



HANDBOOK FOR THE ENHANCEMENT OF QUALITY AND THE MAINTENANCE OF STANDARDS

2017-18

This is Section E: ACADEMIC PARTNERSHIPS



1. TABLE OF CONTENTS

1.	TABLE OF CONTENTS	2
2.	SUMMARY	3
3.	DEFINITIONS.....	3
4.	UNIVERSITY GUIDING PRINCIPLES FOR ACADEMIC PARTNERSHIPS	5
5.	STUDENT STATUS	6
5.1	STATUS OF STUDENTS.....	6
5.2	DETERMINING STUDENT STATUS.....	6
6.	INTRODUCTION	6
7.	PROPOSING A NEW PARTNERSHIP	7
8.	PARTNER APPROVAL	8
7.1	DUE DILLIGENCE.....	8
7.2	APPROVAL.....	9
9.	PROGRAMME APPROVAL.....	10
8.1	PROGRAMME APPROVAL.....	10
8.2	TEACHING APPROVAL	10
10.	MEMORANDUM OF AGREEMENT.....	11
11.	QUALITY AND STANDARDS FOR ACADEMIC PARTNERSHIPS.....	11
11.1	EXTERNAL EXAMINING.....	11
11.2	ANNUAL MONITORING	11
11.3	MINOR CHANGE.....	12
11.4	PERIODIC REVIEW	12
11.5	PARTNER RE-APPROVAL.....	12
11.6	LIAISON TUTOR	13
11.6	COLLABORATIVE PROGRAMMES FORUM	13
11.7	OPERATIONAL MEETING	14
11.8	ANNUAL PROCESSES	14
12.	PROCEDURES FOR WITHDRAWAL.....	14
	APPENDIX 1 – Outline Proposal for New Academic Partnership.....	16
	APPENDIX 2a – UK Initial Risk Analysis Tool	17
	APPENDIX 2b – Overseas Initial Risk Analysis Tool.....	19
	APPENDIX 3 – Operational Management	21
	APPENDIX 4 – Partner (Re)Approval Report Template	33
	APPENDIX 5 – Programme Approval Report Template	39
	APPENDIX 6 – Sample Agenda for Operations Meeting.....	44
	APPENDIX 7 – Statement on Role of Liaison Tutor	45
	APPENDIX 8 – Criteria for approval of partner teaching staff.....	49
	APPENDIX 9 – Guidance notes for panel members.....	51
	APPENDIX 10 – Extract from UK Quality Code for Higher Education.....	54
	APPENDIX 11 – Sample Agenda for Partner Approval	56
	APPENDIX 12 – Sample Agenda for Programme Approval.....	58
	APPENDIX 13 – Map of Agreements.....	59
	APPENDIX 14 - Exchange Agreements Map.....	60
	APPENDIX 15 - Form A Proposal to set up an International Exchange	61
	APPENDIX 16 – Form B International Exchange QA Form	62
	APPENDIX 17 – Exchange Agreement Template	67
	APPENDIX 18 – Progression Agreement Template	75
	APPENDIX 19 – Curriculum mapping guidance	81
	APPENDIX 20 – Memorandum of Understanding Template	85
	APPENDIX 21 – Action Plan Template	87

2. SUMMARY

Section E outlines the procedures for establishing, maintaining and terminating an academic partnership. The procedures outlined below reflect the good practice outlined in the QAA UK Quality Code: Chapter B10: Management of academic partnerships.

The only way in which an arrangement for delivery of a programme in collaboration with the University can be formed is through the completion and signing of a Memorandum of Agreement (MoA), which is formally approved by the Academic Board.

The procedures outlined below are intended to establish: the degree of risk involved in the potential partnership, the compatibility of the partner organisation with the University's mission, policies and subject expertise; the good standing of the partner organisation; substantial educational benefits for both organisations; mutual ownership of the programme and a commitment to quality; and a student experience which is appropriate to higher education and consistent with that of the University.

An academic partnership rests within the responsibility of the University Academic Department which provides a Liaison Tutor to support the arrangement.

Any proposal for a new academic partnership must be sponsored by the Department (or University itself) and agreed by the Academic Management Team (AMT). The approval process hinges on a successful partner approval and successful programme approval, which will involve formal Due Diligence procedures. Such will precede the signing of a legally binding agreement (the Memorandum of Agreement) between the University and the partner institution. All academic partnerships are listed on the University's register of academic partnerships and are subject to specific approval, monitoring and review procedures.

3. DEFINITIONS

Building on the definition of collaborative provision given in the *QAA UK Quality Code*, the University defines academic partnerships as:

The management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.

QAA notes that the authority to award qualifications also includes the authority to award credit. Higher education qualifications are awarded by degree-awarding bodies. The power to award UK degrees has been granted by a Royal Charter, or an Act of Parliament or, since 1992, by Order of the Privy Council (a formal body of advisers to the Queen). This right to award UK degrees is legally protected and only those bodies recognised by the UK authorities for this purpose may award their own degrees. Those organisations granted the authority to award higher education degrees are referred to as Recognised Bodies. A full list of these is published by the UK Government's Department for Business, Innovation & Skills. The authority to award academic credit at higher education levels also derives from these powers.

Types of arrangements for delivering learning opportunities identified by QAA's UK Quality Code (B10) to which this handbook applies are:

- Franchised programmes delivered by non-degree-awarding bodies;
- Validated programmes delivered by non-degree-awarding bodies;
- Joint¹, dual/double or multiple awards granted by one or more other awarding bodies;
- Articulation arrangements (whereby all students who satisfy academic criteria on one programme are automatically entitled on academic grounds to be admitted with advanced standing to a subsequent stage of a programme);
- Study abroad, including exchanges;
- Provision of learning support, resources or specialist facilities;
- 'Flying faculty' arrangements (Off campus delivery / 'flying faculty' arrangements denote delivery of provision solely by University of Chichester staff at an off-campus location either in the UK or overseas);
- Distance learning.

Arrangements managed elsewhere include:

- a) **Recruitment arrangements** (entry to the start of a programme), managed by the International Office and Admissions Office.
- b) **Erasmus² and study abroad arrangements** which are reciprocal exchange agreements between the University and other overseas higher education providers that allow students to attend another institution for credit-bearing study as part of their 'home' award on exchange visits of varying length are not usually considered to be true academic partnerships.
- c) **Placement learning such as primary/secondary or teacher education provision** leading to professional recognition/registration with specialist providers.

The University works with partner institutions and organisations in such ways that do not always involve the other party teaching or assessing for a University award or credit.

These arrangements will not normally be subject to the full approval process which applies to academic partnerships, but are still subject to appropriate approval processes, and the formulation of an appropriate agreement.

Academic partnerships may fall into one of several categories and, depending on the type of collaboration, different levels of quality assurance (dependent on risk to the University), legal and administrative support will be required. If the type of collaboration proposed in a new venture does not fall into one of the categories described above from the UK Quality Code (B10), or you are unsure, such should be discussed with AQSS.

¹ The University does not currently engage in the awarding of joint qualifications.

² Erasmus agreements are managed by the International Office in conjunction with the relevant academic department.

4. UNIVERSITY GUIDING PRINCIPLES FOR ACADEMIC PARTNERSHIPS

Responsibility

The University of Chichester is responsible for the academic standards of all awards and credit granted in its name. Academic partnerships will be negotiated, agreed and managed within the formal policies and procedures of the University.

Standards

The academic standards of all awards made under an academic partnership must be equivalent to those of comparable awards made for programmes that are delivered at the University itself, and compatible with any relevant external framework recognised within the UK.

Where the University does not deliver a comparable award, the Academic Board must be assured that the standard of the award delivered in partnership is compatible with benchmark standards that apply to the subject and that the award is comparable in standard to similar awards delivered elsewhere within the higher education sector.

Quality

The learning opportunities available to students should be of an appropriate quality, even where it is recognised that the learning environment will be different from that on a University campus. It will not be appropriate for students following a partnership programme to be significantly disadvantaged relative to the requirements for enabling them to meet programme outcomes.

Student-centred

The relationship between the University and a partner organisation should be based on a mutual commitment to the interests of students and their ability to progress through their programme of learning.

Values

The ethos underlying a partnership requires that senior management of both the University and partners have a duty of care to the students involved. Where a partner organisation has little or no previous experience of higher education provision or direct appreciation of UK higher education expectations, the University will adopt a developmental stance in promoting the higher education ethos of a self-critical academic community in the partner organisation.

The University must also observe where necessary the requirements of HEFCE in providing funding and in requiring statutory returns, including (but not limited to) HESES, HESA (student stream and DLHE stream), the Postgraduate Taught and Postgraduate Research Experience Surveys and the National Student Survey (NSS).

5. STUDENT STATUS

5.1 STATUS OF STUDENTS

The University currently defines the status of students who are studying for a University award as either 'contractual' or 'non-contractual'.

Students on partnership programmes who are **enrolled only (and do not have a contractual relationship with the University)** have limited status as students of the University but they are subject to the University's standard academic regulations and associated policies. The University's responsibility for these students relates to registration for the award, the quality and standard of their programme of study, and the conferment and certification of their award. Students have no automatic entitlement to any of the University's learning or support resources (unless this has been separately negotiated and costed as part of a specific agreement). Such students are not able to join the Students' Union. All resource requirements are provided by the partner institution. The University holds a partial student record containing basic details for the purposes of conferring the award.

Students on partnership programmes who are **fully registered (and do have a contractual relationship)** have full status as students of the University and the University has the same contractual relationship with them as it does with students studying on the University's campuses. They are entitled to use the University's learning resources and support services and they are also entitled to membership of the Students' Union (unless otherwise agreed in the Memorandum of Agreement).

5.2 DETERMINING STUDENT STATUS

It is critical to determine at the earliest opportunity the status of students on any proposed partnership. Students are usually designated as non-contractual unless agreed by the Academic Management Team as otherwise requiring a contractual relationship with the University. Such information is considered by AMT on the Form 1 when submitted for agreement.

6. INTRODUCTION

The other four main sections of the University's Quality Handbook describe the processes and procedures for *Programme Approval, Minor Change, Annual Monitoring and Periodic Review*. The partner should complete their own annual monitoring action plan, for example, with support from their Liaison Tutor, and submit it to the relevant University 'home' Department.

Academic partners preparing to present themselves to the University of Chichester's procedures for *Programme Approval, Minor Change, Annual Monitoring or Periodic Review* are advised to not only work with the University's appointed Liaison Tutor but should also work with the Academic Quality and Standards Service.

Where the partnership arrangement envisaged will involve more than one partner (for example a three party arrangement), the procedures outlined below for due diligence will and the partner approval will apply to each partner. The Director of Quality and Standards will make a determination of the reasonable and proportionate approval activity required for the approval of those partners given their level of involvement and the risk posed to the partnership.

7. PROPOSING A NEW PARTNERSHIP

7.1 NEW ACADEMIC PARTNERSHIPS

Before embarking upon a new academic partnership, the University's Academic Management Team will undertake strategic approval to clarify how such a development contributes to the University Strategy.

A Memorandum of Understanding may be completed ahead of this consideration, with the approval of the Academic Management Team (AMT) (see [appendix 24](#)).

Departments will need to provide and complete the following documents to propose a new collaboration:

- an outline proposal ([Appendix 1](#));
- risk assessment (Appendices [2a](#) or [2b](#));
- form 1b ([Appendix 3](#)) for any academic partnerships,

The documents will need to be provided to the Academic Management Team (AMT) via AQSS. The documents provide important information on the rationale for choice of partner institution and how such a development contributes to the University Strategy.

The outline proposal should reference the following:

- That the University and prospective partner have compatible and complementary missions;
- That there is a sound business case;
- That the partner institution offers an ethos and environment for teaching and learning appropriate to UK higher education and to the particular proposed collaboration;
- The commitment of both partners to ensuring that each cohort of registered students will be able to complete programmes satisfactorily;
- That in an international collaboration, account has been taken of local conditions which might affect the Partner Organisations' ability to comply with the principles of UK higher education. It may be necessary for the Partner Organisation, for instance, to secure government approval for the collaboration.

The Academic Management Team will then determine whether or not the identified level of risk can be accommodated and if so will authorise the process of resource allocation. Should AMT give authorisation to proceed with the collaboration, this will trigger the start of approval processes.

New academic partnerships are subject to either partner approval and programme approval (where the partner has developed their own programme or amendments to a University award are considered too significant to fall into the minor change procedure) or partner approval and approval to teach (where the human and physical resources of a partner are reviewed alongside a bespoke version of the University's student programme handbook and the partner's approach to its higher education community).

- Partner approval (for new partners);

- Programme approval (approval of a new programme);
- Teaching approval (where a partner is approved to deliver an extant University programme of study).

8. PARTNER APPROVAL

7.1 DUE DILLIGENCE

Where a new partner has been proposed, AQSS will conduct due diligence on that partner once AMT has authorised the development of a new partnership. The purpose of due diligence is to confirm to the University that the prospective partner is of good standing; that the prospective partner has capacity in law to contract with the University; that the prospective partner is able to fulfil its role in the arrangements; and that the arrangement is likely to be financially viable.

Such information may be gained from:

- The prospective partner;
- Government offices or quality assurance agencies of the country in which the prospective partner is located;
- The British Council or UK NARIC, and any relevant PSRBs;
- Other UK institutions with which the prospective partner has an arrangement.

Due diligence documentation will be sought in three areas:

Financial due diligence:

The prospective partner should supply:

- An annual report or equivalent;
- A set of audited annual accounts (for at least the last two years).

The University's Financial Controller will be asked to comment on the financial standing of the proposed partner.

Academic due diligence:

The prospective partner should provide:

- Copies of the annual assurance report provided to the partner's governing body or any accreditation reports from the in-country equivalent of quality agency or Ministry of Education (The University also needs confirmation as to whether this is for a fixed period).
- Information may be sought from the British Council, UK NARIC and/or reports from quality assurance agencies, such as Ofsted.

The University may also seek information (or references) from third parties as to the suitability of a potential partner, for example, where the partner works with other UK HE institutions or professional

societies or regulatory bodies. AQSS would also usually undertake a mapping to the UK Quality Code, B10, Working with Others as an element of due diligence for higher risk partnerships, i.e. overseas.

Legal due diligence:

The prospective partner should provide confirmation of their capacity in law to contract with the University for the arrangement. For example:

- Evidence of incorporation (e.g. registered company no.)
- Letter from a solicitor or attorney confirming capacity to contract
- An affidavit from the institution declaring their capacity to contract

Reciprocal due diligence:

The University is aware that the due diligence process is sensitive and that the investigation will be undertaken with tact and diplomacy. Nevertheless the University is required to undertake such an investigation and in order to act in a transparent way the University is happy to reciprocate and provide documents to the proposed partner on a reciprocal basis.

7.2 APPROVAL

Once initial due diligence has been completed, partner approval then needs to be undertaken.

The University is accountable for the quality and standards of awards made in its name. The purpose of partner approval is to confirm to the University that a prospective partner is judged to be a suitable institution with which to engage in a partnership and that proposed arrangements for the assurance and maintenance of standards and enhancement of quality will meet the requirements of, and be comparable to, those of the University. Partner approval is a pre-requisite to any programme approval.

Approval panel

The approval panel will normally comprise:

- A Chair (normally a Head or Director of Academic Department from the University);
- A representative of AQSS;
- An external adviser with expertise in academic partnerships.

In the case of overseas approvals, individuals will be required to organise their own visa, where required (although the University will source any approval letters required).

Additional document requirements

Documents to be provided by the prospective partner:

- Brief history of the institution
- List of people with whom the panel will meet (names, job titles, roles)
- Mission statement/strategic plan

- Prospectus
- Organisation chart/committee structure diagrams, where appropriate
- Overview of student numbers/staffing establishment
- Staff CVs

A report will be prepared as at [Appendix 5](#), and Academic Board will be provided with the partner approval report, partner approval checklist, approval for teaching report and draft memorandum of agreement.

9. PROGRAMME APPROVAL

8.1 PROGRAMME APPROVAL

In relation to approval of a new programme, University procedures as outlined in **Section A: PROGRAMME APPROVAL** will usually apply. It is a requirement that any programme delivered by a partner institution under their agreement with the University must have been approved prior to teaching.

Where the partner institution wishes to run a currently approved programme but make minor changes, these will be considered in accordance with **Section C: Minor Change** and full programme approval need not take place.

The programme can be advertised *subject to approval once the University has agreed the Form 1b.

In all cases the approval activity required will be at the discretion of the Director of Quality and Standards, and will be proportionate to the potential risks to the institution.

8.2 TEACHING APPROVAL

In addition to the need for a programme to have been approved, usually via the normal requirements of **Section A: Programme Approval**, partners are required to be approved to teach awards of the University. The purpose of this approval is to ensure that the partner has the resources, capacity and expertise to deliver the proposed programme to a comparable standard to the delivery of higher education programmes in the UK and at the University.

The Director of Quality and Standards will assess the level of risk posed by the partnership and will ensure proportionate approval activity is conducted. Normally this will require a visit to the partner institution, which may or may not be combined with other visits.

A partner will be approved to deliver a programme at a specific site and via a specific mode of delivery. Any variation or change to either the site or mode of deliver may require re-approval.

Approval panel

The approval panel will be formulated according to risk attributed to the arrangement. For high risk activities, a site visit is required by a member of AQSS and an external adviser with expertise in academic partnerships.

For medium risk activities, a panel should normally comprise a nominee of AQSS with confirmation to be provided through a visit by the external examiner and/or liaison tutor. This might be where an approved partner is to deliver an approved programme which is new to the partner, for example.

For low risk activities, normally the liaison tutor should visit the partner with confirmation to be provided through a visit by the external examiner. A low-risk activity may be an additional teaching site for an existing partner with an existing programme, for example, or where credit, rather than an award in its entirety will be delivered.

The panel or nominee of the University will visit the partner and complete a Programme Approval Report ([Appendix 6](#)) which will be submitted to the Academic Standards Committee (or the Academic Board for new partners) with a recommendation regarding the approval of the partner to teach and assess that programme. Once approval is completed programmes can be advertised for recruitment.

10. MEMORANDUM OF AGREEMENT

The Memorandum of Agreement is a formal written agreement that is intended to be legally binding. It sets out how the academic partnership will ensure that a high quality programme leading to a University award will be delivered through the partnership. This includes agreement about how the obligations to students will be met if the partnership arrangements fail or are discontinued.

The MoA is a contract at institutional level which is normally signed for a period of up to five years. It therefore covers the higher-level aspects of the academic partnership, including funding arrangements.

The MoA is drawn up by AQSS, in consultation with the partner, and the Faculty Manager, on the basis of the discussions held at the Partner Approval Visit.

Where a partner has been approved to teach additional programmes since the original MoA was signed, the MoA will be updated as and when required to include those additional programmes.

11. QUALITY AND STANDARDS FOR ACADEMIC PARTNERSHIPS

11.1 EXTERNAL EXAMINING

The University procedures outlined at *External Examining at the University of Chichester* apply. The external examiner will be required to visit any overseas partner or any overseas site of delivery at least once every 4 years.

11.2 ANNUAL MONITORING

The University procedures outlined at **Section C: ANNUAL MONITORING** apply. The partner must complete their own annual monitoring action plan, to be submitted to the Department for reference in the Departmental monitoring process.

11.3 MINOR CHANGE

The University procedures outlined at **Section B: MINOR CHANGE** apply. The partner must consult with the University liaison tutor before proposing a minor change to any programme as this may have consequences for other provision run by the University.

11.4 PERIODIC REVIEW

The procedures outlined at **Section D: PERIODIC REVIEW OF PROGRAMMES** will apply to the partner institution as though it were a part of its home academic department.

11.5 PARTNER RE-APPROVAL

Partners will be approved for a period of five years. It is considered good practice to schedule an informal review of the arrangement within the first year, but formal re-approval will take place on or before the 5th anniversary of the last partner approval.

Panel for re-approval

The review panel should comprise an external advisor with expertise in academic partnerships; and a member of AQSS to act as officer to the event. A report will be prepared.

Documents required

Documentation to be provided for the re-approval should include:

A brief report from the partner institution, covering the last five years, reflecting on experience to date and referencing any future proposals, an analysis of strengths and areas for development (such as curricula, assessment; resources, teaching and learning strategies, student support);

- Annual monitoring reports
- External examiner reports
- A due diligence update
- New MoA

The review panel should meet with staff, with students, and should have opportunity to tour the facilities.

The review panel should consider:

- The rationale for the partnership;
- The continued good standing, financial stability and legal status of the partner;
- The continued compatibility of missions, ethos and environment;
- The efficacy of governance procedures;
- The identification of any potential risks;
- The continued efficacy of the venue and resources;

The review panel should determine whether or not a recommendation is made to the University to re-approve the arrangement.

11.6 LIAISON TUTOR

Each partnership programme will have a liaison tutor identified by the academic department responsible for the programme at the University. The Liaison Tutor is the link between an Academic Department and a collaborative programme. They are also the internal link with Admissions and Academic Registry and will facilitate introduction to relevant partner administrative contacts.

The role of Liaison Tutor is very important in supporting academic partners to enhance and maintain quality and standards in these programmes. The Liaison Tutor is expected to advise and support partners on curriculum and programme development, quality assurance and enhancement, staff development, enhancement of learning and teaching approaches and management of programmes.

A full description of the liaison tutor role can be found in [Appendix 10](#).

11.6 COLLABORATIVE PROGRAMMES FORUM

The Collaborative Programmes Forum has been established to draw together Liaison Tutors and University managers to assist in the support to partners regarding the University's academic partnerships. Academic partnerships offered by partner SCITTs (School Centred Initial Teaching Training) will be managed by the Institute of Education.

The forum is chaired by the Deputy Vice-Chancellor and is made up of Liaison Tutors, the University's External Advisor for Academic Partnerships, Faculty Manager, and representatives from AQSS, Admissions, Registry, IT, Library Services, SIZ, Education and departmental representation/interested parties as appropriate.

The Forum meets three times a year in November, February and June. At the November and June meetings, liaison tutors are asked to produce a report to the forum (see example at [Appendix 10](#)).

An annual report will be provided to the Forum's February meeting providing an overview of academic partnerships for the previous academic year. The purpose of this document is to:

- To provide the CPF with an overview of the current portfolio of academic partnerships and to demonstrate how the partnerships portfolio has contributed to the University's strategic plan in the preceding academic year.
- To provide the CPF with an overview of the activities relating to the maintenance of quality and enhancement of standards in relation to each academic partnership during the previous academic year.
- To provide the CPF with an overview of activities and issues relating to the enhancement of the student learning experience in academic partnerships during the previous academic year.
- To provide the CPF with an overview of trends and patterns with academic partnerships that either require action to improve performance, or which ought to be disseminated further as examples of good practice.

- To provide the CPF with an overview of the comments of external examiners in relation to academic partnerships from the preceding academic year.
- To provide recommendations for the development of the academic partnerships portfolio and existing academic partnerships.

11.7 OPERATIONAL MEETING

Following the establishment of a new partnership, the University will organise an operational meeting. This meeting brings together key members of staff from both institutions to discuss the operational detail of the running of the partnership. A template agenda can be found in [Appendix 8](#). Where the new partner is based overseas, arrangements may be made for this meeting to be attended by internal colleagues only, or alternatively video conferencing may be used to assist colleagues at the partner to join the meeting virtually.

Following the operations meeting an operations manual for the partnership will be jointly agreed by the University and the Partner which will be updated annually. This operations manual will include an annual calendar (an example of which can be found in [Appendix 9](#))

11.8 ANNUAL PROCESSES

A number of process are administered each year by the Academic Quality and Standards Service to ensure the ongoing maintenance of standards and to comply with legislative requirements. At the beginning of each academic year, the Academic Quality and Standards Service will require the following documents to be provided to the University for approval:

- Curricula Vitae for new members of staff and confirmation of the staff team delivering programmes.
- Any marketing material relating to the partnership for approval by the University's Department of Marketing.

12. PROCEDURES FOR WITHDRAWAL

Background

Withdrawal from academic partnership arrangements, whilst not a regular occurrence, may take place following:

- the usual University procedures for the review of academic partnership arrangements;
- a strategic decision by the University;
- a mutual decision that the existing legal agreement should not be renewed;
- breach of the legal agreement.

Withdrawal must be carefully managed in order to ensure that:

- academic standards and the quality of experience are maintained for any remaining students;
- an appropriate strategy is developed for dealing with individual issues;
- the risk to the University's reputation is minimised.

Withdrawal can be complex, and while each case will be unique, the following general procedures should apply.

- Prompt Notification to relevant departments and services;
- No withdrawal from a legal agreement should be undertaken without first consulting the DVC;
- Communication must allow sufficient time for detailed arrangements to be discussed and agreed;

Withdrawal will also need to be considered in conjunction with other AQSS, Planning, Finance, Marketing and Registry, working as a team, possibly throughout the withdrawal process;

Approval Procedure

Approval of the withdrawal from an academic partnership arrangement must be through the relevant department and formal mechanisms including the following information:

- the background to the academic partnership
- the rationale for the withdrawal
- how the withdrawal process will be managed to ensure that any potentially prejudicial effects on the students are avoided or minimised
- whether there will be any staffing issues, both within the University and the partner
- how any programme issues, Intellectual Property Rights (IPR) and Confidential Information will be handled
- the financial arrangements
- the proposals/recommendations
- the potential issues and consequences of the proposals/recommendations and extract from the legal agreement concerning withdrawal, as an appendix

Action Plan and Managing Expectations

An action plan should be agreed, in order to manage expectations, and should include:

- the last date for admission of students
- the formal notice of withdrawal, usually one year, must comply with the legal agreement. The notice will be drawn up by the DVC, in consultation with the department,
- an exit agreement/protocols/transfer protocol should set out the responsibilities and residual obligations of each party, financial arrangements, specific responsibilities for students, adequate arrangements for preservation of information and records following termination, IPR and Confidential Information, together with any other information pertinent to the particular withdrawal. This document will be drawn up by the DVC, in consultation with the relevant department.
- a communications plan for staff and students in order to keep them informed, including what withdrawal will mean for students, and the arrangements to be put in place to assist students to deal with the consequences,
- timescales including informal/formal notice of withdrawal to be served on the partner organisation.

APPENDIX 1 – Outline Proposal for New Academic Partnership

Outline Proposal Form

Name of proposer:
Department / Subject Area:
Name and address of proposed partner organisation:
Type of Provider: (delete as appropriate) Overseas UK HEI or FE college Private provider
Will students be paying fees directly to UoC?
Proposed Status of Students: (delete as appropriate) RA = non-contractual, students have restricted access to resources/facilities OP = contractual student – UoC students at partner/HEI
Please indicate if the partner's students may wish to attend graduation, dependant on space? Y/N
Confirmation that tier 4 international students will not be recruited.
Outline details of proposed programme (if already identified): (e.g. title; start date; delivery venue; mode of delivery)
Brief academic rationale for proposed partnership:
The above proposal has been approved by the Department Management Team for consideration by Academic Management Team: Signature: _____ (Head of Department) Name: _____ Date: _____

APPENDIX 2a – UK Initial Risk Analysis Tool

PROPOSED ACADEMIC PARTNERSHIP (UK) INITIAL RISK ANALYSIS TOOL

PROPOSAL TO CONSIDER AN ACADEMIC PARTNERSHIP WITH:

PROPOSAL submitted by

(Academic Department)

Please complete by circling the relevant number.

1 = Low Risk, 2= Medium Risk, 3 = High Risk

Risk	Level
Language of delivery English first language Other Language	1 3
Status of Partner Institution University FE College/HEI Private Provider	1 2 3
Resource Status of Partner Institution Large, Well resourced Small, Well resourced Any size, but limited/poorly resourced	1 2 3
Strategic 'fit' with the University of Chichester's Strategic Plan Good – close fit, highly relevant curriculum Medium – partial fit, the curriculum has some relevance to the Chichester portfolio Poor – no fit, no relevance to the Chichester curriculum	1 2 3
Partner's Expertise within the Proposed Subject Area, if relevant Extensive Moderate Minimal	1 2 3
Partner's Previous Experience of Collaboration At this level At lower level None	1 2 3
Department's Experience of Collaboration Overseas UK None	1 2 3
Programme, if relevant Established Collaborative Programme already offered elsewhere Existing Programme at the University, to be delivered by the new partner New Programme, to be delivered by the new partner	1 2 3
Credit Level of proposed programme N/A Undergraduate, FHEQ 4,5,6	1 2

Postgraduate, FHEQ 7,8	3
Has the University an existing or previous collaboration with the partner?	
Existing	1
Previous	2
None	3
Type of partnership	
Flying Faculty	1
Standard	2
Dual/Joint	3
Legal/PSRB Requirements	
No licensing	1
Licensing required by local/national government or equivalent	2
Licensing/accreditation required by Professional Society/Regulatory Body	3
Total Score	

Scores 12-20 = Low Risk, 21-29 = Medium Risk, 30-36= High Risk

The completed *Risk Assessment Tool* should be considered by Academic Management Team which will make the initial decision on whether or not the University could accommodate the level of risk involved, before approving that the proposal moves to the next stage (*Due Diligence*).

Application signed :(Head of Department)

Date :

Risk acceptable/not acceptable.

Signed :DVC

Date :

APPENDIX 2b – Overseas Initial Risk Analysis Tool

PROPOSED ACADEMIC PARTNERSHIP (OVERSEAS) INITIAL RISK ANALYSIS TOOL

PROPOSAL TO CONSIDER AN ACADEMIC PARTNERSHIP WITH:

PROPOSAL submitted by

(Academic Department)

Please complete by circling the relevant number.

1 = Low Risk, 2= Medium Risk, 3 = High Risk

Risk	Level
Language of delivery English first language Other language	1 3
Location of Partner Institution EU Non-EU Other	1 2 3
Status of Partner Institution University FE College/HEI/Other Public Sector Private Provider	1 2 3
Resource Status of Partner Institution Large, Well resourced Small, Well resourced Any size, but limited/poorly resourced	1 2 3
Strategic 'fit' with the University of Chichester's Strategic Plan Good – close fit, highly relevant curriculum Medium – partial fit, the curriculum has some relevance to the Chichester portfolio Poor – no fit, no relevance to the Chichester curriculum	1 2 3
Partner's Expertise within the Proposed Subject Area, if relevant Extensive Moderate Minimal	1 2 3
Partner's Previous Experience of Collaboration At this level At lower level None	1 2 3
Department's Experience of Collaboration Overseas UK None	1 2 3
Programme, if relevant Established Collaborative Programme already offered elsewhere Existing Programme at the University, to be delivered by the new partner	1 2

New Programme, to be delivered by the new partner	3
Credit Level of proposed programme	
N/A	1
Undergraduate, FHEQ 4,5,6	2
Postgraduate, FHEQ 7,8	3
Health and Safety (See FCO)	
Minimal risk	1
Medium Risk	2
High Risks	3
Current local political conditions	
Very stable	1
Stable	2
Unstable	3
Has the University an existing or previous collaboration with the partner?	
Existing	1
Previous	2
None	3
Type of partnership	
Flying Faculty	1
Standard	2
Dual/Joint	3
Legal/PSRB Requirements	
No licensing	1
Licensing required by local ministry of education or equivalent	2
Licensing/Accreditation required by Professional Society/Regulatory Body	3
Total Score	

Scores 16-27 = Low Risk, 27-35 = Medium Risk, 36-45 = High Risk

The completed *Risk Assessment Tool* should be considered by Academic Management Team which will make the initial decision on whether or not the University could accommodate the level of risk involved, before approving that the proposal moves to the next stage (*Due Diligence*).

Application signed :(Head of Department)

Date :

Risk acceptable/not acceptable.

Signed :DVC

Date :

APPENDIX 3 – Operational Management

Key:

AMT = Academic Management Team

AQSS = Academic Quality and Standards Service

HoAD = Head of Academic Department

AAR = Admissions and Academic Registry

Operational Management					
	Action	By whom	Description	Risks	Notes
The initial approach	<p>Responding to an internal or external proposal</p> <p>Completion of Outline Proposal, Risk Analysis and Form 1b for AMT's consideration</p>	HoAD	<p>AMT makes a judgement, informed by initial risk assessment, on the likely viability of the proposal. The HoAD completes the template for the strategic approval and risk analysis and submits it to AMT for agreement to proceed to the next stage. The proposal's compatibility with the University's strategic direction, provision and capacity to manage the partnership effectively within one of the University Academic Departments will be taken into account. This may involve preliminary meeting(s) with the partner.</p> <p>These early discussions are also the best point to discuss financial expectations. For example, whose student numbers would be used</p>	<p>The University is drawn into a proposal insufficiently connected with its strategic priorities; lack of strategic fit. Department extends its commitments beyond capacity to manage. University is drawn into expensive approval process for a proposal for which there is unlikely to be a sustainable market. University makes financial agreement that does not benefit it. Partnership emerges from a personal connection and will be reliant on this to be maintained.</p>	<p>The University should be prepared to walk away from collaborative proposals at any time in the 'set-up' if it is felt that to go ahead would not benefit the University. This is the easiest point to say 'no'.</p> <p>For a new partnership, an agreement should be made to pay money 'upfront' to finance due diligence and approval processes. This can be taken from income once the programme has started but agreement early on will discourage potential partners from</p>

Operational Management					
	Action	By whom	Description	Risks	Notes
			and on what basis will the apportionment of fees be made? Are bursaries payable and who pays these?		'kite-flying' at the University's expense. The Department should be clear with partners that, whatever has been said at preliminary meetings regarding the security of the decision, the agreement must go through institutional processes before agreement is finally secured and that a Memorandum of Agreement will have to be signed before students are registered.
Due Diligence (documentation)	Proposal template is passed by AMT to AQSS. Due diligence procedure is triggered.	AQSS in liaison with HoAD	Due diligence takes two forms: first the scrutiny of documentation, second and visit.	Potential partner is not a sound financial organisation, not legally authorised to deliver education and or training, has an insufficient management structure to deliver the partnership. Potential partner does not meet Equal Opportunities requirements, has an unsatisfactory approach to Health and Safety or has been the subject of negative reports from external quality assurance bodies.	This scrutiny will need to be particularly searching where the potential partner is a private sector company, outside the conventional educational sector. However, the scrutiny should be sensitive to the differences of organisational culture.

Operational Management					
	Action	By whom	Description	Risks	Notes
Visit (part of due diligence process)	An approval visit to the potential partner	Arranged by AQSS who will report to appropriate committees.	<p>The visit explores the compatibility of the two organisations and the capacity of the potential partner to deliver the named programme or suite of programmes. The visit may be combined with a programme approval event if the partnership involves the approval of a new programme.</p> <p>In the case of a potential overseas partnership, an External Adviser, with expertise in international collaboration, will be fully involved and will be expected to attend the institutional visit (which may be held in the partner institution).</p>	Visit insufficiently rigorous to establish capability of the potential partner to deliver the programme(s).	The visit will need to demonstrate the capacity of the University to support the partner, including curriculum development and staff development. The event should strike a peer-based supportive tone rather than appearing inspectorial. The partner should share the University's concern to secure a high quality of student experience through an appropriate environment.
Memorandum of Agreement	The Memorandum of Agreement must be signed and forwarded to Academic Board for approval.	Director of Quality & Standards	Signed copies of MoA and Financial Schedules need to be lodged with AQSS and copied to the Quality and Standards Manager (Academic Partnerships) in AQSS. The Quality and Standards Manager (AP) will liaise with the programme to develop the MoA.	The MoA is not signed before the students begin their programme.	
New	A new	HoAD	All steps above will be completed	Partner develops programmes for	To prevent partners

Operational Management					
	Action	By whom	Description	Risks	Notes
Programmes in an existing partnership	<p>programme is developed in an existing partnership.</p> <p>An existing partner is extending the delivery of the programme into a new venue.</p>		<p>apart from the documentation element of Due Diligence. A visit should take place and will focus on the capacity to deliver a particular programme.</p>	<p>which no market has been proven to exist.</p>	<p>developing programmes, 'on spec' an 'upfront' charge should be made for programme approval (that can be reclaimed when the students appear).</p>
External Examiners	<p>Arrangements for the appointment and use of External Examiners are the same for collaborative programmes as they are for all other University provision.</p>	<p>Appointing - AQSS in Liaison with HoAD</p> <p>Engagement of External Examiner – HoAD , Liaison Tutor</p>	<p>Nomination and appointment of External Examiners made by the Academic Department through ASC's Scrutiny Group. The Department will need to establish expectations for the use of the External Examiner by the partner programme.</p> <p>If the language of tuition is not English, the University will engage an External Examiner who is bilingual.</p>	<p>External Examiner not appointed in a timely fashion. Student work not subject to external moderation so award cannot be made.</p>	<p>AQSS remain responsible for the operation and maintenance of the external examiner system but Academic Departments must ensure that partner programmes (who may have no experience of using the system) know when and how to send student work.</p>
Maintaining the partnership					
Appointment	A Liaison	HoAD	The programme is the	Liaison Tutor drawn into the process	The Liaison Tutor is

Operational Management					
	Action	By whom	Description	Risks	Notes
of a Liaison Tutor	Tutor is appointed and inducted.		responsibility of the Department within the framework of the Faculty. The Liaison Tutor should be made aware of the responsibilities as defined in this handbook. The Academic Department should arrange for the LT to be inducted with the participation of AQSS. Resource schedule costing should include a notional amount for the LT duties, which will vary depending on the nature of the provision and whether the partner is in the UK or overseas.	late and does not share Department enthusiasm for the partnership. LT feels they have insufficient time for the role. Department unconvinced it receives financial credit for time of the LT (this should be clearly established through the work of the Faculty Manager).	primarily the curriculum support for the partner programme. They are the first point of contact for the partner, or the cp administrator in their absence. They should visit the partner organisation, meeting students and attending Programme Boards and the examination meeting.
Admissions	CP students who are included in UoC statutory returns must be admitted via standard procedures. CP students who are not returned by UoC will be admitted via the process	LT/Head of Admissions	Partner organisations may operate through direct admissions or via an appropriate partner contact to the institutions where the students are UoC contracted numbers. The Head of Admissions works with the LT and partner contact to ensure that the procedures are fully understood and acted upon. In this scenario the student application is the start of the process of tracking progress through our organisation. Where the students are not our	LT or partner contact do not understand the procedures, which need to be followed, which could result in delay in capturing student information in a timely way which could impact upon other University processes such as registration (where applicable), boards of examiners and graduation. Delays in the admissions process means student may not have access to IT facilities and e-resources (where applicable).	Admissions and Academic Registry colleagues need to be involved in discussions at an early point following approval of collaborative programmes to enable efficient planning. Identification of partner contacts are an important point here.

Operational Management					
	Action	By whom	Description	Risks	Notes
	agreed in discussion with the LT and partner contact. This approach will ensure the right access for IT facilities and e-resources.		<p>contracted numbers the LT will clarify with the Head of Admissions what data needs to be collected and in what format to enable students to be admitted to our programmes.</p> <p>It is important to note that Partner organisations are responsible for generating CAS (Certificate of Acceptance for Studies) and compliance matters for any international (i.e. outside EEA and Switzerland) students that require a Tier 4 visa under the UKVI Points Based System for immigration.</p>		
Registration of new Students and on-line (via ChiView) re-registration of continuing students	All new students must have a current registration status at the start of their programme and annually.	Director of Admissions and Academic Registry	Academic Registry (Student Records) will liaise with the LT and/or contact at the partner institution to ensure formal registration of students is completed. The process to be followed will depend on whether the students are contractual (UoC registration process) or non-contractual(data collection process).	<p>If students are not registered in a timely way, this could impact on the work of Planning and the submission of statutory returns.</p> <p>In respect of 'contractual' students, if they do not have a current registration this may impact upon any student loan they are eligible to receive.</p>	It is important to embed processes at the earliest opportunity to minimise the risks involved. .
Induction	All new students must	Programme Co-ordinator	Induction should ensure that students know how to access all		

Operational Management					
	Action	By whom	Description	Risks	Notes
	<p>be properly inducted to their programme and the facilities and the Academic Regulations of the University</p> <p>Student Services – students apply for certain forms of support through the University</p> <p>Staff Induction</p>	<p>supported by Liaison Tutor and Quality and Standards Manager (AP)</p> <p>Head of Student Support & Wellbeing</p> <p>Liaison Tutor</p>	<p>University facilities of relevance to their course.</p> <p>Students on partner programmes may have access to the on-line resources that the LRC is acquiring in increasing numbers.</p> <p>The partnership agreement is based on the assumption that the partner organisation can provide an appropriate experience. This includes student support. However, for some specific forms of publicly-funded support, they must apply through the University.</p> <p>Induction should ensure that new staff know how to access all University facilities of relevance to their course.</p>	<p>Students are not in receipt of funding to which they are entitled. University in breach of DDA and related legislation.</p> <p>Staff cannot adequately support their students as they may not be able to access crucial course materials and information.</p>	<p>For this to work smoothly it is important that Admissions and Academic Registry have all information required to complete their processes.</p>
Change in status	All students should advise	Director of Academic	Academic Registry (Student Records) will liaise with contacts in	Inaccurate student data impacts on the external returns of the	This can be challenging particularly in terms of

Operational Management					
	Action	By whom	Description	Risks	Notes
	changes in accordance with University procedures.	Registry/LT/ Student Records Manager	the partner organisation to ensure changes, e.g. Change in personal details or registration (mode, course, modules) intermission, withdrawal are communicated via an agreed process in a timely and efficient way.	University. Inaccurate information could also have a negative impact for the student experience e.g. if we do not have up to date details).	receiving timely communication of changes.
Assessment	Students on partner programmes are subject to the assessment procedures of the University.	Lead Contact: Director of Academic Registry/LT/ Assessment Manager For both UK and international partners, the LT advises partner programme on the assessment procedures and changes to regulations.	Assessment Office send out requests for results in Semester 1 & 2 with deadlines. They produce mark schedules for Boards of Examiners. Results are published on-line (ChiView) within 24 hours of the relevant Board.	Input of marks/grades via MAF online are incomplete or inaccurate. Partner programmes do not <i>understand or follow the deadlines for submitting marks/grades</i> , preventing awards from being made. Students/partners unaware of procedures for Appeal and Mitigation.	Liaison Tutors help with advice on assessment e.g. difference between formative and summative, how to use the External Examiner as moderator, when and how to send student work to the External Examiner.
Annual	Partner	AQSS	Partner programmes are included	Partner programmes are not	Partner organisations

Operational Management					
	Action	By whom	Description	Risks	Notes
Monitoring/ Periodic Review	programmes are subject to the same quality assurance procedures as other University programmes.		<p>in the Annual Monitoring activity relating to the host Academic Department, and provide their own Action Plan written by the partner for inclusion in the departmental response.</p> <p>The University's processes for Periodic Review will be undertaken in the partner institution, where a tour of facilities and meetings with students will be included. The Panel will need to work on the understanding that this may be an unusual process for the partner institution and should remember the principle that the process is designed to enhance and support the programme.</p>	appropriately monitored or reviewed. Student experience deteriorates. University exposed to risk from audit and subject to student complaints.	need careful support to understand the process of annual monitoring and the significance of periodic review.
Partner re-approval	<p>Memoranda of Agreement require updating and re-signing as stipulated in the Agreement.</p> <p>Financial Schedules</p>	AQSS/LT/Q&S Manager (AP)	<p>AQSS to advise Head of Department and Liaison Tutor 12 months in advance of renewal date.</p> <p>Liaison Tutor to take the lead in working with Partner, AQSS and Faculty Manager as appropriate.</p> <p>Q&S Manager (AP) to Dir Q&S and Head of Department 12 months in</p>	<p>MoA becomes out of date and potentially no longer binding. Agreements with partners lack clarity</p> <p>Financial Schedules become out of date</p> <p>Financial agreements become unclear and difficult to enforce</p> <p>Lack of clarity about where the</p>	

Operational Management					
	Action	By whom	Description	Risks	Notes
	<p>require annual updating</p> <p>Signed copies of MoA need to be held by AQSS. with copies held by the Q&S Manager (AP). Documents to be accessible for ease of reference and for updating</p>		<p>advance of renewal date.</p> <p>To advise Faculty Manager of any changes to student numbers.</p> <p>Liaison Tutor to take the lead in working with Partner, Faculty Manager, Finance as appropriate.</p> <p>Q&S Manager (AP) to hold centrally.</p>	original signed copies are held and missed opportunity to renew when required	
	Action	By whom	Description	Risks	Notes
Collaborative Programmes Forum	Liaison Tutors are regularly drawn together, to discuss common experience, share good practice,	Collabo'tive Programmes Forum Chaired by the DVC (Academic)	The CP Forum draws in the University's External Adviser for Collaborative Programmes and gives LTs the chance to speak about the partnerships. The Forum is designed to support LTs. It discusses common experiences, shares good practice and identifies and resolves 'sticking points'. It	Liaison Tutors operate inconsistently across the University.	

Operational Management					
	Action	By whom	Description	Risks	Notes
	identify 'sticking points' in the processes.		also considers issues from Annual Monitoring to ensure a cross-University perspective, supporting the work of ASC in maintaining quality and standards.		
Publicity	Under the MoA, the University should agree all publicity for its partner programmes.	Marketing, Communications and Admissions (Adm), with support of Q&S Manager(AP) and Liaison Tutor.	Departments have the responsibility for ensuring that publicity for programmes delivered through partnerships (both printed and electronic) are current and accurate. The Department will ensure that partner programmes are aware of the schedules for the submission of copy for the Prospectus. Also, partners should be made aware that any statements on their Chichester programme must be agreed by the Department. Generally, the University has supported the joint branding of provision in publicity.	Partner organisations make statements about their Chichester programmes that the University cannot own.	Again, this has worked well – with some annual issues around whether we have included all partner programmes. It is helpful for Liaison Tutors to be directly involved in discussions about the publicity for the programmes. They know the programme and whether or not it is being accurately presented.
Graduation	To ensure all students who should be graduating are identified as appropriate, invited to a Graduation Ceremony to	Lead Contact: Director of Admissions and Academic Registry Operational	The Graduation Team works with the Academic Registry to confirm students who will be graduating to ensure they feed into Graduation processes. Academic Registry liaises with partner contacts to clarify any anomalies. Assessment office produces award	If courses and students are not properly captured for Graduation purposes, they may not be invited to Graduation, which would result in a negative student experience	The importance of clear lines of communication is key to ensuring Graduation arrangements run smoothly.

Operational Management					
	Action	By whom	Description	Risks	Notes
	receive their award certificate	Contacts: Events and External Relations Officer Student Records Manager Ass't Manager	certificates which are given out at Graduation or posted to any students who do not attend, or they may be sent to the partner for despatch to students.		

APPENDIX 4 – Partner (Re)Approval Report Template

Partner (re)approval of X:

Date:

Panel:

1 Proposals

Brief outline of proposals, specific programmes to be considered at programme approval stage

For re-approval, any developments/initiatives undertaken

2 Background

Brief outline on the partner, country, benefits of the collaboration

Evidence base

Recognition by any government body or equivalent

Size of institutions/HE numbers if mixed economy

3 Process

Briefly outline strategic approval/risk analysis/due diligence

Briefly outline arrangements, meetings with staff, site visits, resource visits, meetings with students

4 Context

Brief history/description of the partner institution

Current structure/staffing/services/systems for peer observation of teaching

Overview of resources/ teaching and learning /admission/induction/academic and pastoral support/welfare/systems for student feedback

Overview of regulations/appeals/complaints/academic malpractice

5 Conclusions/Actions

Conditions/recommendations of approval

Partner Approval Checklist

Record of visit to:	Date:
Undertaken by:	

*If the documents required are in a language other than English, the University of Chichester visitor is asked to confirm if they can be obtained in English and, if so, whether they satisfactorily meet the University's requirements.

Category	Confirmation of sight of relevant documents and/or observation on suitable facilities.
Confirmation of intended relationship / status of students with the proposed institution.	
Admission requirements/mapping to UK NARIC	
Is the organisation aware of the Quality Assurance Agency and its role in maintaining and enhancing the quality of UK HE awards. (Attention should be drawn to the UK Quality Code for HE)	<i>Please provide the proposed partner institution with copies of the UK Quality Code</i>
To what extent can the aims of the potential partner and of the University be seen to be compatible particularly in terms of mission, objectives, strategic plan and subject portfolio?	<i>As above</i>
What is the management structure of the proposed partner organisation? Is there a Senior Management commitment to the ownership of Higher Education provision in collaboration with the University of Chichester?	<i>Please obtain a copy of the organisational structure of the proposed partner institution</i>
Does the organisation have collaborative arrangements with any other UK Higher Education institutions? Please list them, and the dates from/to which the arrangements apply.	<i>If there is independent documentation concerning other UK HEIs with whom the proposed partner is in collaboration, please obtain copies.</i>
Has any previous relationship with a UK HE provider been terminated, and if so, when, by whom and why?	
Is the potential partner committed to ensuring that any awards delivered under the University of Chichester will be subject to Chichester's normal quality assurance and enhancement procedures – programme approval, annual monitoring, minor change, periodic review. No students may be registered on a programme in a partner institution unless that programme has been formally approved through the University's normal procedures.	<i>Please ensure that the proposed partner institution has a copy of an understands the Quality Handbook</i>
Does the potential partner have a demonstrable commitment to evaluating the student experience? What methods are used and how will the outcome inform the annual monitoring exercise?	<i>Please obtain copies of any evaluation instruments currently in use. If there are completed evaluations relating to earlier courses, it would be helpful to obtain copies and to determine how they have been used to enhance the student experience.</i>

<p>Is the potential partner willing to follow assessment procedures consistent with those at the University of Chichester, in particular the engagement of External Examiners? (The University of Chichester will retain ultimate responsibility for the appointment and the functions of the External Examiners but will expect the co-operation of the partner institution in enabling them to fulfil their duties)</p> <p>If the language of delivery is not English, what translation arrangements will be made to enable the processes of assessment and moderation by External Examiners?</p>	<p><i>Please provide the proposed partner institution with a copy of Chichester's <u>Academic Regulations</u> and the <u>Handbook on External Examining</u> and draw attention to relevant sections</i></p>
<p>Is the potential partner organisation aware that the University of Chichester will retain sole responsibility for the issuing of transcripts and certificates?</p>	
<p>Is the potential partner organisation demonstrably committed to issues of Equal Opportunity, Disability, and Health and Safety, consistent with the University of Chichester's intentions?</p>	<p><i>Please obtain copies, in translation if necessary, of the proposed partner institution's policies on these matters- the partner is responsible for bearing any associated costs</i></p>
<p>Does the potential partner institution have a published Admissions Policy for the programme and is this consistent with University of Chichester expectations?</p>	<p><i>Please obtain a copy of the proposed partner institution's Admissions Policy showing the thresholds for the admission of students to higher education programmes at the level intended in the partnership arrangement</i></p>
<p>Quality assessment of potential partner organisation. Summarise the status of the institution. Is there evidence of its reputation in its home country?</p> <p>Is there an external assessment of the organisation itself, or the quality of its provision? If so, when was the most recent assessment and by whom was it undertaken?</p>	
<p>Confirmation that the prospective partner is aware that if it is intended to deliver any programme which is already subject to UK recognition, through Chichester, by a professional, statutory or regulatory body, the University will be required to ensure that the PSRB is informed of the potential partnership. The status of the programme should be made clear to prospective students in the event that the PSRB declines to recognise the programme through the collaborative partner.</p>	
<p>Staff recruitment, performance management/appraisals/ staff development.</p>	
<p>Research/scholarship policies</p>	
<p>Learning environment – real and virtual. Are these appropriate and sufficient for higher education provision for University of Chichester students? Computers/IT infrastructure/internet</p>	

availability/VLE. Are these appropriate and sufficient for higher education provision for University of Chichester students? Teaching rooms: Are these appropriate and sufficient for Higher Education provision for University of Chichester students?	
Student support infrastructure – careers, personal tutoring, welfare, student support services: Are these appropriate and sufficient for higher education provision for University of Chichester students?	
Confirmation of the existing approved status of any awards intended to be delivered under the University of Chichester brand. Please list the names of such awards, and their current approved status	<i>Please obtain validation reports or equivalent</i>
If the programme is to be delivered in a language other than English, what assurance is there that the intended curriculum, learning objectives and assessment strategies are comparable to the experience of UK students and meet University of Chichester expectations?	
The University of Chichester will appoint a Liaison Tutor to work with the course team. How will the team communicate with the Liaison Tutor, if the language is not in English?	
Admission : How will students apply for admission to the programme?. The panel should ensure that the partner understands the University's processes for Admission, noting that the normal University Admissions procedures will be administered by the University's Admissions Office, in English	<i>Please ensure that the potential partner institution has a copy of the University's Admissions Policy</i>
Registration : How will students be registered on the programme? The panel should ensure that the partner understands the University's processes for Registration, noting that the normal University Registration procedures will be administered by the University's Academic Registry, in English. Registration records will be held by the University of Chichester, in English.	
Administration : Does the partner institution intend to appoint an Administrator to support this programme? How will this be achieved in terms of linking with the University of Chichester, if the language is not English?	
The final locus of responsibility for the assessment of students will lie with the University of Chichester. Who will mark the work in the first instance and if the language is not in English, how will those marks and the student work be transmitted to the University of Chichester?	

Board of Examiners : This will be run by the University of Chichester, either in the partner institution or via videolink, annually. The University's appointed External Examiner will be expected to attend, having completed their moderation of student performance. The external examiner should also be given an opportunity to visit the partner and their students.	<i>Mitigating Circumstances. Please ensure that the proposed partner institution is aware of the University's arrangements through which Boards of Examiners may take account of students needing to claim mitigation.</i>
Clarify the extent to which students on University of Chichester programmes will be subject to the Regulations (e.g. Complaints, Appeals) of Chichester or of the partner institution.	<i>Please obtain a copy of the Academic Regulations (particularly on Complaints and Appeals) of the proposed partner institution.</i>
Approximate numbers of students intended to be registered on University of Chichester Awards, year by year for the first three years of the partnership	
What evidence is available to demonstrate levels of demand for the programme?	
What are the minimum entry qualifications for applicants to this/these programmes? Are they comparable with UK HE expectations?	<i>Please cross-refer to the Admissions Policy</i>
Intended date of commencement of programme(s)	
Is it intended to recruit students with prior credit – if so, how much credit and from where?	<i>Please cross refer to the Admissions arrangements</i>
How much UK HE credit will the intended programme(s) award?	
If the programme is a 'top up' at honours degree level, how will students be prepared to undertake the independent project/dissertation? Is there an automatic progression from a lower Award, or is there a need for a bridging course to develop research skills? If so, who will deliver that course, and how will it be assessed?	
Does the partner intend that successful students should progress to a University of Chichester award in the UK? If so, which award?	
Can the partner confirm that the programme will be delivered exactly as approved by the University of Chichester? Would the partner wish to apply for any local amendments to the programme to be considered by the University of Chichester's Academic Standards Committee?	<i>Please ensure that the proposed partner institution has a copy of and understands the Quality Handbook</i> <i>Any changes to extant University of Chichester awards would need to be approved.</i>
Who will deliver the intended programme(s)? Staff from the partner institution, from the University of Chichester, or from elsewhere? Do the teaching staff from the partner institution have appropriate expertise to deliver University of Chichester modules from the proposed programme? What arrangements are in place for a suitably qualified staff team to deliver a University of Chichester award?	<i>Please cross refer to the CVs for intended teaching staff</i>

<p>Will the programme(s) involve any distance or flexible learning? If so, what infrastructure is in place to support this?</p>	
<p>If the programme can involve a work placement with local industry, is there sufficient capacity within the industry to accommodate the students, and how will it be managed?</p>	<p><i>Please provide evidence of relevant industry placements</i></p>

APPENDIX 5 – Programme Approval Report Template

REPORT ON PARTNER PROGRAMME APPROVAL

Programme/s	
Date	
Partner	
Type of provision	Status of students will be either contractual/non-contractual.
Site	
Mode of study	
Panel	
In attendance	
Officer to the panel	

Introduction

The panel considered documentation provided by the programme team prior to the event, from which an agenda was formulated for the day.

The provision is based within the Department of [INSERT DEPT].

The evidence base included:

[INSERT DOCUMENTS PROVIDED]

- Briefing notes from the provider
- Student programme handbooks for each programme
- Equal Opportunities Policy
- Health and Safety Policy
- Regulations
- Organisation Chart

Internal and external peer contributors read and commented on all documentation provided, and were full members of the panel.

Conditions/Recommendations [INSERT DATE FOR COMPLETION]

The panel re-approved the partner to deliver the programme(s).

The approval is subject to the following conditions which should be met by [DATE] (with a brief report to be provided to AQSS explaining how conditions and recommendations have been met):

Conditions:

Recommendations:

Findings of the Approval Event

1. Academic Standards

1.2 Aims and outcomes:

1.3 Curricula:

1.4 Assessment:

1.5 Maintenance and enhancement of quality and standards:

2. Quality of Learning Opportunities

2.1 Student progression:

2.2 Teaching and learning:

2.3 Learning resources:

3. The enhancement of the quality of learning opportunities

The panel identified the following:

APPROVAL TO TEACH

In completing this form, you are requested to pay particular attention to the appropriateness and quality of accommodation and equipment for the programme concerned and to comment below.

1. Teaching resources

	Available (yes/no)	Responsibility for Provision (University/partner)	Comments
Does the partner own a suitable delivery site?			
Are suitable teaching room/s available for the programme/s?			
Are suitable small group areas available for the programme/s?			
Is suitable audio visual equipment available for the delivery of the programme?			
Is internet access available for students on the programme/s?			
Is appropriate programme specific workspace available?			
Is appropriate programme specific equipment available?			
Are a sufficient number of qualified teaching staff in place to deliver the programme?			
Is suitable academic skills support available to the students?			

2. Learning resources

	Available (yes/no)	Responsibility for provision (University/partner)	Comments
Are suitable books on 'open' loan available?			
Are suitable books on short loan available?			

Are core texts available?			
Are suitable reference books available?			
Are suitable electronic references available?			
Are suitable journals and periodicals (paper and electronic) available?			
Are suitable support staff with appropriate expertise available?			
Any other programme specific learning resources			

3. IT Facilities

	Available (yes/no)	Responsibility for Provision (University/partner)	Comments
Sufficient PCs available			
Number of open access PCs			
Is the standard specification of PCs suitable for this programme?			
Is the software provided appropriate?			
Is technical help available?			

4. Student support

	Available (yes/no)	Responsibility for provision (University/partner)	Comments
Careers, information, advice and guidance			
Independent counselling			
Disability support			
Learning support			
Dyslexia support			
Financial welfare			
International student welfare			
Health advice			
Sports facilities			
Catering facilities			

Students' Union			
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Please comment on whether any further action is required to ensure that appropriate facilities are provided to enable students to meet the learning outcomes of the modules to be delivered.

APPENDIX 6 – Sample Agenda for Operations Meeting

AGENDA

Operations Meeting with xxx

Time, Date,

Bishop Otter Campus, H149

1. Introductions and roles
2. Brief overview of the Partner and details of programmes and delivery
3. Quality assurance:
 - Extensions
 - Mitigating circumstances
 - Academic malpractice
 - External examining
 - Minor change
 - Annual monitoring
 - Periodic review
4. Process for registering students on programme and modules under validated arrangement
5. Managing withdrawals and intermissions
6. Proposed timing of Boards; which Boards will these programmes feed into/dates of terms or semester
7. eResources
8. Any other business

APPENDIX 7 – Statement on Role of Liaison Tutor

University of Chichester

Role of the Liaison Tutor

Summary

The Liaison Tutor is the link between an Academic Department and a collaborative programme. They are also the internal link with Admissions and Academic Registry and will facilitate introduction to relevant partner administrative contacts. This role may be held by one person in the Department or shared by two people, in which case the allocation of responsibilities will be negotiated and agreed with the collaborative partner. Academic partnerships are formed to enable delivery of higher education in non-traditional settings, and/or by staff from other training providers, such as FE colleges. The role of Liaison Tutor is very important in supporting partners to enhance and maintain quality in these programmes. The Liaison Tutor is expected to advise and support partners on curriculum and programme development, quality assurance and enhancement, staff development, enhancement of learning and teaching approaches and management of programmes. Alongside maintaining a link with their Academic Department, the Liaison Tutor is required to make one formal report annually and maintain a log of visits to/by the partner. The Liaison Tutor role carries responsibility on behalf of the Academic Department and the University and time will normally be allowed to enable duties to be carried out effectively. An action plan is agreed with the partner at the start of the year.

Introduction

The role of the Liaison Tutor is to provide a link between the University Academic Department and the partner team who deliver the programme. Most collaborative programmes are delivered wholly or partially at locations other than the University campus and/or by non-university staff but the students are entitled to an experience which is equivalent to, although not necessarily identical to, the experience a student might expect when studying a programme provided on a University campus and/or by University staff. The University has engaged in a variety of innovative partnerships, which are intended to facilitate wider student participation by offering opportunities to study programmes that could not be offered by the University alone.

In some cases, collaborative programmes are focused on extending existing University programmes to make them available in different locations. These programmes often have close links with the University programme teams and may be jointly taught. Other programmes are developed to meet specific needs and may include subject areas and delivery approaches that extend current University practice.

All collaborative programmes are established within the responsibility of an Academic Department and the Liaison Tutor for the collaborative programme will usually be appointed from within the appropriate Department. The liaison role includes facilitating the feeling of ownership of the programme within the Department, and making connections between the life of the University and

the collaborating partners. Partner organisations that are able to widen participation in HE by addressing different student needs often have capabilities that are not usually found in HEIs. Those in partner organisations may have little previous experience of learning and teaching in a Higher Education culture. In the development of Foundation Degrees our partners will often be employers in sectors other than education. These differences often mean that partners need and welcome support in developing their capability to collaborate in delivery of HE programmes.

The Role

The role of the Liaison Tutor is to bring personal expertise backed by the resources of the Department and the University to provide the collaborating partner with peer support and advice about good practice in contemporary disciplinary and HE practice, including learning and teaching, staff development, curriculum development and quality assurance in HE. The Liaison Tutor also acts as a link between their Academic Department and the collaborative partner to ensure that the partner has access to appropriate Department activities and events and that the Department is aware of activities and events in the partner organisation. The Liaison Tutor will also ensure that partners are aware of staff development opportunities offered in the University and will encourage partners to engage in appropriate activities.

The role of Liaison Tutor offers opportunities for both personal and professional development for the post-holder and is supported as such by the Department. The role is central in supporting collaborative partners in the quality assurance and enhancement of the programme, demanding an ability to act as a 'critical friend', particularly in the early stages of the partnership, to facilitate the development of the programme, and contribute to the enhancement of the staff and student experience. The role requires a range of skills, including ability to liaise with staff at all levels within the partner organisation, expertise in the subject area, ability to facilitate partnership working, mentoring and coaching skills, and ability to identify training needs.

The following checklist gives an indication of how a Liaison Tutor might fulfill this role. It should be noted that not all of these will be necessary or practical in any given year, depending on the maturity of the partnership and the nature of the collaborative programme. It is expected that at least one to a maximum of three visits will be made during the academic year.

1. Curriculum and Programme Development

- Appreciate the nature of the student experience through direct contact with students and familiarity with student evaluations;
- Discuss with the Programme Team possible developments of the curriculum that would enhance student learning and the student experience;
- Contribute to discussions on the development of new initiatives arising from the programme or in its immediate subject area;
- Ensure that colleagues in the Department and the University are included in discussion of potential curriculum and programme developments.

2. Quality Assurance and Enhancement

- Support the team of the collaborative programme in developing their understanding of HE quality assurance and enhancement and achieving high quality in programme provision;
- AQSS will collate CVs annually – this also enables the SIZ to update their records allowing user request forms to be distributed to enable access to MAF etc. but the LT/HoAD may have a role in approving the CVs for staff teaching at partner organisations/institutions;
- Moderation of student work; usually the sample provided to the external examiner;
- Provide academic advice and guidance to the Programme Team in contributing to annual monitoring of quality and in carrying out approved or requested quality improvements, including being part of the Programme Team for panel events;
- Disseminate good practice in quality assurance (eg in programme and module evaluation) from experiences in the wider HE community;

3. Enhancement of Learning and Teaching

- Disseminate good practice in learning, teaching and assessment from experiences in the University and the wider HE community;
- Disseminate within the Department and University good practice in learning, teaching and assessment from experience of the collaborative partner's practice;
- Facilitate opportunities for closer working between the collaborative programme and other programmes within the Department. This might include cross moderation of assessment, team teaching, opportunities for students to meet peers from different programmes, etc.
- Make arrangements for members of the collaborative programme team to visit and observe or take part in a similar programme delivered on a University campus;
- Visit and observe or take part in delivery of the collaborative programme;
- Support and advise on staff development and facilitate sharing of staff development opportunities between the University and the partner organisation.

4. Support for Programme Management

- Support the Programme Team in adhering to the guidance provided in the University's Quality Handbook;
- Liaise with relevant colleagues in Admissions and Academic Registry as required to ensure that students are admitted and registered on both programme and modules in accordance with agreed arrangements;
- Log all visits made to, or by, the partner organisation, and ensure that the Department is made aware of any emerging issues in good time.

An Academic Partnerships Forum is held three times a year, chaired by the DVC (Academic) and serviced by the Academic Quality and Standards Service. These meetings aim to encourage peer support by providing Liaison Tutors with an opportunity to share experiences and promote the exchange of good practice. The University's External Adviser for Collaborative Programmes attends these meetings. The Forum also provides the opportunity for a cross-University perspective to be gained from Annual Monitoring. In this respect, the Forum supports the work of Academic Standards

Committee in maintaining the quality and standards of programmes delivered by collaborative partners. It also supports Heads of Academic Department to enable them to meet their responsibilities for quality and standards – similarly it supports Professional Services in their aim to provide high-quality service for collaborative programmes staff and students.

The Liaison Tutor is also required to write a brief report to inform meetings of the Collaborative Partnerships Forum (in November and June) and annual monitoring (guidelines below).

Liaison Tutor's Report

Guidelines

The Liaison Tutor is required to submit reports to the November and June meetings of the Academic Partnerships Forum. This should be based on a summary of the Liaison Tutor's visits to, or by, the partner organisation during the year and should address the following issues, when appropriate:

Programme Name	
Academic Partner	
Year	
Comments on your moderation of student work and the appropriateness of assessment arrangements of the Partner Institution: <i>Please confirm that you have been fully involved in the moderation of student work?</i>	
Comment on any matters raised by staff:	
Comment on any matters raised by students:	
Any general observations in relation to arrangements for maintenance of standards and quality assurance:	
Other comments:	

Liaison Tutor's Name:

Liaison Tutor's Signature:

Date:

APPENDIX 8 – Criteria for approval of partner teaching staff

Criteria for the consideration of staff at partner organisations teaching on University of Chichester programmes of study

- Level and subject of qualifications obtained by the individual are appropriate to the provision.
- The individual has sufficient range and scope of experience in higher education.
- The individual has experience of teaching at the level of the award. (Where the individual has no previous experience, mentor support should be put in place for the first year unless the individual will be involved with team teaching).
- The individual holds relevant professional qualifications (including but not limited to a teaching qualification).

Along with appropriate academic qualifications, teaching staff are expected to have a sufficient level of English language proficiency both in general and in the specific vocabulary of the subject area being taught. This should be ascertained at the same time as investigating their academic credentials and confirmed, ideally with documentary evidence, during the due diligence process.

The University may need to send workers abroad either temporarily or permanently, or recruit staff to work for it in a different jurisdiction, or recruit staff to work in the UK from a different jurisdiction, or act as a host to workers from an international partner.

Therefore, the University may need to: establish what the employee's employment rights are; establish what local laws apply; ensure that the employment contract covers all relevant issues; ensure that risk assessments are conducted to ensure the employee's health and safety; ensure that all immigration requirements are complied with; confirm the taxation position and ensure appropriate arrangements are in place; check the pensions position; check that all relevant insurance is in place; ensure that no data protection principles are breached.

APPENDIX 9 – Guidance notes for panel members

GUIDANCE NOTES

FOR PANEL CHAIRS, PANEL MEMBERS AND OFFICERS

Guidance Notes for Panel Members

Before the event

Take time to read the documentation in advance and ask for any supplementary documentation (or seek clarification with AQSS)

At the event

Your role as a panel member is that of a 'critical friend' who is there to discuss the proposal in detail and offer helpful suggestions to the institutional/programme team, as well as pointing out potential pitfalls and problems arising from your scrutiny of the documentation.

- Aim to foster an atmosphere of constructive critical dialogue with the team
- Do not leave major concerns unvoiced - these cannot be considered if they are not documented at the event
- If you are a panel member as a result of your subject expertise, please ensure that you are familiar with the appropriate subject benchmark

External academic panel members/ external generalist panel members should be prepared to challenge assumptions held by the team or the university and offer a fresh critical but constructive perspective

Industry professional or employer representatives should offer a view on the value and relevance of the proposed programme in relation to industry, the profession and/or employer needs, and give close consideration to any work placement, work-based learning or employment-related aspects of the proposed programme

A meeting with students is arranged wherever possible, as this helps you to form a more holistic view of the provision and allows you to ask about delivery arrangements and learning and teaching from a student's perspective. The student experience should be a key focus of the panel's considerations

Regulations and rules of assessment have been approved by the university and therefore cannot be challenged at an approval event

Guidance Notes for Panel Chairs

Please open the event by welcoming panel members and asking everyone to introduce themselves

Outline the purpose of the event, the structure of the day, the role of the panel and the range of possible outcomes of the event. Ensure that all panel members are clear about their own and others' roles

Set a constructive tone to encourage productive dialogue with the institutional/programme team. Encourage all panel members to participate and do not allow an individual panel member to dominate the discussion

When you open the initial closed panel discussion, invite the external academic representative(s) to offer their views first, as they have been asked to join the panel because of their subject expertise. An appropriate 'batting order' might be:

external academic/generalist experts, internal academic experts, employer/professional body representative(s), other panel members

At the end of the panel's initial discussion, summarise the main points raised and add any issues or questions of your own. This summary will form a framework for the panel's meeting with the programme team.

Plan the discussion with the students and the team by agreeing which panel member will lead questioning in specific areas, ensuring that the amount of time allotted to discussion of each topic aligns with its importance

It can be helpful to invite the programme team to offer an initial short presentation of their proposal as a preliminary to the discussion with panel members (this should normally be considered and agreed through the Officer in advance of the event)

At the start of the meeting with the team, ask all present to introduce themselves again (including institutional/programme team members) and set a positive tone by thanking the team for attending and giving some positive feedback from the panel before commencing discussion of the issues

Ensure that all issues that might lead to conditions, requirements or recommendations are covered in the meeting with the institutional/programme team, so that any conditions, requirements or recommendations attached to a decision do not come as a surprise at the end of the event

Discuss the outcomes of the team meeting with panel members at the next closed panel session, summarising those issues where a satisfactory response was given, noting any queries that were not fully resolved and agreeing any points of good practice that emerged during discussion

Discussion with students is conducted formally, with all panel members present.

Allow panel members some time after meeting students to feed back any fresh issues raised, queries resolved, or points of good practice mentioned.

At the conclusion of the event, state clearly the panel's decision and any conditions, requirements and/or recommendations and associated deadlines, but remind teams that the report will be the

definitive record of conclusions reached and any conditions, requirements and/or recommendations set

Use the Officer as a source of knowledge and consult with him/her to confirm that the aspects to be explored during the event have been addressed

After the event, agree the draft report with the Officer

Guidance for Officers

Your role is to take an accurate record of the meeting and to help the Chair to formulate conditions, requirements and recommendations.

When you arrive, ensure that panel members have all the information they require.

If not, try and arrange for it to be provided as soon as possible

Ensure that refreshments have arrived

Ensure that name cards have been distributed (if not, improvise)

Try to ensure that the Chair drafts a full set of conditions, requirements and recommendations prior to the final meeting of the panel

Circulate draft conditions, requirements and recommendations to the team as soon as possible (following approval by the Chair)

Agree the draft report with the Chair, and then circulate to all panel members for comment

APPENDIX 10 – Extract from UK Quality Code for Higher Education

UK Quality Code for Higher Education

Part B: Assuring and enhancing academic quality

Chapter B1: Programme design and approval

Appendix 2

This Appendix does not form part of the Quality Code. It is included to provide a series of prompts for institutions to consider when determining their own guidance on programme design and for providers to use when working with institutional processes in this area. It may prove useful for staff development purposes and as guidance for any participants in the design and approval process(es) who are external to the institution.

In many institutions programmes are constructed from individual units, or modules, which have their own outcomes. The principles of design, approval, monitoring and review that are set out in this Chapter of the Quality Code may, where appropriate, be applied equally to such units or modules. In those cases where a modular programme may be negotiated by an individual student, with guidance and agreement from the institution, the design principles in particular should inform the policies and procedures within which such negotiation takes place.

Academic programmes fulfil a range of purposes including the provision of personal academic development, preparation for knowledge creation and research, preparation for specific (often professional) employment or for general employment, or as preparation for lifelong learning. Understanding and defining the balance of purposes is important in order to design a curriculum and to provide the related learning opportunities that will enable the stated intended learning outcomes to be achieved. Institutions should aim to design and deliver programmes that reflect current knowledge and best practice, and meet the requirements of the student target group and the goals and strategic plans of the institution.

Design criteria

Do the institutional guidelines for the design of programmes allow for the promotion of good practice in programme design?

Do they provide the assurance that standards are set appropriately and intended learning outcomes specified accordingly?

Level

At what level is the programme being designed/evaluated?

What is the level of the intended learning outcomes for the programme for any named stages in the programme? (A level is an Indicator of the relative demand, complexity, depth of study and learner autonomy involved in a programme.

Various systems are currently in use to identify levels, including descriptors indicating the intellectual and skill attainment expected of students.)

What is the location of the programme on *The Framework for higher education qualifications in England, Wales and Northern Ireland*? Are there any European or other reference points that should be considered with regard to level?

Progression

Does the curriculum promote progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?

Flexibility

Has the range of requirements of learners likely to enter the programme been considered?

Coherence

Has the overall coherence and intellectual integrity of the programme been considered?

Has the programme been designed in a way that will ensure the student's experiences have a logic and integrity that are clearly linked to the purpose of the programme?

Have the academic and practical elements and opportunities for personal development and the academic outcomes been considered?

Have the breadth and depth of the subject material to be included in the programme been determined?

Integrity

Are the expectations given to students and others about the intended learning outcomes of the programme realistic and deliverable?

Has the feasibility of attainment of the outcomes been considered?

Reference points

Have internal and external points of reference been used to inform the design of the programme? (External reference points might be provided by a subject benchmark statement, information about similar or parallel programmes elsewhere or expectations of PSRBs, or employer expectations (for example, as set out in occupational standards).)

In a student negotiated programme, an inherent part of the negotiation process will involve the student and tutor, in designing the programme, taking into consideration the intended level of the award and jointly agreeing the relevant sources of reference.)

Appendix 3

The following websites may provide further sources of information.

- The Higher Education Academy (www.heacademy.ac.uk)
- Information on external review processes operated by QAA (www.qaa.ac.uk)
- The European Association for Quality Assurance in Higher Education (www.enqa.eu)
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (March 2005) (www.enqa.eu/pubs.lasso)

APPENDIX 11 – Sample Agenda for Partner Approval

DATE

Partner Approval visit

- 09:30 Arrival and introductions at XXXXX / private meeting of the panel
- 10:30 Meeting with senior staff of XXXXX to include discussion of the agenda items below
- 11:30 Tour of facilities
- 12:00 Lunch and informal meeting with students
- 13:00 Private meeting of the Panel
- 14:00 Feedback to representatives of XXXXX
- 14:30 Close

Agenda for the Partner Approval visits

The University of Chichester respectfully requests to engage with colleagues at XXXXX in discussions around the topics listed below. This is in order that we can demonstrate to our Quality Assurance Agency, acting on behalf of the Higher Education Funding Council, England, that we have carried out due diligence in all the partnerships that we have with other organisations*.

- i) Compatibility of institutional missions and objectives.
- ii) History, standing and effectiveness of past and current collaborative relationships.
- iii) Quality assurance policies and processes.
- iv) The draft Memorandum of Agreement - cultural, legal, financial and political environment of proposed partner institution and potential effect on institution's ability to exercise its responsibilities under the intended agreement.
- v) Administrative support for programme management and quality assurance.
- vi) Academic support arrangements for students, including possible links with the University.
- vii) Resources and infrastructure to support programmes, including learning resources.
- viii) Responsibility for promotion, marketing and the production of publicity material.
- ix) Staffing, including arrangements for appointment, induction and development in the context of the proposed collaboration.
- x) Language of delivery.

*Detail is outlined in the 'Partner Approval Checklist' contained within Section E.

Xxx have provided the following documentation for consideration by the panel:

- Brief history of the institution
- List of people with whom the panel will meet (names, job titles, roles)
- Mission statement/strategic plan
- Prospectus
- Organisation chart/committee structure diagrams, where appropriate
- Overview of student numbers/staffing establishment
- Staff CVs

APPENDIX 12 – Sample Agenda for Programme Approval

Programme Approval of:

- *Programme Title*
to be delivered by *Partner Name*.

Programme Approval: Date – Location

Approval Panel:

In attendance:

Agenda

0930 Arrival and introduction at xxx / private meeting of the panel

1030 Meeting with programme staff

1200 Tour of the resources

1230 Lunch

1300 Meeting with students

1400 Private meeting of the panel

1500 Feedback to representatives of xxx

Agenda for Programme Approval

- i) Academic Standards:
 - Aims and outcomes
 - Curricula
 - Assessment
 - Maintenance and enhancement of quality and standards

- ii) Quality of Learning Opportunities:
 - Student progression
 - Teaching and learning
 - Learning resources
 - Enhancement

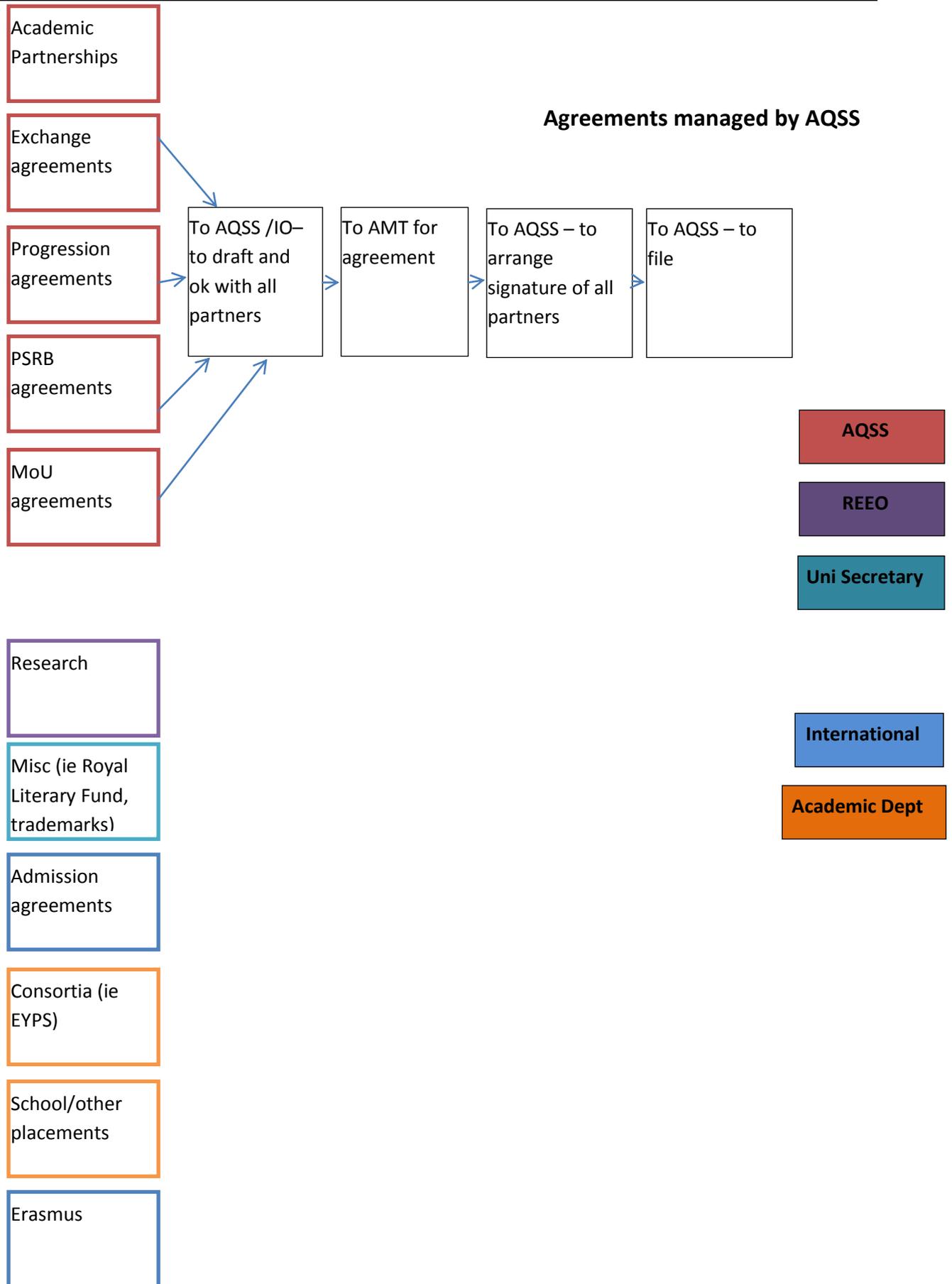
Documents for the Panel

Document 1 University of Chichester, Handbook for the Maintenance of Standards and Enhancement of Quality: Section E

Document 2 Draft Student Programme Handbook

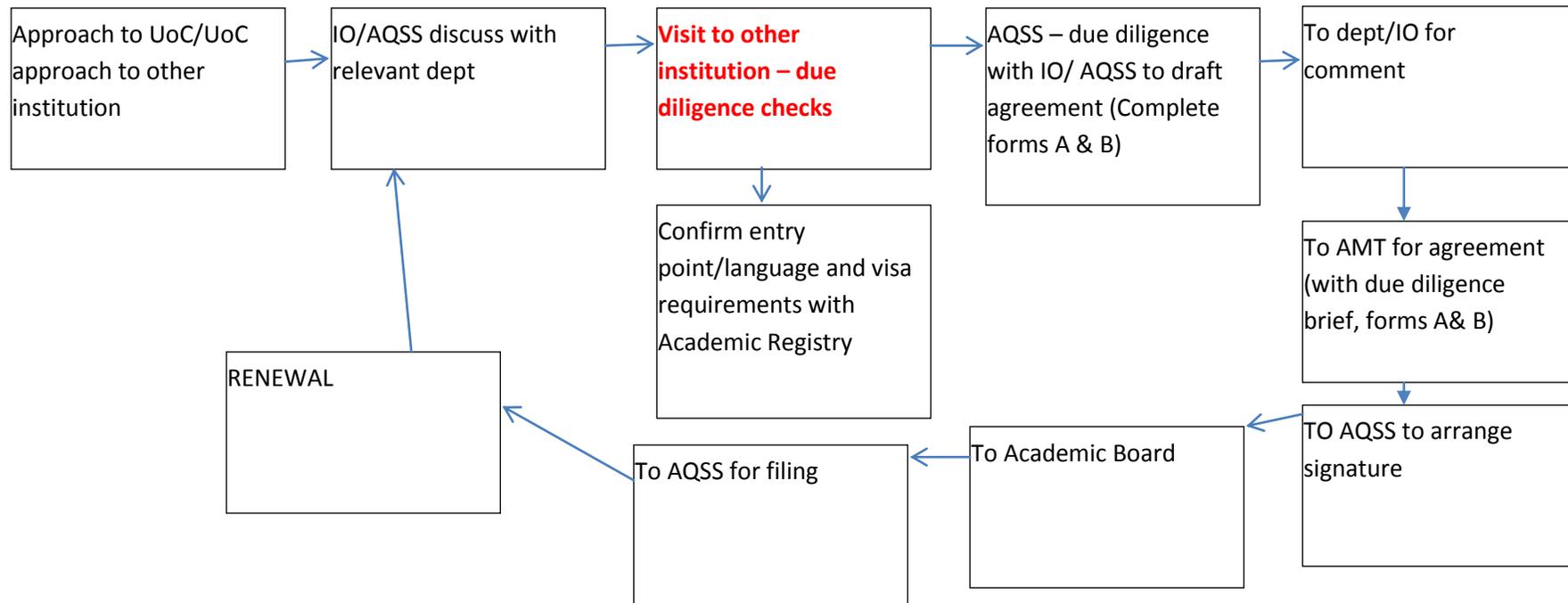
Document 3 CVs of Academic Staff proposed to teach the programme

APPENDIX 13 – Map of Agreements



APPENDIX 14 - Exchange Agreements Map

Student exchange agreements means that, following due diligence checks, a bi-lateral agreement has been signed between the home institution and a non-UK institution (the host institution), whereby, under certain circumstances, undergraduate students have the opportunity to study for one or two semesters at the host institution, and to bring back credits which can be converted into the home institution's credit system.





Form A

Proposal to set up an International Exchange

Subject area initiating link:

Name and extension number of proposer:

Name and address of proposed partner institution (including any contacts):

Brief description of proposed partner institution:

Please give details including indicators of status and reputation and existing agreements between proposed partner and other UK institutions of Higher Education.

Please provide a summary of the rationale for proposing the partnership:

NB: If the proposal is for student exchange a preparatory visit will need to take place to the proposed institution, See Form B.

I agree that the proposed agreement is within the interests of the department and is consistent with the University's mission statement and strategic direction.

SIGNED (Deputy Vice Chancellor):

Date:

SIGNED (Head of International):

Date:

APPENDIX 16 – Form B International Exchange QA Form



FORM B

International Exchange – Quality Assurance Form
To be completed at preparatory visit to partner institution

Form completed by (member of staff/department)

Please indicate if this is a new exchange or a renewal of an existing exchange.

Section 1 The Partner Institution

11. Name, Address of Partner Institution:

1.2 Is the partner institution officially recognised by the relevant government body? If yes, please state which.

1.3 How long has the partner institution been established?

1.4 What is the size of the partner institution? (ie number of students/staff)

1.5 Contact details

Personal contacts

Please identify the name and full contact details of the person/office responsible at the partner institution for administrative assistance of international/exchange students

Please identify the name and full contact details of the person responsible at the partner institution for academic supervision of the students.

Please identify the name and full contact details of the person responsible at the partner institution for immigration issues?

Does the partner have an office/department dedicated to dealing with students with disabilities? Please give contact details:

1.6 Does the partner have an office / department dedicated to dealing with accommodation for exchange students?

1.7 Will students be guaranteed accommodation at the Partner Institution? If not, is accommodation easily available close to the Partner Institution and is there help provided in securing non-University owned accommodation?

1.8 What sports and social facilities are available?

1.9 What sort of insurance policy will the student need to have whilst abroad?

1.10 Are there any compulsory charges made by the host university to students studying on exchange, please give details?

Section 2 **Choice of Partner**

2.1 Explain briefly why this partner institution has been selected and the aims of the link. What subject area would the exchange be in? How would you ensure student numbers would be reciprocal?

2.2 Give details of:
any visits between the two Institutions
list of faculties/departments
relevant key research strengths
any actual or potential collaborative research work

2.3 Please detail what other links with this institution has with UK and other universities (ie exchange, validation, research).

Section 3 **Intended learning outcomes, curriculum, learning and teaching**

3.1 Please explain in detail how the curriculum mapping coheres with the home programme? How has comparability/level/equivalence been assured?

3.2 Please give an overview of teaching and learning strategies (ie the range and appropriateness of teaching methods, pedagogy, support for independent learning, quality of materials provided, student workloads); staffing levels and qualifications; and suitability of teaching accommodation

Section 4 **Academic regulations**

4.1 Does the partner institution operate an external examiner system?

4.2 Is there a student appeals procedure? How would this apply to an outgoing Chichester student?

4.3 Does the institution have a structure for considering mitigating circumstances applicable to exchange students?

4.4 Is there a student complaints procedure? How would this apply to an outgoing Chichester student?

Chichester:

4.5 Please detail the arrangements to be made at Chichester for support to be provided by the academic department during the study period.

4.6 What student welfare and support systems are in operation at the partner institution, a) generically available to all students; b) specific support for incoming exchange students?

Section 5 **Programme Requirements/Assessment/Credit**

5.1 Define the student cohorts who may participate in the programme and the duration and timing of the study period.

5.2 If the students are replacing Chichester credits with credits obtained at the partner institution define the workload expected of the student in terms of the credit equivalency to Chichester credits and the number of credits this corresponds to at the partner institution. How many credits constitute a full year load? Please attach details of the host credit system. 120 UK credits = 60 ECTS.

5.3 What are the final assessment deadlines? What is the structure of the academic year?

5.4 What is the typical form of assessment for a module, which is comparable to a typical module in your Department? What is the range and size of modules? Would any difference in typical form of assessment give difficulties for outgoing Chichester students?

5.5 Does the institution allow students to re-sit assessments?

5.6 Does the host institution offer suitable courses in English? Is the host institution happy to accept students with no skills in the host country language?

5.7 If students will be taught in a language other than their first language, please specify the level of language attainment required of the student. How will it be ensured that Chichester students are able to attain the required level of language?

Section 6 Academic Resources

6.1 Please give a brief description of the library facilities available.

6.2 Please give a brief description of IT facilities available.

6.3 Please confirm that laboratory facilities, where relevant, are adequate for the course and would meet UK HE norms and Health and Safety regulations.

Please return this form to Katie Akerman, Director of Quality and Standards, k.akerman@chi.ac.uk

Presented to AMT: Date _____

Approved

Not approved

Reason not approved _____

Signed _____ Position _____

Date _____

APPENDIX 17 – Exchange Agreement Template



UNIVERSITY OF CHICHESTER

EXCHANGE AGREEMENT

Between:-

UNIVERSITY OF CHICHESTER, of College Lane, Chichester, West Sussex, United Kingdom

and

XXX, whose principal address is at XXX.

Hereinafter referred to as the Institutions.

Preamble:

The purpose of this agreement is to establish a student exchange programme between the Institutions in the subject area of XXX.

Both institutions agree that a period of study abroad can be of great academic and personal value to students. The basic principle of the exchange agreement is to give an equal number of students from each institution the opportunity to undertake such a study period at the other over the duration of the student exchange programme. Each institution agrees, in accordance with the conditions listed below, to accept nominated exchange students, register them as full-time non-degree students and provide them with tuition fee waivers.

1. Definitions

In this Agreement the following terms and expressions will have the following meaning:

“Agreement” means this Memorandum of Agreement for the Exchange of Students and additional documents incorporated by reference;

“Exchange Programme” means the student exchange programme between the University of Chichester and XXX;

“Exchange Student” means a student enrolled in the Exchange Programme;

“Home Institution” means the institution at which the Exchange Student is registered as a full-time student and who sends the student to the Host Institution;

“Host Institution” means the institution that receives the Exchange Student on exchange during the Exchange Period;

“Exchange Period” means the period of time which the Exchange Student spends at the Host Institution;

“Student Learning Agreement” means the agreed programme of study that the Exchange Student will undertake during the Exchange Period.

2. Term of agreement (duration)

2.1 This Agreement will become effective upon **XXX** and shall be effective for a period of five years from the date of the last signature or until earlier termination by either party in keeping with the terms of this Agreement.

2.2 This Agreement will automatically be renewed for successive additional periods of five years unless either party advises the other in writing at least six months prior to the expiration of the particular term of its intention not to renew.

3. Termination of the agreement

3.1 Subject to paragraphs 3.3 and 3.4 below, either the Host or Home Institution may terminate this Agreement at any time for any reason by providing 6 months prior notice of its intention to do so to the other institution. In the event that notice of termination is given, account will be taken of where both institutions stand in the annual exchange selection process, so that students who have already been selected and accepted for the Exchange Programme may still participate.

3.2 If an imbalance of exchange places exists at the time of termination of this Agreement, the institution which has hosted the larger number of Exchange Students shall be entitled to rectify the imbalance by continuing to send students to the other institution under the terms of this agreement within two years of the date of the official termination of the Agreement.

3.3 The Host and Home Institutions agree that notice of the termination of this Agreement will be provided in writing. Where such correspondence is provided by fax, the institution being advised of the termination of the agreement is to be provided with originals of the correspondence within ten working days of receipt of the fax.

3.4 Notwithstanding the termination of this Agreement for any reason, each institution agrees that it will continue to fulfil its responsibilities to Exchange Students already registered at their institution until the completion of their particular exchange period.

4. Start date of the exchange programme

4.1 The earliest date for the Exchange Programme to begin under this Agreement is October 20xx.

4.2 At the University of Chichester, this is the beginning of the XXX academic year.

4.3 At the XXX this is the beginning of the XXX academic year.

5. Length of student exchange periods

5.1 The minimum length of the academic exchange period is one semester and the maximum length of academic exchange period is two semesters.

5.2 Exchange Students from XXX may join the University of Chichester for Semester 1, Semester 2 or the full academic year (both semesters).

5.3 Exchange Students from the University of Chichester may join XXX for Semester 1, Semester 2 or the full academic year (both semesters).

5.4 An Exchange student who has been accepted for an academic exchange period of one semester will require the formal permission of both institutions before he/she may be permitted to extend their academic exchange period for a second semester.

6. Nominated students, subject/s and level

6.1. The University of Chichester will nominate undergraduate students from degree programmes taught by the Department of XXX. They will be in their 2nd year at the time of nomination and in their 2nd year at the time of participation.

6.2. The XXX will nominate undergraduate students from degree programmes taught by the Faculty of XXX. They will be in their 2nd or 3rd year at the time of nomination and in their 2nd or 3rd year at the time of participation.

7 Incoming students, courses and level

7.1 The University of Chichester will accept incoming Exchange Students to study a maximum of four modules (courses) per semester from undergraduate degree programmes taught by the XXX. Exchange Students may also take up to two modules (within the four modules allowed) per semester from undergraduate degree programmes taught by other departments, including English Language modules. Access to specific modules is subject to availability and cannot be guaranteed. Other disciplines and postgraduate degree programmes will not form part of the Exchange Programme or form part of any Student Learning Agreement.

7.2 The XXX will accept incoming Exchange Students to study in the Faculty of XXX. Exchange Students may also take up to two modules per semester from undergraduate degree programmes taught by other departments. Access to specific units is subject to availability and cannot be guaranteed.

8. Student numbers

8.1 The Exchange Programme will normally cover 8 student-semesters per academic year at each institution, or 4 students two semesters (where 1 student-semester is 1 student studying for one semester).

8.2 Institutions will keep numbers of Exchange Students under annual review and will adjust the number of nominees as necessary in order to maintain a reasonable balance in the exchange over the duration of the agreement.

9. Selection of exchange students

9.1 Each institution will inform the other of its exchange application procedures and deadlines in good time each year. Each institution agrees to abide by the other's procedures and deadlines.

9.2 The Home Institution will be responsible for selecting Exchange Students for nomination to participate in the Exchange Programme. The Home Institution will recommend one Exchange Student for each exchange place available to the Host institution. These nominees will then complete and submit the Host Institution's exchange application form and any supporting documents as required by that form prior to the Host Institution's published application deadline date.

9.3 The final decision on the acceptance of nominated Exchange Students will lie with the Host Institution, (who, for the avoidance of doubt, retains the right to accept or reject any proposed Exchange Students) and who shall make final selection and shall notify successful candidates and the Home Institution within a reasonable period.

10. Admissions requirements

10.1 Nominated Exchange Students must be registered for a full-time undergraduate degree programme at the Home Institution and must have completed at least one year of continuous study at the Home Institution before the exchange year.

10.2 Nominated Exchange Students should be in good academic and disciplinary standing at the Home Institution, and not have outstanding assessment requirements.

10.3 Minimum academic standard for acceptance as an Exchange Student at the University of Chichester: Nominated non-native English Exchange Students are required to have an IELTS of at least 6.0 and appropriate academic pre-requisites in the area of XXX.

10.4 Minimum academic standard for acceptance as an exchange student at XXX: Students should have a minimum GPA of 2.5 or equivalent and non-native English students are required to have an IELTS of at least 6.0.

11. General terms and conditions of the exchange

11.1 Exchange Students will continue to be registered at their Home Institution. They will also be registered as full-time non-degree students at the Host Institution.

11.2 Exchange Students can only be accepted for full-time study.

11.3 Exchange Students will return to continue their degree programme at their Home Institution after completion of their academic exchange period. Any application to transfer as a degree student from the Home Institution to the Host Institution will be subject to both institutions' standard rules and regulations for transfer.

11.4 Exchange Students will continue to pay tuition fees at their Home Institution. They will receive a tuition fee waiver from the Host Institution (that is, no tuition fee will be charged to them) but they will be responsible for all their other expenses. These include but are not limited to:

Living costs (accommodation, meals etc.)

Passport and visa costs

Transport

Insurance (health/medical, accident, travel, personal liability and possessions)

Textbooks and equipment

Photocopying and printing

Incidental expenses as may be required by the study programme

Guild fees/student's union fees on the same basis as home students

11.5 Exchange Students must abide by all rules and regulations of the Host Institution.

11.6 The Host Institution will make available to the Exchange Students the same access to facilities, rights and privileges as degree students at the Host Institution.

11.7 Each institution will arrange for a named member of staff to serve as Exchange Programme Liaison for the purpose of implementing and managing the Exchange Programme in conjunction with his/her counterpart at the partner university; to act as first point of contact with respect to the Exchange Programme; to assist students during the application process and on arrival; and to co-operate as appropriate with members of academic and administrative staff in matters of emergency, discipline, advice and evaluation.

11.8 Each institution will provide Exchange Students with immigration advice. Exchange students will be responsible for obtaining necessary documents for international study and complying with

immigration and visa requirements. Subject to the student fulfilling the required criteria, each institution will provide any immigration documents usually required from the Host Institution.

11.9 Each institution will provide joining information, including guidance on the local cost of living, and will arrange orientation for Exchange Students.

11.10 Exchange Students will be responsible for complying with current immunization requirements and for maintaining adequate health and medical insurance. Each institution will provide advice on these issues in its joining information.

11.11 Exchange Students will be responsible for maintaining comprehensive accident, travel, personal liability and possessions insurance.

12.12 Accommodation:

12.12.1 The University of Chichester is not able to guarantee accommodation in halls of residence and that Exchange Students will be responsible for finding their own privately rented accommodation. The University of Chichester Accommodation Office will provide assistance in the form of access to a database of local vacancies, advice and a contract checking service. The XXX guarantees residence accommodation to exchange students who apply by the appropriate deadline. Off-campus housing options are also available and assistance is provided to students to explore housing options for both institutions.

12.13 In the event there is a student complaint or academic appeal by the Exchange Student, while participating in the Exchange Programme, the student complaint and academic appeal process of the Host Institution will apply. However, the Host Institution will immediately notify the Home Institution of any such matter and allow the Home Institution to participate to a reasonable degree in any formal procedure implemented.

13. Assessments

13.1 Exchange Students will normally be required to take the same assessments as home students for the courses in which they are enrolled.

13.2 The Host Institution will assess the academic performance of all Exchange Students using the same criteria used for students registered in the programme of the Host Institution.

13.3 If the necessity arises, the University of Chichester Department of XXX will try to arrange alternative assessments for exchange students who are unavoidably prevented from attending Semester 1 examinations by the necessity of attending the next semester's classes at their Home Institution. This undertaking applies only to the Department of XXX, so students who require alternative assessments should not take units taught by other departments except the English Language Centre. The form of these assessments will be at the discretion of the Department. Alternative assessments will not be available in Semester 2.

13.4 The University of Chichester does not offer automatic re-assessment for students who fail a unit at the first attempt.

13.5 The XXX does not offer automatic re-assessment for students who fail a unit at the first attempt.

13.6 Each institution will issue students and their home institution with an official transcript of records within three months after the end of their final semester of study.

13.7 The obligations of the parties under this Agreement are only for the participating Exchange Students and include neither spouses nor dependents nor accompanying persons.

14. Data protection

14.1 Both institutions appreciate that they will need to disclose to the other personal data relating to exchange students. Both institutions further agree that they will ensure that all student records and personal data relating to exchange students are held securely and confidentially and to further ensure that no such data is used or disclosed for any purpose other than so far as is necessary in connection with the administration of the student exchange programme. Both the University of Chichester and XXX acknowledge that personal data relating to participating students supplied by their home institution is to be processed by the host institution only in accordance with the terms of this Agreement and otherwise on the express instructions of the home institution and agree that they will take appropriate technical and organisational measures against unlawful or unauthorised processing and accidental loss, destruction or damage of such personal data.

15. Third party rights

This Agreement is made solely and specifically between the two Institutions for their sole benefit. This Agreement is not intended to be for the benefit of and shall not be enforceable by any other person whether under the Contracts (Right of Third Parties) Act 1999 or otherwise.

16. Resolution of disputes

Both institutions agree that they will attempt to resolve any dispute in the first instance by mutual consultation and negotiation. However, it is also agreed that this agreement and any proceedings pursuant hereto shall be construed in accordance with and governed by the Laws of England and Wales and both Institutions hereby irrevocably submit to the exclusive jurisdiction of the English Courts.

17. Signatures

Signed on behalf of the University of Chichester

Signature: Date:

Name:

Position: Vice-Chancellor

Signed on behalf of XXX

Signature:

Date:

Name: XXX

Position: XXX

2.2 The Parties agree to work together as far as reasonably possible to provide a positive and constructive experience for students.

2.3 Applications for admission to the programmes listed in the Schedules to this Agreement must be submitted directly to CHICHESTER. Applications must be made through the UCAS admissions process unless expressly stated in the Schedule

2.4 CHICHESTER reserves the right to make the final judgment on the admissibility of any Students onto its programmes.

2.5 For the avoidance of doubt, CHICHESTER is not responsible for the validation, authorization and accreditation of those of XXX's awards which lead to the progression of students under this Agreement, unless expressly stated in the Schedule.

2.6 Each student who registers at CHICHESTER under the terms of this Agreement shall be subject to the regulations of CHICHESTER and is liable to meet the full cost of CHICHESTER tuition fees, and all other relevant costs and expenses.

2.7 Any major modification to a CHICHESTER programme listed in the attached Schedules must be notified in writing to XXX at least two months before the change takes place.

2.8 The Schedules will be reviewed annually and programmes may be discontinued or added and requirements altered subject to agreement between the Parties.

3. PRINCIPAL OBLIGATIONS OF CHICHESTER

3.1 CHICHESTER will undertake all reasonable measures to give effect to this Agreement.

3.2 CHICHESTER's Student Recruitment will inform XXX of Open Day arrangements.

3.3 CHICHESTER agrees to offer a place on or an interview for a place on its programme to such of XXX's students who apply and who meet the programmes entry requirements. An offer of a place is subject to CHICHESTER's normal admission requirements (including successful interview where appropriate) and subject to availability of a place on the relevant programme.

3.4 CHICHESTER agrees to provide, on request, feedback to XXX and XXX's students on applications and interviews.

3.5 CHICHESTER agrees to monitor the performance of XXX's students on its programmes and provide feedback to XXX as appropriate so far as permitted under Data Protection legislation.

4. PRINCIPAL OBLIGATIONS OF XXX

4.1 XXX agrees to evaluate and screen prospective students from their respective programmes and to recommend students to apply for progression onto CHICHESTER programmes that are likely to meet the entry requirements of CHICHESTER's programmes.

4.2 XXX will ensure that students are provided with all relevant information, support and materials regarding CHICHESTER's programmes and admissions procedures. Materials which are the property of CHICHESTER shall remain as such and shall not be used for any other purpose without the express written agreement of CHICHESTER.

4.3 XXX will publicise the progression arrangements as appropriate and shall ensure that all advertisements or promotions of CHICHESTER's programmes shall include a statement to the effect that CHICHESTER reserves the right to offer an alternative progression route to the advertised route and cannot guarantee the advertised route remains open. XXX will make this clear to their students.

4.4 XXX will ensure that CHICHESTER is kept advised of any material programme or curriculum changes.

4.5 XXX will ensure that obtains permission from the University's Department of Marketing Communications and Access, for any marketing or publicity materials that use the University's logo or name in advance of publication.

5. TERMS OF AGREEMENT AND AMENDMENT

5.1 This Agreement shall remain in force until terminated by either Party in accordance with this clause. Any revisions to this Agreement must be approved in writing by both Parties. Either Party may request a review of this Agreement at any time.

5.2 This Agreement may be terminated by either Party giving 3 months written notice to the other, or by either Party immediately should the other Party commit serious breach of the terms of this Agreement or should the other Party become bankrupt or enter into liquidation or other form of formal winding up.

5.3 For the avoidance of doubt, should grounds exist to terminate this Agreement but an opportunity is given to the Party in breach to remedy that breach, then this shall not be regarded as the innocent Party having waived the right to terminate at a later date should the Party in breach fail to remedy that breach in the time and manner (if any) specified.

5.4 Should either Party terminate this Agreement in accordance with Clause 5.2, there will be no new admissions of students onto the programmes. The following obligations shall survive until all registered students already on the programmes listed in the attached Schedules at the date of termination have completed their course of study at CHICHESTER and XXX:

a) Both Parties shall perform in full their obligations under this Agreement.

b) Both Parties shall make every reasonable effort to support the existing cohort of students.

5.5 In the event of this Agreement being terminated by either Party students already studying at XXX will qualify for progression provided they are suitably qualified at the end of their programme of study at XXX, however CHICHESTER reserves the right to offer reasonable alternative programmes of study to those programmes listed in the Schedule if such programmes can no longer be offered.

6. GENERAL

6.1 This Agreement does not create any right to enforce for any person not a Party to it except a person who is a successor to or assignee to either Party is deemed to be a Party under this Agreement. This Agreement may be rescinded or varied without the consent of or the need to give notice to any person not a Party to it.

6.2 This Agreement, and any Schedule identified within this Agreement constitutes the entire written agreement between the Parties, supersedes any similar agreement, whether oral or in writing as may exist between the Parties, and may only be modified in written amendment signed by the Parties.

6.3 Both Parties agree that in the performance of this Agreement, they will not discriminate unlawfully against any person on the basis of race, colour, national origin, religion, sex, sexual orientation or disability.

This Agreement will be governed by the laws of England and Wales and subject to the exclusive jurisdiction of the courts of England and Wales.

Signed on behalf of

THE UNIVERSITY OF CHICHESTER

Signed on behalf of

XXX

SCHEDULE

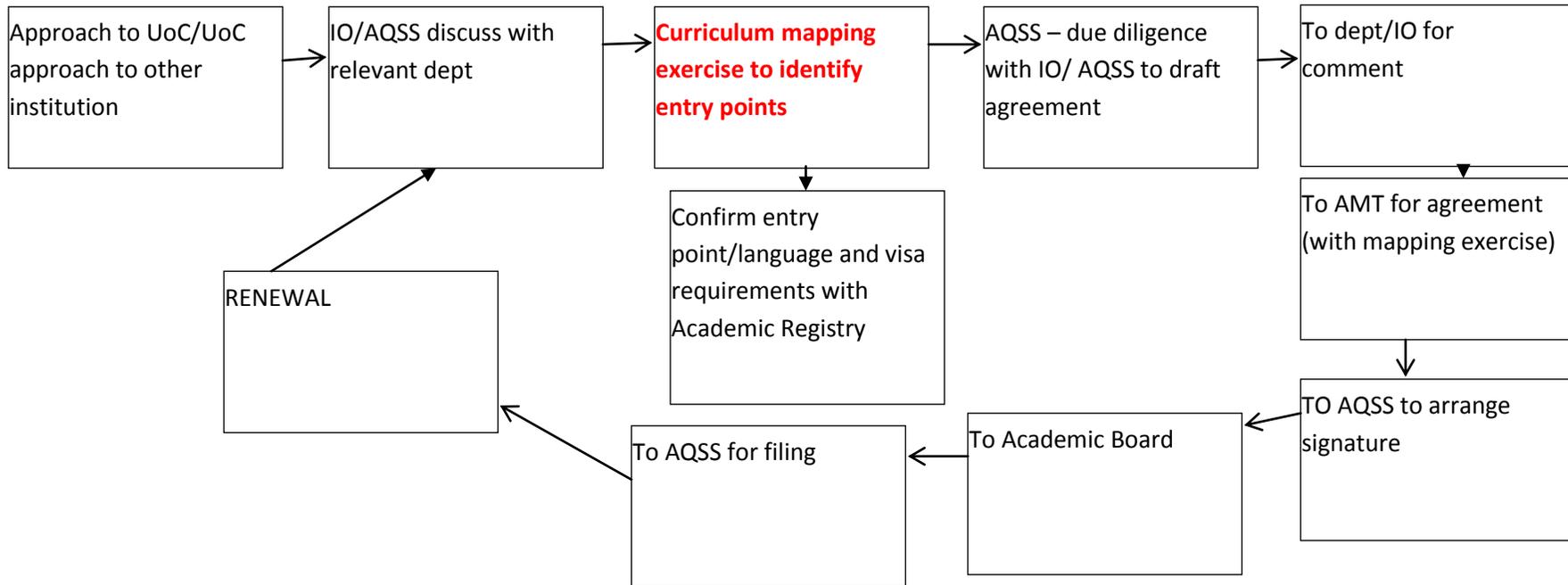
XXX PROGRAMMES	Progression onto Chichester Programmes

1. Maximum numbers of students p/a (subject to availability)
2. Entry conditions

Entry conditions are the successful completion of the relevant programme listed above at XXX with a minimum overall mark of []; and

Any other criteria.

Progression Agreements (other institution to UoC only)*



APPENDIX 19 – Curriculum mapping guidance

You should use this checklist when undertaking any curriculum mapping for progression agreements and this mapping must be undertaken prior to the signing of an MoA with a partner.

The curriculum mapping is valid for the length of the MoA (usually 5 years) and only in relation to the programme identified. The curriculum mapping must be undertaken by a member of staff with appropriate knowledge and experience of the subject area that is to be accredited. If the proposed activity involves an international partner you must notify the Head of the International Office.

Summary Information

Name of proposed partner	Name
Department	
Lead colleague(s)	Name Post Tel: Telephone number Email: Email address
Proposed commencement date	Details
Programme(s)	Details of University programme(s), modules or 'general credit' (list if more than one course)
Level(s)	State the level of entry
Total number of credit points to be accredited	Number
Colleague(s) undertaking the evaluation and quantification and mapping (if different from above)	Name Post Tel: Telephone number Email: Email address
Date on which this took place	Date(s)
Checklist valid until	Date (max. of 5 years after original mapping)

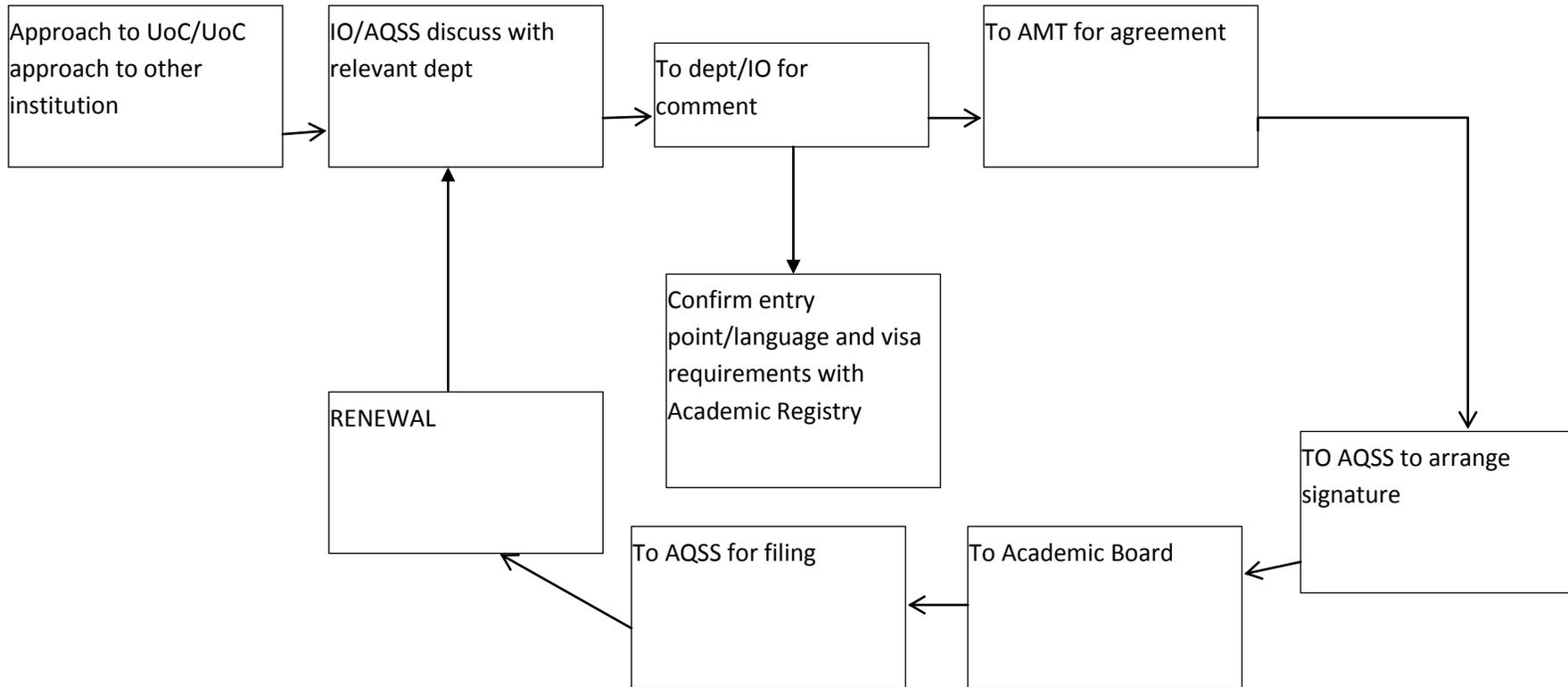
Curriculum-mapping

[Repeat this section for every programme, module, programme, unit or workshop that is to be accredited or to form part of the articulation arrangement. If the mapping is to satisfy 'other' entry qualifications only, then include details of how the proposed entry qualification is suitable].

Collaborating Body programme / module	Name of module, programme,
Description	Brief description of indicative content, including teaching and learning methods
Aims and learning outcomes	A clear indication of the intended outcomes (of the module/ programme). These should be stated in terms of the competences expected at any level
Equivalent FHEQ level	4 5 6 7 [delete as appropriate] (Is the provision at a defined level of the FHEQ? (If not, it must be mapped to one (or more) level(s) of the FHEQ?))
University module(s)	Name of module(s), level and credit volume
University learning outcomes	Learning outcomes for the University module(s)
Additional assessment required	
Assessment methods	Does the module/programme provide students with the opportunity to meet the learning outcomes of the University module(s) (and award) (where applicable)? Are students required to submit a portfolio or other written assessment during their programme? Is there a suitable range of work undertaken to map to the range of assessment methods and the development of key skills for the University module(s)? What is the student workload? How is equivalence of standard ensured between all participants? What are the arrangements for external moderation? (Here, for example, you might want to consider whether the students are adequately prepared to write essays, complete 3-hour examination papers, participate in group work or complete a dissertation.)

Learning resources	<p>Are the students used to using information from sources other than one set text or from the Internet?</p> <p>(If they are not this would not necessarily be a reason not to pursue an agreement but you must consider whether this accords with expected learning outcomes relating to independent learning and development of critical thinking.)</p>
Achievement profile	What achievement profile would you expect for students being accredited? For example, IELTS 5.5

Memoranda of Understanding*



APPENDIX 20 – Memorandum of Understanding Template

Memorandum of Understanding
Between
University of Chichester
<address>
and the
University X
<address>

1. Scope and purpose

1.1. The University and the University X (singly the “Institution”, together, the “Institutions”) as parties to this Memorandum undertake to promote academic, scientific and cultural collaboration between the Institutions.

1.2. In furtherance of their objects to advance learning and knowledge by teaching and research, the Institutions agree to co-operate in order to:

Foster opportunities for collaborative research, publications and colloquia, particularly in the field of xxxxx.

Promote staff and postgraduate research student exchanges for the purpose of personal and professional development xxxxx.

Develop taught student exchange links.

Develop taught courses, particularly in the field of xxxxx.

Exchange of academic materials and publications.

Provide cultural and intellectual enrichment opportunities for staff and students of both parties.

[delete/amend/add as appropriate, remove subject reference if agreement is University wide]

2. Academic standards and quality

2.1. Any taught courses leading to recognised academic qualifications that are developed as a result of this Memorandum will be the subject of a separate Memorandum of Agreement. Such agreements will specify responsibilities for, *inter alia*, academic standards and quality, funding, learning support and recruitment.

3. Funding

3.1. The Institutions will cover their own costs related to activities of mutual interest, unless otherwise agreed in writing. Financial support will be established by mutual agreement between the two institutions at the beginning of each activity.

4. Intellectual property

4.1. All background Intellectual Property will remain in the ownership of the originating Institution. Access to such Intellectual Property will be negotiated on a case by case basis. Any new Intellectual Property generated as a consequence of this Memorandum will normally be owned by the party creating the same, although variations to this position may be negotiated on a case by case basis and, where this relates to any taught courses developed as set out in Clause 2.1 above,

arrangements agreed will in all cases be set out in the further Memorandum. Licences for the exploitation of Intellectual Property will be negotiated on a case by case basis.

5. Promotional material and use of logos

5.1. Each Institution agrees that the use of the other Institution's title and logo in any publicity or promotional material will be subject to advance approval by the other Institution. Each Institution will be responsible for ensuring that appropriate contact details are provided to facilitate this approval process.

6. Confidentiality

6.1. The Institutions agree that neither party, without the prior written consent of the other party shall, either directly or indirectly, to any extent whatever, divulge, disseminate, communicate or otherwise disclose any confidential or proprietary information provided by the party as a result of executing of this memorandum.

7. Resolution of disagreements

7.1. Any disputes arising from the interpretation or implementation of this Memorandum will initially be addressed at an informal level by the relevant staff involved in the dispute. Where a resolution cannot be achieved informally, the dispute shall be referred to the signatories of this Memorandum (or their successors), or to their nominated representatives. If this fails to achieve a resolution the dispute may be referred by either party to mediation. This Memorandum will be subject to the law of England & Wales so far as it is legally binding, and England shall be the forum for any mediation.

8. Operation of this Memorandum

8.1. Nothing in this Memorandum shall be construed as creating any legal or financial relationship between the Institutions. This Memorandum is a statement of intent to foster genuine and mutually beneficial collaboration.

8.2. This Memorandum will be valid from the date of signing for a period of 5 years subject to a favourable review by both Institutions after the first year of operation.

8.3. The renewal or lapse of the Memorandum should be negotiated by both Institutions at least 6 months prior to the end of the period of operation.

8.4. Should either Partner wish to withdraw from the Memorandum prior to the end of its period of operation they may do so by giving three months' notice, in writing, on the condition that they fulfil any outstanding commitments under the Memorandum.

On behalf of University of
Chichester:

On behalf of University X:

APPENDIX 21 – Action Plan Template

PARTNER NAME – Action Plan (approval type)

Programme Title			
Recommendation	Action	Responsibility	Date