



## Collaborative Partnership Policy

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## **1. Aim**

1.1. To ensure the College's internal policies and procedures for undertaking and monitoring collaborative arrangements are sufficiently robust to meet the needs of students registered on awarding body programmes, the requirements of prospective collaborative partners and the expectations of regulatory and quality monitoring bodies such as the Office for Students (OfS) and the QAA.

## **2. Policy**

2.1. The Principal's Executive Group (PEG), in consultation with the Board of Directors (BoD), the College Oversight Board (COB) and the Academic Board, take full responsibility for the robust implementation and management of internal processes relating to collaborative provision.

2.2. A representative of the awarding body will normally be a standing member of the validating institution's senior committee with responsibility for academic standards and quality.

2.3. To ensure that students have the best prospects for academic success, the College will:

2.2.1. Ensure that sufficient time is taken to plan academic and operational matters prior to the commencement of collaborative ventures agreed with awarding bodies. In this context, programme fit, resource allocation, recruitment, learning, teaching and assessment practices and student support are particularly important.

2.2.2. Ensure the production of a Collaborative Procedures Manual (CPM) for any new partnership, working together with the partner to develop it, including information necessary for the smooth and timely delivery of programmes.

2.2.3. Discuss at a senior committee level how the relationship will be managed and make possible decisions in the event of the termination of the partnership.

2.2.4. Determine and manage risk by conducting due diligence in respect of partnerships prior to approval, and on an ongoing basis through the institutional Risk Register and student protection plan.

2.2.5. Clarify and publicise the entry requirements for each programme, including those requirements made by the awarding body, and take the steps necessary to ensure secure implementation of these requirements

2.2.6. Monitor programme and module arrangements approved initially by awarding bodies to ensure that the College is offering the most current version at the initial stage of delivery

2.2.7. Provide students with accessible and trustworthy information about the complaints procedures to which they have access, including those of awarding bodies



2.2.8. Ensure robust internal monitoring processes to ensure effective programme and operational delivery and to identify any issues arising in the existing provision

2.2.9. Secure Academic Board approval for all new programmes, regardless of mode or method of delivery

### **3. Types of Collaborative Provision**

3.1. The following are examples of types of provision that could be offered through a collaborative partnership. Please note that each partnership is unique, and these descriptions are intended as a guide only.

#### **3.2. A designated Centre**

3.2.1. As a Study Centre, the College's primary responsibility is to provide the space and resources agreed to deliver programmes owned by an awarding body. The awarding body is responsible for registering students and carrying out teaching.

3.2.2. The College's involvement in the actual delivery and operational processes is limited.

3.2.3. This type of provision involves less risk for the awarding body, as fewer responsibilities are devolved to the partner, and might be used to determine the suitability of the partnership prior to progressing to either Franchised or Validated provision.

#### **3.3. Franchised Programmes**

3.3.1. Franchised provision is delivered by the College and its responsibilities can be expected to include teaching, first marking of assessments, providing feedback and a greater role in monitoring the programme.

3.3.2. The College is responsible for ensuring that internal procedures are robust, and the expectations of awarding bodies are met.

#### **3.4. Validated Programmes**

3.4.1. Validated programmes provide the College with opportunities for designing, developing and managing their own programmes and operational procedures, which allow the College to adopt more ownership over the programme offered.

3.4.2. The College recognises that the freedom gained in developing its own programmes will engender added responsibilities for ensuring that internal structures and systems for managing the provision are robust and meet the requirements and expectations of UK Regulatory and Quality bodies, as well as those determined by the awarding body.

### **4. Roles and Responsibilities**



- 4.1. Every partnership will bring with it unique roles and responsibilities for both partners. The following tables are designed to describe the roles and responsibilities that the College would expect to be responsible for when entering a new partnership. The tables in the appendix will provide guidance during the development of a CPM and will act as a checklist to ensure that the CPM covers the necessary ground for the partnership to function effectively.
- 4.2. Once the CPM has been approved by both partners it shall prevail over the responsibilities listed below.
- 4.3. The College holds certain guiding principles that are embedded within its policies and practices. Regardless of the type of provision being offered, these principles shall always apply and are therefore listed at the top of each table (see appendix).

## 5. Appendix

<b>Programme Design, Approval and Modification</b>		
<p>Guiding Principles:</p> <ul style="list-style-type: none"> <li>• To offer programmes in line with the College strategy and mission that meet the needs of the community and maximise employability.</li> <li>• To ensure programme design includes input from staff, students and externals such as employers and practitioners.</li> <li>• To ensure assessment processes suit the College's student body and give students the best opportunity to demonstrate their abilities</li> </ul> <p>These principles are supported by the College's Programme Design and Development Policy, Programme Modification Policy, as well as the relevant policies and procedures of the partner.</p>		
Specific Responsibilities		
Study-Centre	Franchise	Validated
<p>Producing detailed, current plans relating to the provision of site, space, library and IT provision, together with any other considerations required by an awarding body.</p> <p>Future plans for site expansion or re-development or mode of delivery currently in the planning stages should be included to ensure that the planned growth in student numbers can be achieved and accommodated within the resource provision.</p>	<p>Ensuring that the delivery of franchised programmes is in line with the approved programme documentation and that it reflects the most recent changes made by the awarding body, particularly in respect of module identification codes and assessments.</p> <p>Although it is the Awarding Body's responsibility to notify the College of any programme changes, the College is responsible for following up to ensure that this is the case. Consequently, the College's Senior Quality Assurance Officer will contact the designated representative of the awarding body prior to the beginning of each academic year to confirm what changes to the programme, if any, have been made.</p>	<p>The College will take responsibility for designing new programmes for the validation of the awarding body. This would normally be through the completion of a Programme Approval Form. The Programme will be assessed against the criteria set by the College's Programme Design Policy (and the respective policy of the partner). The College will ensure that staff, students and externals</p>



<p>Ensuring that the College's Academic Board approves the decision to make the College a Study Centre and confirms that resource provision is adequate to meet the requirements of the awarding body.</p> <p>If changes in requirements are planned to take place after the first year of provision: for example, academic staff members are allowed to teach students registered on the programme, then this should be included as part of the plan brought to the Academic Board's attention.</p>	<p>Records of relevant communication must be retained, and the changes entered in the Quality Department's register of collaborative programmes.</p> <p>Uploading any changes to the programme onto the College's website at the earliest available opportunity, as changes may influence a potential candidate's choice.</p> <p>Producing written guidance to College lecturers on all procedures to be followed in franchised programmes with compliance monitored by the Quality Department.</p>	<p>are consulted in the process and that the programme is aligned with relevant external reference points, including QAA subject benchmarks. An internal approval event will take place at the College and Academic Board sign-off will be sought prior to submitting the programme for the partner's approval.</p>
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<b>Recruitment</b>		
<p>Guiding Principles:</p> <ul style="list-style-type: none"> <li>● To encourage the widest possible participation of students and offer opportunity with no unnecessary barriers to prospective applicants.</li> <li>● To publish clear and concise entry requirements and course information for admission and selection processes.</li> <li>● To ensure the Recruitment, Selection and admission processes are conducted in a competent manner that the College will monitor and review by definite time scale.</li> <li>● To provide accurate information on the Recognition of Prior Learning (RPL); and processes for Complaints and Appeals.</li> </ul> <p>These principles are supported by the College's Recruitment, Selection and Admission Policy, as well as the relevant policies and procedures of the partner.</p>		
Specific Responsibilities		
Study-Centre	Franchise	Validated
<p>Sharing responsibilities for the initial recruitment of students, depending upon the particular procedures required by an awarding body.</p> <p>Although the College may recommend applicants</p>	<p>Recruiting, selecting and provisionally admitting applicants wishing to register on a particular franchised programme.</p> <p>The Registrar will oversee the process. Places will be offered provisionally on the basis of candidates meeting the awarding body's requirements and the requirements of the College. Provisional judgements regarding student admissions must take prospects for successful completion into account, and</p>	<p>The College and the partner will agree the entry requirements for admission during the validation event.</p> <p>The responsibility for making offers to prospective students may be delegated to the College. In such a case, the</p>



<p>from its own programmes, the awarding body may recruit from a number of sources. Consequently, students unfamiliar with the College and its ethos may be recruited to the programme. The awarding body will make the final decision on programme entrants.</p>	<p>testing methods should demonstrate the basis on which preliminary decisions have been made.</p> <p>The Awarding Body will exercise responsibility for making the final decisions about students registered on its programmes, but, decisions may be based upon the detailed evidence provided by the College.</p>	<p>College will work with the partner to put in place any additional measures to allow the partner to ensure entry criteria are applied consistently. This might include screening of applications by a member of staff at the partner.</p>
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<b>Student Engagement</b>		
<p>Guiding Principles:</p> <ul style="list-style-type: none"> <li>• The students will be actively encouraged and supported to be involved in student engagement activities to improve quality processes in a manner and at a level that is appropriate to them.</li> <li>• The College will foster an appropriate range of Student Engagement activities to establish a culture and environment where students are encouraged to take up the opportunities on offer.</li> <li>• To engage in educational experience the College defines and promotes a range of opportunities.</li> </ul> <p>Further information on the College’s Student Representative system is established within the Student Representative Handbook, as well as the relevant policies and procedures of the partner.</p>		
Specific Responsibilities		
Study-Centre	Franchise	Validated
<p>Supporting the awarding body in selecting student representatives and responding to queries from the student body in relation to resources and facilities.</p>	<p>Sharing responsibilities with the awarding body for securing student feedback about the franchised programmes that it offers.</p> <p>The College is responsible for discussing and resolving issues and concerns voiced by students in the first instance and is committed to the acquisition of feedback in a variety of ways: for example, in programme committee meetings, through End of Term Student Surveys (completed for each module) and comments made by student representatives.</p> <p>Feedback is analysed through Student Feedback Reports and responses to the feedback are determined by the PEG. Feedback that falls under the responsibilities of the awarding body is discussed through partnership meetings.</p>	<p>Leading on the acquisition of student feedback about the quality of its validated programmes and providing appropriate responses to points made and issues identified.</p> <p>The College is responsible for discussing and resolving issues raised by the students as the first and foremost port of call.</p> <p>Feedback is analysed through Student Feedback Reports and responses to the feedback are determined by the PEG.</p>



<b>Assessment</b>		
<p>Guiding Principles:</p> <ul style="list-style-type: none"> <li>● Ensure that all assessment papers are fit for purpose and assessment tasks are based on published assessment criteria or learning outcomes of the units.</li> <li>● Reasonable adjustments are made available to students with disabilities and additional needs.</li> <li>● Students will not be over-assessed on learning outcomes.</li> <li>● Good academic practice must be maintained and where necessary academic malpractice should be dealt with under the Academic Discipline Policy.</li> <li>● Assure that all regulations and procedures relating to assessment conform to the standards set by the awarding body.</li> <li>● Ensure the awards decisions are confirmed by the Examination Board in accordance with awarding body regulations.</li> <li>● Ensure the appropriate arrangements are in place to maintain the student records and certification procedure.</li> </ul> <p>These principles are supported by the College’s Learning Teaching and Assessment Policy, Academic Discipline Policy, Internal Verification Policy, as well as the relevant policies and procedures of the partner.</p>		
Specific Responsibilities		
Study-Centre	Franchise	Validated
<p>Responsible for supporting the implementation of any reasonable adjustments for students with disabilities and additional needs.</p> <p>Ensuring that any examinations taking place on site are conducted in line with the awarding body’s regulations.</p>	<p>It can be expected that the College would have responsibility for the first marking of assessments, as well as providing feedback to students. Local teaching staff may also play a role in assessment design, although it is likely that the assessments would require the review and approval of the University before being used at the College.</p> <p>Some awarding bodies prefer to delegate full responsibilities for producing and approving assessments, first marking and moderating/second marking student work to their internal staff.</p> <p>Assessment under a franchise arrangement would normally be conducted in line with the awarding body’s regulations and results would be considered by the Exam Board of the awarding body.</p>	<p>Establishing robust structures for the design and approval of assessment briefs and the marking and moderation of summative assessments, which will be overviewed by the Head of Programme and Academic Monitoring and monitored by the Senior Quality Assurance Officer.</p> <p>Mapping assessment tasks and requirements against UK Quality Code expectations, the FHEQ and the relevant subject benchmarks</p> <p>Providing full academic support for students registered on the programme, taking steps to improve existing levels as necessary.</p> <p>Submitting assessment results and marked samples to the Link Tutor (title may vary) of the awarding body and to the External Examiner assigned to the programme in good time for adequate review and comment prior to the Examination Board.</p> <p>The appointment of the External Examiner is the responsibility of the awarding body.</p>



<b>Annual Monitoring</b>
<p>Guiding Principles:</p> <ul style="list-style-type: none"> <li>• All programmes must be monitored on an annual basis and include student and staff feedback, an analysis of grade and other academic performance indicators, learning, library and other resources available to staff and students.</li> <li>• Annual monitoring reports should be reflective and evidence-based and indicate areas of good practice as well as items that require improvement. Actions and good practice arising from external reviews should be included in the monitoring reports</li> <li>• Individual programme reports should identify key actions to be taken during the following year and should include student satisfaction indicators</li> <li>• All programmes, regardless of the provision type, are considered by the College Annual Monitoring Report (CAMR).</li> </ul> <p>These principles are supported by the College’s Annual Monitoring Policy, Provision Review Policy, as well as the relevant policies and procedures of the partner.</p>

Specific Responsibilities		
Study-Centre	Franchise	Validated
<p>Notifying the awarding body of unresolved anomalies or problems arising in the provision explicitly and in a timely manner</p> <p>Monitoring the programme through regular meetings, typically including staff of the awarding organisation.</p>	<p>Notifying the awarding body of unresolved anomalies or problems arising in the provision explicitly and in a timely manner</p> <p>The awarding body will normally be responsible for completing the annual monitoring reports for the programme, for which the College will provide any documentation requested by them.</p> <p>In addition to the awarding body’s report, the College will complete its own internal annual monitoring report that includes a critical reflection on progress made in each year that identifies Good Practice and makes recommendations for improvement.</p>	<p>Complete a full annual monitoring report, typically using the College’s internal templates. The report will include a critical reflection on progress made in each year, identifies Good Practice and makes recommendations for improvement.</p> <p>Completing documentation required by the awarding body for the production of its annual reports.</p>