of risk) the validation requirements for each proposal, and promoting curriculum development and other academic initiatives.

Briefing Paper

The Partnership Review is based on a Briefing Paper prepared by relevant Faculty and partner staff. The Briefing Paper is central to the review process and should provide a clearly articulated overview of the partnership arrangements, strengths, good practice, and areas for development. Current and future strategic priorities for the partnership should also be articulated.

A well written Briefing Paper promotes confidence in the partnership and contributes to the smooth running of the review process, and so, its preparation requires due time and attention.

CPSC

The Collaborative Provision Sub-Committee is accountable to the University Quality Enhancement Committee (UQEC). It considers and approves recommendations for the approval of partner organisations and collaborative arrangements. It also approves operational manuals for collaborative provision.

DAD

Development teams and Faculties are required to complete a Development Approval Document (DAD) which provides the basis for *inter alia* an analysis of the characteristics of the proposed programme and potential risks.

Enhancement Plan

After a Partnership Review, the partner will be asked to develop an enhancement plan describing how it plans to address the findings of the review. The plan is approved by the Collaborative Provision Sub-Committee.

Evidence

Collaborative approval and Partnership Review are evidence-based processes. This means that an approval panel or a review team conduct their enquiries primarily by focusing on the partner's competence and capacity to develop and manage the various programmes of study and the students' learning experience.

Evidence comes in a wide range of forms and will vary from partner to partner. It is likely to include annual monitoring reports, validation documents, external examiners' reports, review and inspection reports of other organisations such as QAA, Ofsted and Professional Bodies, and any other information arising from meetings with staff and students.

FQEC

Faculty Quality Enhancement Committees are responsible to the University Quality Enhancement Committee (UQEC) for the maintenance of academic standards and the enhancement of the quality of student learning opportunities for taught programmes which lead to the awards or credit of the University.

Good Practice

Good practice is practice that approval panels or review teams regard as making a particularly positive contribution to the partner's management of the student learning experience and which is worthy of wider dissemination.

LEI	The Institute for Learning Enhancement and Innovation is located on the 4 th floor of the South Tower. It has primary responsibility for quality assurance and enhancement, including monitoring, review, audit and validation.
Lines of Enquiry	Approval panels and review teams use lines of enquiry as a way of reviewing the evidence and formulating conclusions about the partner's management of the collaborative provision. They can be regarded as lenses through which panels and review teams view the area in question.
MIF	The Marketing Intelligence Framework is designed as a market research tool for development teams to gauge the level and type of competition for their proposed programme. From this, development teams should be able to identify how their proposed programme will be different from the competition and therefore more attractive to potential students.
Operational Manual	The Operational Manual provides clear information about the management of the collaborative arrangements giving details of who does what and when.
PAD	The Partner Approval Document (PAD) is prepared as part of the partner approval process. The PAD supplements information provided for the development approval process and which is contained in the Development Approval Document (DAD).
Peer Review	Collaborative approval and Partnership Review are peer review processes. This means that the approval events and reviews are conducted by people with current or very recent experience of managing, developing, delivering and/or assessing collaborative provision. As a result, outcome reports reflect a working knowledge of the UK higher education system and, more specifically, the challenges of managing higher education academic standards and quality effectively in the University sector.
QAA	QAA stands for the Quality Assurance Agency for Higher Education. QAA was established in 1997 and is an independent body funded by subscriptions from UK universities and colleges of higher education, and through contracts with the main UK higher education funding bodies, including HEFCE.
Quality of Learning Opportunities	Quality of learning opportunities considers the effectiveness of everything that is done or provided (the 'learning opportunities') by the partner to ensure that its students have the best possible opportunity to meet the

stated outcomes of their programmes and the academic standards of the awards they are seeking.

Review Chair

Partnership Review Chairs are selected for their experience of the management of higher education.

A Chair is responsible for discussing and agreeing the programme for the review; identifying the most effective way of engaging with staff and students; leading the review team at the review; editing the Partnership Review report; and responding to any comments on the report from the partner and Faculties.

Review Event

The partnership review event normally takes place over one or two consecutive days. The purpose of the event is to allow the review team to scrutinise evidence, meet staff and students, and thus test statements made in the Briefing Paper, and to draw robust conclusions on the quality and standards of the collaborative provision.

SQC

School Quality Committees (SQCs) are responsible to the Faculty Quality Enhancement Committee (FQEC) for the maintenance of academic standards and the quality of student learning opportunities for taught programmes which lead to the awards or credit of the University.

UQEC

The University Quality Enhancement Committee (UQEC) is responsible to Academic Board for the maintenance of academic standards and the enhancement of the quality of student learning opportunities for all taught programmes which lead to the awards or credit of the University. UQEC oversees the work of the Faculty Quality Enhancement Committees, and assists Academic Board in discharging the University's responsibilities as an awarding institution.

VSC

The Validation Sub-Committee is accountable to the University Quality Enhancement Committee. It considers and approves recommendations for the validation of credit and award-bearing taught programmes, including those that are offered in collaboration with partner organisations. It also considers and approves requests for extensions to the period of validation for taught programmes.

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Institute for Learning Enhancement and Innovation
Floor 4, South Tower
Kedleston Road
Derby, DE22 1GB