



University of
HUDDERSFIELD

HANDBOOK FOR COLLABORATIVE PROVISION

2016/17 Edition

INTRODUCTION

This handbook provides a short guide to the procedures which the University's Teaching and Learning Committee and Senate have adopted for the proposal, validation, revalidation and annual evaluation of courses offered on a collaborative basis.

It is aimed at academic and administrative staff involved in collaborative provision at the University and to enable them to understand the key steps involved in ensuring that such provision is of high quality. It is essential that the quality assurance of any collaborative arrangement is maintained at the same level as that expected for campus-based courses.

This handbook is designed to complement the formal regulations which appear in the Handbook of Quality Assurance Procedures for Taught Programmes (the Green Book) and should be read in conjunction with that document.

Users of the handbook who require further information on any point should consult the collaborative provision staff in Registry in the first instance. Further information is also available from the Registry website.

Any feedback from Schools to the support the further development of this handbook would be greatly appreciated and should be submitted to Registry.

Throughout this handbook the Pro Vice-Chancellor with responsibility for curriculum delivery, and quality assurance and enhancement is referred to as the Pro Vice-Chancellor (Teaching and Learning) (PVC (T&L)).

Colleagues who are considering progressing any proposals which lie within the remit of the Education and Training Consortium (ETC) should in the first instance contact the ETC Network Manager. On occasions an alternative but comparable procedure to that described in this handbook may apply.

The information and templates provided in the handbook were correct at the time of printing – but please contact Registry for electronic copies of the latest version of any document you require.

Revisions in this edition of the handbook include:

Minor Updates

- Updates to the Guidance in Relation to Academic Integrity (Section P)
- Updates to the guidance on exit strategies (Section O)
- Updated Suggestion Agenda for Events, and Role Descriptors (Sections J and S)

New Section

- Inclusion of Research Expectations on Staff at Collaborative Partners (section Z)

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Section A: DEFINITION OF TERMS

The University has a range of models which constitute collaborative provision. Depending on the model, Schools and Partner Institutions (PIs) submitting proposals for (re)validation will be asked to follow a particular process and submit specific documentation. Therefore, it is important to be clear from the outset which model of collaborative provision is being proposed.

The following are the models currently in operation:

Franchise

A franchise describes the arrangement whereby the whole, part of (for example one year of a two year course), or discrete parts (such as individual modules) of a course are delivered in an institution other than the University by academic staff not employed by the University.

Some courses in the School of Education and Professional Development are operated through the Education and Training Consortium (ETC), which is a HEFCE-recognised funding consortium (HRFC).

Designed and Delivered

Designed and delivered describes the arrangement whereby a programme of study is developed by an external institution and presented for validation by the University as an award of the University. Once validated, the delivery of the award is undertaken by the external institution.

Off-campus Delivery of University Provision Led by University Staff (ODUPLUS)

This describes an arrangement whereby a course validated by the University and taught by University staff is delivered at an off-campus location. It is the role of the partner institution to support student learning through provision of an appropriate range of learning resources, including library and computing facilities, and administrative, promotional and marketing services. The proportion of teaching by University staff must constitute at least one third of the total taught delivery for each module. All learning materials must be produced by the University of Huddersfield.

Joint Awards

A joint award is a single course devised and delivered jointly between two or more institutions and leading to the conferment of a single award in the name of all partners. Arrangements for the validation of joint awards are detailed separately in the Green Book. If you are considering developing a joint award please contact the Deputy Head of Registry as soon as possible.

Articulation

An articulation arrangement describes the situation whereby the University and an external institution enter into a formal joint agreement to confirm that the learning outcomes and standards required for the award of University credit can be satisfactorily demonstrated through successful completion of the external institution's own award or credit. Such an agreement would allow entry to an identified University award with advanced standing. Arrangements for the validation of articulation arrangements are detailed separately in the Green Book.

Serial franchising

Serial franchising is effectively sub-contracting by a PI to a third party. The University does not permit this under any circumstances and only allows its courses to be delivered collaboratively following formal validation directly by the University itself.

Section B: STANDING COMMITTEE FOR COLLABORATIVE PROVISION

Sub-committee of UTLC

Membership

Chair	Appointed by UTLC
Ex officio	Deputy VC
Ex officio	Pro Vice-Chancellor, (Teaching and Learning)
Ex officio	Pro Vice-Chancellor, (International)
Ex officio	Head of Registry (or nominee)
Member	One Dean elected by the Deans (2 year appointment)
Member	School representative: One per School (3 year appointment) <ul style="list-style-type: none"> • School of Applied Sciences • School of Art, Design & Architecture • School of Computing and Engineering • School of Education and Professional Development • School of Human and Health Sciences • School of Music, Humanities and Media • University of Huddersfield Business School
Co-opted members	Representative of Financial Services Representative of Computing and Library Services ILO of the Largest CP
Secretary (in attendance)	Executive Officer (Registry)

A Deputy-Chair will be selected from the membership.

Other members may be co-opted as necessary.

All fixed term appointments are renewable for one period of office only.

STANDING COMMITTEE ON COLLABORATIVE PROVISION

1. Terms of reference

The Standing Committee on Collaborative Provision (SCCP) is responsible to the University Teaching & Learning Committee for the development and formulation of the University's Strategic Plan for collaborative provision for approval by the UTLC. The SCCP is also responsible for the approval, monitoring and quality assurance of the University's collaborative arrangements.

Its terms of reference are:

- i) to develop and formulate the proposed strategy for collaborative provision for approval by the UTLC;
- ii) to develop and operationalise University protocols and policies for decision making specific to the quality assurance practices of collaborative provision;
- iii) to establish and implement procedures for the approval of collaborative partnerships;
- iv) to establish mechanisms through which the enhancement of the quality in collaborative provision can be achieved and disseminated;
- v) to take account of reports from validation panels and to approve arrangements for collaborative provision;

- vi) in addition to the standard annual evaluation processes, to scrutinise the annual evaluation of collaborative provision arrangements and to ensure an effective framework in which the exercise is completed;
- vii) to develop, approve and monitor guidelines for Contracts of Collaboration associated with collaborative provision;
- viii) to ensure that compliance with the external academic infrastructure, particularly the QAA's UK Quality Code for Higher Education: Managing Higher Education Provision with Others, is effected;
- ix) to report regularly and account to the University Teaching and Learning Committee on the matters for which it has responsibility.

2. Membership

Chair

Appointed by the University Teaching and Learning Committee.

Ex officio

Pro Vice-Chancellor (Teaching and Learning)
 Pro Vice-Chancellor (International)
 Deputy Vice-Chancellor
 Head of Registry (or nominee)

Appointed Members

One Dean of School elected by the Deans (2 year appointment)
 One representative of each School in the University (3 year appointments with staggered end dates).

Co-opted Members

Financial Services representative
 Computing and Library Services representative
 Other co-opted members as agreed

In attendance

Secretary to the Panel

3. Definitions

Chair

The Chair is appointed by the University Teaching and Learning Committee.

Deputy-Chair

The Deputy-Chair is selected from the SCCP Membership to, if necessary, deputise for the chair and to consider, between SCCP meetings, Chair's Action on items that refer to the Chair's own School. The Deputy-Chair must be from a different School from that of the Chair.

Ex officio

These are individuals who are members by virtue of office. They can nominate a replacement to attend in their place. *Ex officio* members or their nominated deputies have the right to vote.

Appointed members

Members participate in discussion to help reach agreement on proposals and recommendations made and to formulate and agree recommendations to go forward to super-ordinate or subordinate bodies. Appointed members can nominate a replacement to attend in their place, and they or their nominated deputies have the right to vote.

Secretary to the Committee

The secretary is there to advise and has a constitutional role to ensure that the committee is operating within its terms of reference, consistently, constitutionally and procedurally properly, i.e.

the committee may agree to do something notwithstanding the advice of the secretary. The secretary is also there to record the business and does not have the right to vote.

4. Quorum

The quorum should be, three School representatives and one member from Registry who has voting rights, and usually the Chair or Deputy Chair of the Committee.

5. Mode of operation

- i) To meet as required but as a minimum normally four times a year and to report to the University Teaching and Learning Committee.
- ii) The Chair to have executive authority to act, in exceptional circumstances, between meetings on behalf of the Committee in consultation with the Head of Registry (or nominee) and the Committee Secretary, and to report action taken to the Committee. In instances where items referred for Chair's Action relate to the Chair's School, the Deputy Chair will have authority to act on behalf of the Committee.

Section C: APPROVAL PROCESS FROM INITIAL IDEA TO VALIDATION

The initiative to enter into a collaborative arrangement with a PI is taken by the School owning the course or responsible for that subject area. Once a subject team has identified a potential opportunity to develop a collaborative link, the approval of the Dean of School should be sought. If the initiative includes modules from another School in the University the explicit and written permission of the Dean of the owning School must be obtained. Any initiatives which are likely to lead to a collaborative agreement should be notified as early as possible via registry to the PVC (T&L) for indicative approval before any commitment is made by the School.

Prior to the start of any formal negotiations, the School must obtain written indicative approval from the PVC (T&L) and written confirmation from the DVC that the proposal satisfies the minimum criteria for CP developments. Following this, the School must have the business case approved by the SCCP. There will have been substantial discussions between the University and the PI prior to the drawing up of a Business Case. In cases where the University has no previous links with a proposed partner, following indicative approval by the PVC (T&L)/DVC, the School proposing the collaboration will need to undertake an initial visit to the proposed PI with a view to determining the suitability or otherwise of the proposed partner for collaboration with the University. Details of this visit will need to be included within the business case, (guidelines for the initial visit can be found in Section G of this Handbook).

Schools are asked by Registry at the end of each academic session for an indication of any new collaborations which will require progressing in the subsequent session. It is important that potential initiatives are declared so that they can be included in the schedule which is drawn up for submission to the SCCP in September. Although every effort will be made to incorporate late notifications, it may not be possible and Schools may have to defer the introduction of new initiatives.

The following pages contain:

- the validation process for a new proposal approved by the SCCP
- a flow chart illustrating this process

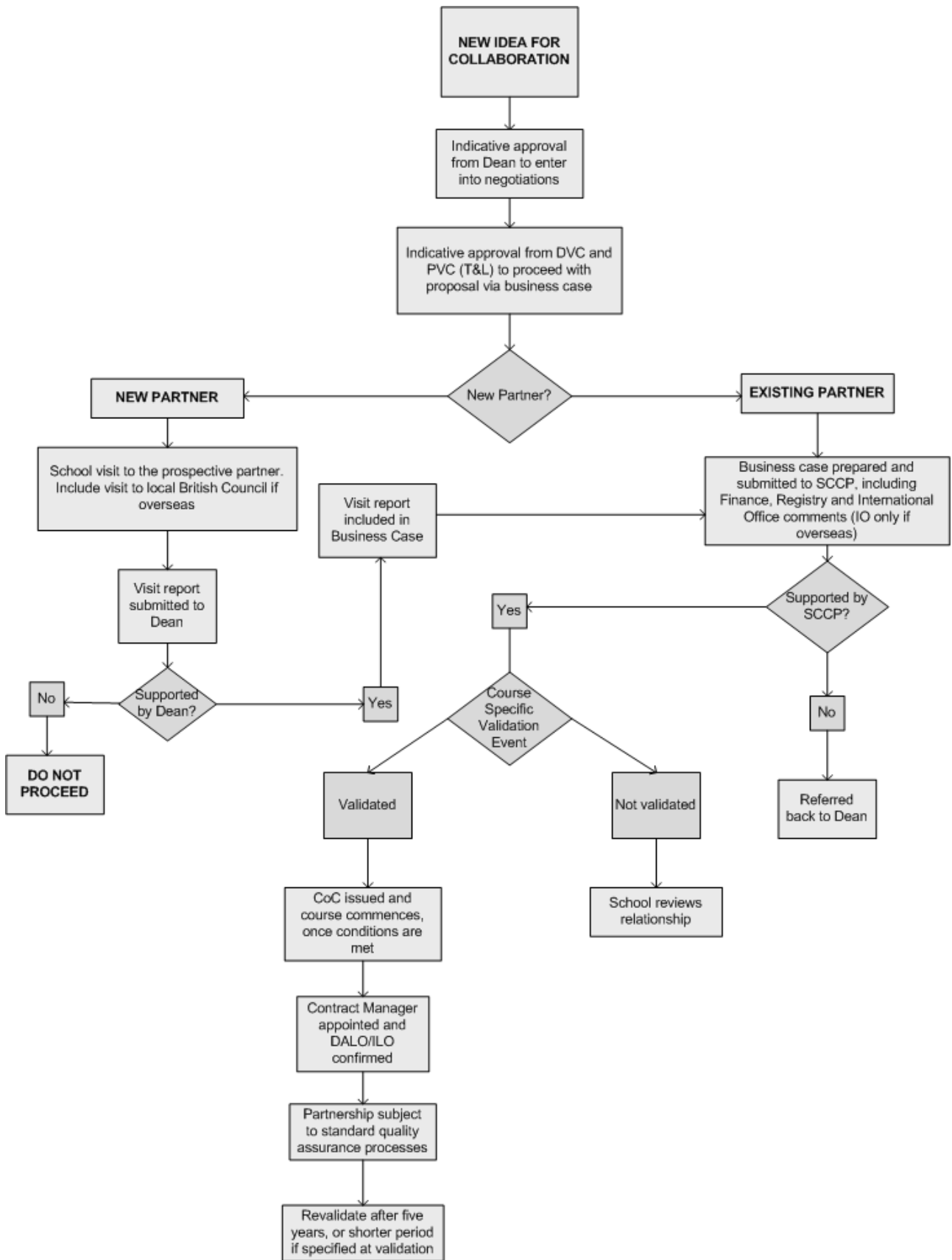
These processes represent the start of the official request for approval – but it is important not to underestimate the time and effort which Schools put in to developing potential links even before the official stage is reached.

It is important to recognise that (re)validation is not confirmed until after the SCCP has approved the report of the event – this is irrespective of any conditions having been satisfied.

Validation process

1. The School identifies a new initiative which it wishes to pursue and this is normally included in the School's Business Plan submitted as part of the annual planning round. Indicative approval from the PVC (T&L) and, separately, the DVC is also secured at an early stage in the development of the initiative.
2. Where the University has no previous links with the external institution, the costs of the School's initial visit must have been incorporated into the costings submitted to the SCCP above. The School reports on all required aspects of the external institution including reference to the learning resources of the Institution as a whole and the proposed course initiative in particular. The University reserves the right to require a visit by a representative of C&LS at any point if deemed necessary. Where possible, photographs should be appended to the report. The report is passed to the Dean and included as part of the business case.
3. If the Dean decides the initiative is to be progressed, the business case is submitted for consideration to the next meeting of the SCCP. The case may include a request with justification for the event to be held a) at the university with representatives of the local team in attendance or b) at the University with a live video link to the local institution.
4. The Dean submits an outline business case to the SCCP (template available – see Section F) which includes:

- I. (Where the University has no previous links with the institution) an outline of the institution and its mission, provision and strategic aims
 - II. (Where the University has no previous links with the institution) a report of the initial visit by the School to the proposed partner to determine its suitability as a CP partner
 - III. Clarification of the nature of the proposal (franchise, ODUPLUS, D&D)
 - IV. An indication of any local approvals that are required for the proposed delivery and confirmation that such approval has been secured
 - V. Rationale for the initiative – how it fits into the School and University strategies
 - VI. Brief indication of the staffing available at the institution for the delivery of the proposal
 - VII. Brief indication of the impact (if any) on academic and administrative provision and resources at the University as a result of the proposal
 - VIII. Outline request for approval if any of the delivery is to be undertaken in a language other than English
 - IX. Written confirmation by the Dean of the proposing School that the PI understands the costs/charges to be borne by the PI with respect to validation and revalidation events and the ongoing costs and fees for the collaboration
 - X. Costing and resourcing details – where a School decides exceptionally that the initiative may proceed without covering costs, the case must be made explicitly regarding the sources of funding which will be drawn on to cover the shortfall together with the justification for pursuing the initiative. The costings must include the costs of validation and revalidation in addition to any standard annual cost that may apply should the institution not recruit any students
 - XI. Confirmation from the Director of Finance (or nominee) that the costings are appropriate and that the external institution is in good financial health. Schools should note that this may be a lengthy process and that any charges arising from it will be met by the proposing School
 - XII. Confirmation from the Head of Registry (or nominee) that the proposal is within University regulations. Confirmation from the Director of C&LS that appropriate access to library resources has been agreed.
 - XIII. Where the external institution is overseas, a commentary from the International Office (and possibly the British Council) on the latest advice from the Foreign and Commonwealth Office and any other available intelligence on the region and/or environment which may assist in understanding the case.
- 5 SCCP considers the proposal. Where the University has no current links with the proposed institution, SCCP will consider both the Institutional Approval and the approval of the specific course initiative; in all other cases the SCCP will consider approval of the course initiative only.
- 6 Once approved by the SCCP, a validation visit is organised.



Section D: RESPONSIBILITIES IN RELATION TO PROGRESSING EVENTS

The following shows the split in responsibilities between the School and Registry (and other parties) for the administrative responsibilities in arranging and supporting collaborative (re)validation events.

Activity	When	By whom
Having secured approval by DVC and PVC (T&L), identify new activity for forthcoming year (proposals remain subject to approval of business case by SCCP)	July/August	School → Registry Registry will request the list of proposed new activities Registry → School
Identify existing agreements requiring revalidation (discussions at AEM reported to and confirmed by the SCCP will have confirmed the justification for the continuation of the agreement)	July/August	
Notify PI of need to revalidate	Start of session	School
Agree date for (re)validation	Start of session	School (in liaison with PI) and Registry negotiate
Liaise with PI for preparation and submission of documents	Start of session and on-going	School
Identify UTLC chair	On completion of schedule	Registry
Identify remaining panel members (including external panel members and any fees/travel expenses to be paid directly by the School to them)	Once date is agreed/Planning meeting	School → Registry
Draft an agenda	Once date is agreed/Planning meeting	Registry (in liaison with Chair) → School
Liaison with PI for arrangements on the day (this also includes occasions when the event is held at Huddersfield and, for example, video-conferencing facilities are required)	Once the agenda is agreed	School
Submission of documentation	Three-four weeks in advance of event	(PI) → School → Registry
Circulate documents, regulations, agenda etc to panel	Three weeks in advance of event	Registry
Arrange transport to and from PI (also any overnight accommodation if necessary)	Once date is agreed	School
Service the event (Registry drafts the report and sends it to panel members for comment and the PI for checking of factual accuracy, the agreed report is circulated by Registry to the School for issue to the PI and appropriate committees within the School). Agreed	Event and 15 working days afterwards	Registry

Section D

report to be made available to ILO.

Confirmation of conditions being satisfied (revised documentation is submitted by the PI to Registry for confirmation by the Chair and others as necessary. Registry confirms with the School when conditions are signed off). Confirmation is also passed to the ILO.	On receipt of revised documentation	Registry → School → PI
Formal validation of agreement – approval is not considered final until the SCCP has considered and approved the report of the event and all conditions have been met.	By SCCP	Registry → School
Production of Financial Appendix [a) two copies of the first FA are signed by the School and sent to Registry for submission to the PI with the CoC, b) subsequent FAs are agreed directly between the School and the PI with a copy of the signed FA being submitted by the School to Finance]	Within 15 working days of the event	a) School → Registry →PI → School/Finance b) School →PI →School/Finance
Production of CoC (organised by Registry with a copy of the signed agreement being passed to the School)	Within 15 working days of the event	Registry

Section E: UNIVERSITY OF HUDDERSFIELD COLLABORATIVE PROVISION STRATEGY

This document outlines the University's Strategy in relation to "Traditional Collaborative Provision" i.e. the delivery of credit via Franchise, Designed & Delivered, ODUPLUS, Joint Awards and Articulation. The arrangements in "Non-Traditional Collaboration" e.g. placement learning, is outside the scope of this document.

- 1 The University will enter into partnerships with educational organisations of high standing that will contribute to the University's mission and complement the University's International and Research Strategies.
- 2 All partnerships will meet the expectations of the University's Teaching and Learning Strategy.
- 3 Collaborative partnerships will contribute to the University's Strategy Map by focusing on its themes of:
 - Facilitation of progression to the University;
 - The contribution to the enhancement of the standing of the University and its partners via research and associated collaborations;
 - The maintenance of its financial strength via the operation of partnerships at a significant scale and surplus.

Aim	Expectation
A1 To inspire our students to attain the highest academic and professional standards	QAA, professional body inspections and equivalent non-UK body reports will provide evidence of inspirational learning and teaching; student experience and employability.
A2 To inspire our students to enjoy an outstanding University experience	
A3 To inspire employable and enterprising graduates	
A4 To increase the number of our research active staff and the quality of their outputs	All partner staff will be actively involved in research and scholarship.
A5 To increase the quantity and quality of our postgraduate research student community	A significant number of students will progress from partner organisations to courses or research at the University
A6 To increase the quality and range of our external research, enterprise and innovation income	Partner organisations will contribute to research and enterprise output in conjunction with University staff
E6 To ensure all Schools and Services maintain financial and operational viability.	Income will be sufficient to fully cover costs related to the partnership and to maintain a surplus once partnerships have been established.

- 4 The achievement of the University's aims, above, and the aims within the Teaching and Learning Strategy will be assessed via the following processes and indicators:

Process	Aspect	Indicators
The Business Case	• Organisation of financial good standing	• Due diligence report
	• Financial viability	• Normally a potential surplus of £50k in year 1 rising to £100k in subsequent years
	• Student progression	• Evidence of a significant number of students willing to progress to the University
	• Organisation of academic good standing	• QAA, professional body inspections and equivalent non-UK body reports
	• Registered academic institution	• Relevant government documents
	• Sufficient and appropriate learning resources	• Funds available within the institution

Section E

	<ul style="list-style-type: none"> Market size to ensure academic viability 	<ul style="list-style-type: none"> Normally a minimum of 15 students per cohort
Validation/revalidation	<ul style="list-style-type: none"> Well managed organisation 	<ul style="list-style-type: none"> Appropriate systems and procedures in relation QA, staff recruitment and development and financial management Effective systems for personal tutoring and academic support.
	<ul style="list-style-type: none"> Sufficient and appropriate learning resources 	<ul style="list-style-type: none"> Appropriate space, learning materials and technology Capability to support and develop a VLE linked to that of the University
	<ul style="list-style-type: none"> Student recruitment 	<ul style="list-style-type: none"> Market evidence that indicates that there is the potential to recruit students who meet the University's academic requirements and support the University's goal on access.
	<ul style="list-style-type: none"> Academic staff 	<ul style="list-style-type: none"> Staff with appropriate qualifications, teaching experience in HE. Research and scholarly activity Potential for the publication of one article related to T&L per year per partnership Potential for HEA membership
Annual monitoring	<ul style="list-style-type: none"> Academic standards 	<ul style="list-style-type: none"> Reports from DALO/ILO External examiners Student results
	<ul style="list-style-type: none"> Student achievement 	<ul style="list-style-type: none"> Student progression rates equivalent to those in the respective School 70% of students achieving 1st or 2.1 by 2018
	<ul style="list-style-type: none"> Academic staff development 	<ul style="list-style-type: none"> Attendance at appropriate T&L activities Publication record
	<ul style="list-style-type: none"> Student numbers and finance 	<ul style="list-style-type: none"> Achievement of, at least, student numbers and finance as set out in the targets identified in the Business case Entry qualifications equivalent to those on the equivalent course at the University
Exit Strategy	<ul style="list-style-type: none"> Assuring student support to completion 	<ul style="list-style-type: none"> Detailed proposal to cover all students Monitored by SCCP Reported upon as part of the Annual Evaluation process.

Section F: BUSINESS CASE AND APPROVAL FORM

The following is the standard business case template for completion and submission to the SCCP for approval to pursue a new initiative. It must be submitted to Registry for inclusion on the SCCP agenda and it must be accompanied by the required statements from the International Office (if necessary), Finance and Registry

The template may be updated in light of experiences and the latest version can be obtained from Registry.

SCHOOL	
1	Name of School
2	Contact person for the purpose of this business case
3	Proposed DALO
4	Name of course <i>(Include all details; full- or part-time, top-up or full award etc)</i>

THE PARTNER INSTITUTION (PI)	
5	Full name of the PI, address, contact numbers and website
6	Name and job title of contact at the institution
7	Name of UH ILO (if applicable)
8	Does the School or University currently have any collaborative links with this institution?
9	If yes, please provide details <i>(Include names of award(s), type of delivery and period of delivery. This information is available from Registry.)</i>
10	If no, the School must have undertaken a visit to the proposed PI. Is a copy of the report attached to this Business Case? <i>Details of information to be included within the report are listed within the checklist at the end of this pro forma.</i>
11	Status of institution – e.g. public/private
12	If the PI is located outside the UK, is the commentary from the International Office attached?
13	What other HE or equivalent professional award collaborative activities is the PI involved in (other than links with this University)?
14	Has the PI undergone any independent audits/reviews recently?
15	If yes, please provide details of these and the implications for the proposed activity
16	Has the PI been quoted in recent QA reports by a third party (e.g. QAA)?
17	If yes, please provide details of these reports and the implications for the proposed activity
18	Is a supporting statement from the PI attached (optional)
19	If the PI is located outside the UK, what national regulatory requirements apply with respect to the validation and/or

	operation of the proposal and how will these be satisfied? <i>(Include approximate timescales and whether regulatory approval must be sought before or after the UH validation event.)</i>	
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THE COLLABORATION		
20	What is School's the rationale for the initiative?	
21	Demonstrate how the activity fits with University strategic plan and School plan	
22	Will the activity result in Student progression to the University? <i>(If so please provide further details.)</i>	
23	Please demonstrate the market need and demand for the activity.	
24	Will the activity displace current student demand at the University?	
25	Will the activity displace current student demand for existing collaborative partners?	
26	Is the course delivered collaboratively with other partners?	
27	If yes, what is the expected impact of this proposed collaboration?	
28	Will University staff teaching at the PI be covered by University employment/equal opportunities legislation and policies?	
29	Resources needed: <ul style="list-style-type: none"> • Academic and admin and CLS staffing (UoH) • Academic and admin staffing (PI) • Validation costs (refer to document published by DVC) • External examiners • DALO visits • Specialist resources (CLS) 	
30	Proposed Location and date of validation event <i>(Events will normally take place at the proposed partner's premises.)</i>	
31	Is Registry's commentary on the activity attached?	

THE COURSE		
32	Type of collaborative activity; <i>delete as appropriate (See the handbook on collaborative provision for descriptions of these types of activity.)</i>	<i>Franchise/ODUPLUS/Designed and delivered/collaborative learning.</i>
33	Proposed Start Date of the first cohort	
34	If the collaboration is attracting HEFCE funding, is the University's or the PI receiving the numbers?	
35	Proposed student numbers and number of cohorts per annum with start dates	
36	Number of credits delivered to each student per annum	

37	Requirement for approval of the proposed arrangement by professional or statutory bodies <i>(if applicable)</i>	
38	Are changes to the validation document needed to respond to local market needs?	
39	Is there any intention to deliver any aspect of the course in a language other than English?	

FINANCES *(All sections below to be completed following discussions with Financial Services. Financial Services will undertake a full costing of the proposal and provide a breakdown of income and expenditure which must be submitted with this business case)*

40	Is there a minimum charge? If so, what is it?	
41	If costs aren't covered by income, where is the subsidy coming from?	
42	What currency will transactions take place in?	
43	Does the University need to request a performance bond from the PI in case the PI does not adhere to the agreed payment schedule?	
44	Is withholding tax payable when exporting income to the University?	
45	Is the commentary from Financial Services attached?	
46	Provide details of the payment schedule	
47	Benchmark income per (20 credit undergraduate or 30 credit postgraduate) module (to be completed by Financial Services)	
48	Actual income per module (to be completed by Financial Services)	

LEARNING RESOURCES *(All sections below to be completed following discussions with Computing and Library Services.)*

49	Is access to Unilearn required and reliably available?	
50	Is access to other University-based specialist learning resources required and reliably available (e.g. e-journals and databases)?	
51	If costs aren't covered by income, where is the subsidy coming from?	
52	Is the commentary from Computing and Library Services attached?	

Signatures confirming the School's intent to establish the proposed activity

School contact person: _____	Date: _____
Dean/Director: _____	Date: _____

Signature confirming University approval of the proposed activity (subject to the validation event)

SCCP Chair: _____	Date: _____
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Initial Financial Schedule

This statement must be signed by the Dean of relevant School at the University as confirmation that there is clear understanding by both parties with respect to the key financial aspects of the collaboration.

School of	
Name of collaborating partner	
Course	
Anticipated start date of course	
Numbers of students	
Course fee	
% of fee retained by University	
% of fee retained by PI	
Additional costs to be covered by University	
Additional costs to be covered by PI	
Resources to be provided by University (including provision of library materials)	
Resources to be provided by PI (including provision of library materials)	
Validation/Revalidation/annual visits costs to be met by University	
Validation/Revalidation/annual visits costs to be met by PI	

Authorised signature: _____
Dean of School

Checklist:

Please ensure that the following documentation is included with the Business Case before submission to SCCP:

- 1) School's Report (if necessary) – Usually no more than 4 sides of A4.

Information required in the report:

- a. Overview of the institutional setting (e.g. size, range of existing provision, institutional management structure, strategic aims and its rationale for choosing the University of Huddersfield);
 - b. Assessment of demand for the course, including its sustainability and whether there is any identifiable competition
 - c. Evidence of demand for graduates of this course or whether there are opportunities for further studies upon completion of the course;
 - d. Staffing (e.g. range and experience of academic staff -including the extent to which staff have been involved in HE level work- staff development requirements and whether there is a staff development policy);
 - e. Availability of technical and learning support staff;
 - f. Resources (e.g. is there appropriate provision of teaching space and, if necessary, specialist equipment (laboratory equipment, audiovisual facilities etc.));
 - g. Existing arrangements for quality assurance;
 - h. Confirmation that discussions have taken place to ensure that the PI is aware that UH QA processes will apply in relation to the proposed provision.
- 2) International Office report (if required);
 - 3) Supporting statement from PI (optional);
 - 4) CLS report;
 - 5) Financial spreadsheet (prepared by Financial Services);
 - 6) Registry's commentary (usually provided after the formal submission of the Business Case)

Section G: GUIDELINES FOR A SCHOOL'S INITIAL VISIT TO A POTENTIAL NEW PI

Where the University has no previous links with the institution, the following items should be considered when conducting an initial visit to a potential PI:

Practical

- confirm visit and programme with the proposed partner, clarifying the names of the contacts who will be met during the visit
- confirm and pay for the necessary travel arrangements – including the offer of return travel for the home/airport and airport/hotel journeys
- confirm and pay for the hotel booking
- confirm insurance arrangements with Finance
- confirm any medical requirements (vaccinations etc)

Academic

- indicate if any specialist equipment, staffing, learning resources are required – including input from industry experts or access to local companies for (as an example) the completion of project work
- clarify any specialist entry requirements – either in terms of formal qualifications or experience
- indicate the extent of any revisions that would be required to the programme to reflect local circumstances
- indicate any particular issues that the School would like to clarify during the visit
- provide basic information on the proposed PI
- develop a clear understanding of the programme and any specialist requirements associated with it
- submit a report to the Dean of the proposing School within 10 working days of the return from the visit. The report should include information under the following headings not in any great detail – just enough information for the Dean of the School to be able to decide whether or not the institution is an appropriate partner:
 - Institutional setting:
 - Size of institution
 - Range of existing provision
 - Management structure
 - Rationale for choosing Huddersfield
 - How proposed programme fits into its existing portfolio
 - Summary of the programme
 - If any govt (or other) permission would be required before the programme could start
 - Any issues relating to its delivery – would the institution propose to make any changes to the programme? Is the delivery model at the University easily implemented at the institution?
 - Anticipated demand
 - Is there an obvious source of recruitment?
 - Are there applicants available with appropriate qualifications?
 - Is the demand sustainable?
 - Is there any identifiable competition?
 - Is there evidence of demand for graduates of this programme – or are there opportunities for further study when students have completed the programme?
 - Resources available (photographs should be appended where possible)
 - Physical:*
 - Is there appropriate provision of teaching space?
 - Staff and student access to IT -
 - Learning resources – provision/access/sufficiency
 - Availability of specialist equipment (such laboratory equipment or audiovisual facilities etc)
 - Staffing*
 - Range of experience of academic staff – including the extent to which staff have been involved previously in HE level work
 - Available admin support
 - Type of contract – are staff on permanent, fixed term, temporary, full time part time or casual contracts
 - Availability of technical staff and learning support staff

- Proposals for staff development
Staff development policy – support for research
Appraisal or PDR system
- Arrangements for quality assurance
What systems are in place already
Indication that the institution understands that UH QA processes will apply – including moderation, applications, assessment boards etc.
Any information on recent independent quality audits undertaken at the institution
- Other relevant information

It is the responsibility of the Dean to determine if a proposal should be progressed beyond this stage. If the School wishes to continue, the report must be submitted as part of the Business Case presented to SCCP

Once the SCCP has approved the proposal, arrangements can be made for a validation event.

Section H: DOCUMENTATION REQUIRED FOR INSTITUTIONAL APPROVAL

Institutional approval is granted for a period of five years.

Collaborative arrangements require the commitment and support of the University and the PI at institutional level. For the University to assure itself of the commitment from a proposed partner (or the continued commitment of an existing partner) a process of Institutional Approval has been established.

As part of this process, the University will seek to assure itself that the relationship is being built on a mutual understanding and compatibility with respect to institutional values and strategies. The process also allows the partner to explore the same issues with respect to the University.

The aims of the institutional approval process are:

- to ensure that the partner institution's aims, mission and strategies align with those of the University;
- to ensure that the partner institution has an adequate understanding of the UK higher education system, and of the quality assurance framework within which it operates;
- to verify that the partner institution's academic and quality assurance infrastructure, and its resource base (including academic, administrative and technical staffing, and student support services) are such that the University can be assured that courses at the partner institution which lead to University credit will be delivered effectively and without risk to the University's reputation.

The documentation prepared by the partner should refer to established strategic and managerial processes in place at Institutional level which will provide a framework in which the collaborative proposal will be operated. The detail of the course is not usually discussed at this stage as the focus is on institutional level systems and processes. Documentation in support of the process should be produced and made available to the panel three weeks in advance of the event and would usually comprise:

General introduction to the PI:

- its history, its role locally, regionally, nationally, internationally
- PI mission/vision (including targets and achievement dates)
- Strategic Plan
- History of the relationship with the University and other HEIs

Organisation and Management of the PI

- Governance and organisational/committee structures
- Staff/student representation on committees

Academic Management/development

- Planning framework – use of development/business planning and the mechanisms used to draw up and approve the plan
- Links with other HE institutions
- Review of recent developments
- Anticipated developments
- Range of current provision - links with other institutions
- Management of standards

Teaching, Learning and Assessment

- Policies
- Evaluation

Resources

- Campus details/facts & figures (library/IT information etc)
- Staffing - including staff development policies, appraisal, recruitment and selection, research/scholarly activity etc
- Physical resources - mechanisms for management/replacement

- Mechanisms for managing resources

Quality Assurance & Enhancement

- Institutional framework
- External influences which impact on provision – such as PSRBs, government-initiated audits – the institution may wish to provide sample reports of recent audits
- Programme development, review and management – approval and annual evaluation etc
- Approaches to QE

The Institutional (Re)Approval programme may be the first part of the event for the validation of the specific proposal or it may be arranged as a separate event. This largely (but not exclusively) depends on the scale of collaboration with the PI and the logistics of organisation. Where a joint event is arranged, the documentation for Institutional (Re)Approval and course (re)validation may be submitted as a joint document.

Section I: DOCUMENTATION REQUIRED FOR CP (RE)VALIDATION EVENTS

This section should be read in conjunction with the section on Institutional Approval.

The relevant section of the Green Book identifies a range of activities that may or may not apply to a specific collaborative proposal. Staff considering a CP proposal should contact Registry to determine which activity applies to the proposal.

Standard validation procedures are based on the assumption that all aspects of delivery and assessment for an individual course are undertaken by staff directly employed by the University on premises owned by the University.

Provision outside this model may be deemed to be Collaborative Provision and requires additional validation and contractual activity.

Approval of CP

The following considerations underpin the validation of a CP proposal. Not all considerations will apply to all proposals. An initial consultation with colleagues in Registry will clarify which elements need to be followed and can be incorporated as part of the Business Case. The Green Book identifies the regulatory processes which apply for each element - thereby facilitating a more prompt and streamlined approval by subjecting proposals only to required elements.

For example:

- a franchise proposal with a new college would need to follow all elements except 5;
- a proposal for University staff to deliver a previously validated course at the premises of an employer in a block delivery mode would need to follow elements 7, 9 and 10;
- an ODUPLUS proposal with a PI where a link already exists would need to follow elements 1, 2, 3, 6, 7, 8, 9 and 10 - unless the course was delivered and supported entirely by University staff in which case element 8 would be excluded

	Activity	What it is	When it's needed	How it's completed
1	Indicative approval	Written permission to proceed with proposal from: <ul style="list-style-type: none"> • Dean • PVC (T&L) • DVC 	For all new proposals	Email or memo from relevant authority
2	Business case	Exercise to assure the University of the good standing of the proposed partner and the (strategic, academic and financial) viability of the initiative. Initial outline of proposal: <ul style="list-style-type: none"> • Information on Partner 	For all new proposals	Standard template (available from Registry) completed by the School and approved by SCCP

		<ul style="list-style-type: none"> • Information on the proposed collaboration • Information on the course • Costings and provision of learning resources <p>Accompanied by commentaries from C&LS, Registry, Finance and (if relevant) International Office</p>		
3	School's Initial Visit	Undertaken by the School as part of Business Case	For proposals where there is no prior relationship with the PI.	<p>Visit by nominated member of staff to provide initial overview of suitability of proposed partner, its facilities and resources.</p> <p>Appended to the Business Case and submitted to SCCP as part of that document for panel's decision whether or not to proceed to validation.</p>
4	Institutional approval	Confirmation (renewable on a 5 yearly basis) that the educational objectives of a partner institution are compatible with the University's strategy and objectives. The exercise is designed to demonstrate compatibility in terms of values, outlook objectives and methods.	For proposals where there is no prior relationship with the PI.	<p>An IA panel (PVC or nominee plus Head of Registry or nominee) visits the proposed partner for an IA event.</p> <p>PI submits a document to be used as a basis for discussion at a validation event. Depending on the logistics involved, the IA may be at an earlier meeting than a course validation or may form the early part of the same meeting.</p> <p>Documentation includes information at institutional/strategic level on:</p> <ul style="list-style-type: none"> • General introduction to PI • Organisation and management of PI • Academic management and development • Approaches to TL&A • Resource strategy and allocation processes • Quality assurance processes <p>The report of the IA is submitted to SCCP for</p>

Section I

				approval on behalf of UTLC.
5	Course validation	University approval of a PSD and associated module specifications.	For designed and delivered proposals (all other forms of CP draw on previously validated course documentation).	The partner proposing the D&D initiative writes the standard PSD and mod specs. These are submitted along with all other CP validation docs and are scrutinised by the validation panel.
6	Rationale document (sometimes referred to as Partner's submission document)	Overview document providing the context for the proposal and explaining how all aspects of the course will be managed, delivered, assessed and supported - from recruitment to award.	For activities that involve courses (or part courses) that are franchised, designed and delivered or ODUPLUS	Written by the proposed course team and submitted for consideration as part of a validation event.
7	Delivery mechanism	Documentation articulating the planned delivery method: <ul style="list-style-type: none"> • Schedule of contact • Staff allocated to modules • Suitability of course to this method 	The validation of courses to be delivered at the University will normally have been considered on the basis of a weekly class contact. Explicit approval will be required for the delivery of a previously validated course in a format other than this.	Written by the proposed course team and submitted for consideration as part of a validation event.
8	Staff in involved in academic support, delivery or assessment	Evidence that the staff delivering or supporting the course are appropriately qualified and that the PI has effective measures to monitor and assure the proficiency of such staff: <ul style="list-style-type: none"> • Staff CVs • Staff development policies • Research and scholarly activity • Roles and responsibilities of staff in terms of delivery, tutorial support and admin/pastoral functions • Articulation of involvement of external examiner 	When delivery and/or assessment involves staff not employed by the University.	Written by the proposed course team and submitted for consideration as part of a validation event. Subsequent approvals of staff are dealt with by the School Board - the CV is submitted with an indication of the modules to be covered.
9	Location/premises	Description of physical resources available for	For all new proposals	If, as part of (re)validation or Institutional

		learning taking account of any specialised facilities/equipment	For any change in delivery location following most recent (re)validation	Approval, written documentation is submitted by the course delivery team as part of the validation documentation and a tour of facilities is included in the panel's schedule. If a change of location is required subsequent to the event, the DALO undertakes a site visit and makes a report to SCCP for approval.
10	Contract of Collaboration (including Financial Appendix)	Standard CP contract tailored to specific types of CP	For all CP activity	Standard template prepared by Registry with course-specific input provided by the School. Signed by the PVC (T&L) and an authorised signatory at the PI. Financial Appendix prepared by the School and approved by Financial Services.

Mid-term review is the mechanism through which the University reviews the compliance of an individual collaborative arrangement with the requirements of the quality assurance framework. Each collaborative arrangement is normally subject to a mid-term review in the third year of the five year approval period.

Mid-term review will be undertaken by means of an event at the University, which will be organised by the School and undertaken by a representative of the SCCP and a member of Registry staff. The event will examine the standard documentation which supports the quality assurance framework - such as records of Student Panel meetings, Course Committee minutes, external examiner reports and responses, annual evaluation reports, approval of additional staff from the partner institution teaching on the provision, minutes of DALO visits and Annual Executive meetings. A report of the event will be submitted for approval by the SCCP.

Revalidation will be undertaken by means of an event at the external institution and will mirror the procedures and documentation identified for the initial approval with an additional requirement that a critical appraisal will be presented which analyses the performance of the course and the experience of the students in the validation period.

Section J: SUGGESTED AGENDA FOR EVENTS

The agenda for an event will be drawn up by Registry and will follow a standard template depending on the model of the collaboration and whether or not the event is being conducted at the partner's premises or via video-conferencing.

However, events generally follow a similar pattern which typically includes the following meetings but not necessarily in the order indicated. Some of the meetings may only be required for revalidations and will not be appropriate for validations – others may not be required at all (such as the meeting with the course administrative staff):

- an opportunity for the panel to meet privately to consider the submission and to draw up an agenda of issues to be raised
- a meeting with the PI's senior management (this may be unnecessary where a separate institutional approval event has taken place)
- two separate meetings with the delivery team – one in the early part of the event and one later, usually after the tour of the facilities and any meetings with students so that new issues can be triangulated and addressed as necessary
- a meeting with students to gain an insight into their experiences
- a meeting with the course administrative staff
- tour of the facilities – the Computing and Library Services representative may wish to be excused from some of the meetings in order to spend an extended period in the Library and to complete the Standards for Library and Computing Provision checklist
- opportunity to view students' work and other supporting documentation – such as Student Panel minutes, Course Committee minutes, Annual Evaluation Reports, External Examiner reports etc
- (for overseas events) a visit to the local offices of the British Council
- an opportunity for the panel to meet privately to review the day and, if the panel has split into two at any point, to share experiences before reaching conclusions on validation recommendations and any conditions to be imposed.

The agenda will be agreed in conjunction with the School and the School will be asked to share the agreed agenda with the PI so that arrangements can be made to have the identified people in place at the correct time.

It is possible for Schools to seek permission via the SCCP for events to be held on-line. Where this is the case, arrangements must take account of time differences and availability of high specification technical resources – advice is available from Telephone Services as to the minimum specification required for viable video links. It may be necessary for the event to be spread across two days with the panel meeting privately in the later afternoon on one day prior to an on-line meeting in the morning of the following day. The proposed arrangements must be made clear at the point when approval from SCCP is sought.

Issues for discussion at (re)validation event

A standard template covering typical issues to be addressed during a (re)validation event is available from Registry. This template should not be seen as exhaustive and panels are free to raise other issues – there are also issues which may have been covered previously in the partner's submission document and may not therefore need any further clarification.

The intention is that, at the initial private meeting of the panel, the chair will allocate specific sections or issues to panel members for them to pursue with the partner representatives.

It is not the University's policy for this information to be shared in advance with partners in order to avoid a situation where 'stock' or prepared answers are given. The intention behind identifying the issues in advance is to facilitate the structure of the questions which may be required without limiting the opportunity for genuine debate and discussion at the event itself.

Alternative Site Approval Procedures

There may be certain validations, i.e. with a large Business or NGO, when it may not be feasible to visit the teaching facilities during the course of the validation event. Alternative arrangements will be considered on a case by case basis by Registry and the Chair of the SCCP, to ensure that the University is satisfied that the

delivery sites are appropriate for the nature of the teaching intended to take place. Any potential issues with viewing a site should be raised as early as possible within the validation process to ensure that the alternative arrangements do not delay the validation process.

Section K: STANDARD ISSUES TO BE RAISED WITH STUDENTS DURING (RE)VALIDATION EVENTS

Usually the panel will only meet students at a revalidation event unless (for example) there is a clearly identified progression route to the collaborative course and the panel is interested in the students' experience of the PI in general.

The meeting is normally conducted in an informal manner – preferably over lunch – with no staff from the PI present. Depending on the number of students who attend, the students may be split into smaller groups with just one or two panel members present in each group – ideally there should only be about 8-10 students per group but overall the students should be a fully representative sample of all years of the course (including graduates if possible).

Issue to be covered include:

- reason for choosing course/institution
- does their current course meet their expectations (for example, flexibility, choice, content)
- how do they see this course as being relevant to their prospective career/further study
- what are their timetables and workloads like

- range of teaching and learning methods experienced
- students' views on quality of teaching
- guidance and support for independent study
- students' understanding of assessment methods and criteria
- feedback on assessed work.

- quality of written guidance
- arrangements for academic and personal support, including personal tutorial system
- availability and use of welfare support, including counselling, career and financial advice

- library services (opening hours, practical access, user support, availability of stock)
- course materials, including learning packs
- IT provision (opening hours, practical access, user support, availability of terminals)
- specialist equipment, including relevant software
- teaching accommodation, including laboratory or studio provision
- space for study or other independent learning, including practical projects
- common rooms, refectory, social areas.

- ways in which students' views are sought
- representation on course/departmental committees
- the degree to which students' views are influential, with examples
- do the students feel that they are Huddersfield University students?

Students should be given the opportunity to raise points not covered by the panel's questions.

Section L: CHECKLIST FOR SCRUTINISING STUDENT WORK

Panels may request in advance as part of the agenda an opportunity to see examples of student work. This may be to allow consideration within a validation event to view the standard achieved as part of the entry qualification or it may be within a revalidation event to view work achieved by students on the course to date.

When requesting work to be made available, panels should be clear about the nature and amount of work to be provided and time should be set aside as part of the formal agenda for the work to be viewed.

The panel will scrutinise students' assessed work to evaluate whether:

- student work demonstrates the achievement of the intended outcomes of the programme(s);
- assessment is designed appropriately to measure achievement of the intended learning outcomes;
- the marking and assessment process is rigorous, consistently applied and equitable;

The panel will not normally expect to see work that is currently under consideration by external examiners.

The panel should expect to see a broad sample of student work that demonstrates the range of assessment methods used. To allow a full understanding of the assessment strategy, panel members will need to see marking guides or other assessment criteria, and feedback provided to students through assessment.

This should typically include a sample of the work of the two most recently assessed cohorts for the course and should include samples from.

- all units or modules
- a representative range of attainment/marks
- a range of assessment methods, for example continuous assessments/coursework, projects, examination scripts, portfolios, essays and dissertations.

Marking and feedback sheets and assessment criteria (where they are in use) should accompany the samples.

Section M: CONTRACT OF COLLABORATION AND FINANCIAL APPENDIX

Contract of Collaboration

Once any conditions set by a (re)validation panel have been met and SCCP has confirmed the (re)validation of a collaborative arrangement, a Contract of Collaboration (CoC) is signed by both parties. The CoC is a standard document for each model of collaboration and cannot be varied. For ODUPLUS in particular, there are some elements of the CoC which require tailoring to the course in question to reflect the specifics of delivery. Schools will be asked to confirm these details before the CoC is signed.

Two copies of the CoC are signed by the PVC (T&L) and forwarded by Registry to the PI who signs both copies, retains one and returns the other to Registry who forwards a copy to the collaborating School.

An additional sheet for each course is attached as an appendix to the CoC and details course-specific information relating to its operation. This sheet which is shown below, should be agreed in advance and be available as part of the validation documents.

CoCs are issued for the period of approval for each agreement (usually five years) and will be re-issued on revalidation.

Financial Appendix

The production of a financial appendix is the responsibility of the School owning the course and must be produced and signed in advance of each academic session. All financial details should be agreed in advance with Finance and must be in accordance with the document on fees and charges produced by the Deputy Vice-Chancellor.

The first issue of the Financial Appendix is usually done in association with the forwarding of the CoC to the PI for signature and Schools will be asked to provide two signed copies to Registry for circulation. The School is responsible for ensuring that a copy of the signed Financial Appendix is lodged with Financial Services.

A document is completed and signed by the University and the PI to identify the following details and submitted as part of the validation documentation and to form an appendix to the CoC:

Information to be included as an operational appendix to Contract of Collaboration

1 Collaborative course details

- 1.1 Course name (Award and title)
- 1.2 Years (eg first year only/final year top-up/full course)
- 1.3 Full or part-time delivery
- 1.4 Nature of collaboration (franchise, designed and delivered, ODUPLUS)
- 1.5 Anticipated start dates for each cohort (eg single start date in September/multiple start dates across the session)
- 1.6 Anticipated first cohort

2 University contact

- 2.1 ILO name and contact details
- 2.2 Home University School/Dept for course
- 2.3 DALO name and contact details
- 2.4 Admin contact details

3 PI details

- 3.1 PI name
- 3.2 PI postal address
- 3.3 PI Principal name
- 3.4 PI Principal contact details (tel no/e-mail)
- 3.5 PI DALO contact details (tel no/e-mail)
- 3.6 PI admin contact name
- 3.7 PI admin contact details (tel no/e-mail)

4 Learning resources

- 4.1 Identify any learning resources (including lecture notes and core texts) to be supplied by the University and the nature of their production (hard or soft copy)
- 4.2 Access rights of students on this provision to University on-line resources

5 Course operation

- 5.1 Procedures for approval/provision of exam question papers and assignment titles/briefs (use UoH or PI to design their own?)
- 5.2 Arrangements for moderation
- 5.3 Arrangements for external examining (including expenses for visits)
- 5.4 Arrangements for Course Committees and Student Panels
- 5.5 Arrangements for Course Assessment Boards
- 5.6 Arrangements for AEM

6 ODUPLUS-specific issues

- 6.1 Responsibility for:
 - organising and paying for travel/transport for staff involved in block delivery including as necessary arrangements for transfer to/from airport
 - organising and paying for hotel accommodation
 - subsistence costs (meals etc)
 - provision of: office accommodation
photocopying facilities
IT facilities for use by University staff while in attendance
Secretarial support for use by staff while in attendance

Section N: COURSE IMPLEMENTATION AND MANAGEMENT

Roles and responsibilities

Roles and responsibilities are set out in detail in the Contract of Collaboration.

School

Detailed arrangements of the implementation of any collaborative activity will be the responsibility of the owning School and the relevant institution(s) concerned. The School will be responsible for ensuring that the quality assurance arrangements are undertaken in a manner consistent with University policy. Collaborative programmes are subject to the same quality assurance processes as programmes delivered at the University.

There may be contact at a range of levels, both at module and course, and in operating the normal quality assurance expectations in dealing with appropriate student information. Contacts will vary according to the nature of the collaboration. However, all agreements must have a DALO whose role and responsibilities are detailed elsewhere in the handbook.

A visit will be undertaken at least annually by the DALO for the purpose of facilitating the monitoring of the course and report preparation. Additional arrangements may be made by the School to ensure that the collaboration is being operated and managed successfully. These arrangements should be clearly identified within the course-specific appendix to the Contract of Collaboration.

All marketing and publicity information pertaining to the course issued by the PI will require the specific prior approval of the School on behalf of the University.

Records relating to the progress of students in collaborative arrangements need to be maintained effectively so that a student's record is an accurate reflection of his/her current status. It should be remembered that the statistical information held in Admissions and Records Office regarding student enrolment is the official student record and will appear on award certificates and transcripts/diploma supplements.

Registry

Registry is responsible for the maintenance of the collaborative validations schedule, advising on regulations and servicing the validation events. Any queries with respect to the procedures to be followed for collaborative provision should be directed to Registry in the first instance.

Annual Evaluation

The students will be required to complete course evaluation questionnaires for each academic session.

An Annual Evaluation report must be produced by the PI in the approved University format and submitted to the Dean of the School with whom the partnership is established. The DALO should write a coversheet to the AER indicating when visits have taken place during that session and what issues were addressed. The School should make arrangements for the report to be considered as part of the School Annual Evaluation process. A copy of the report should also be forwarded to Registry by the end of October of the following academic year for consideration by the SCCP by 31 January each year following consideration by the School Annual Evaluation Committee. Minutes from the School Annual Evaluation Committee which refer to the collaborative partnership should also be forwarded to Registry by 31 January. This is accompanied by confirmation from the Dean that any issues which have arisen have been addressed and an indication of any issues that have still to be resolved.

Whilst the responsibility for the implementation of any and all changes required by the annual evaluation process will rest with the PI, the responsibility for monitoring that this is taking place lies with the School and must be referred to in subsequent annual evaluation reports.

Student Panel

A Student Panel for the course shall be established at the PI. The rolling record will be made available to the partner's Course Committee and to the University's DALO. In the case of an ODUPLUS agreement where there is no local Course Committee, Student Panel rolling record are forwarded to the Course Committee at the University.

Course committee

A Course Committee for the course shall be established at the PI. The minutes will be made available to the University's Course Committee and to the DALO. The DALO will be a member of the partner's Course Committee. The PI should also receive copies of the minutes of the University's Course Committee. In the case of an ODUPLUS agreement there may be no locally-convened Course Committee in addition to the Course Committee at the University.

Course Tutors

All Tutors teaching on the Course must be approved by the University prior to them undertaking duties (normally at the (re)validation event) with the exception of visiting specialists. The PI must forward a CV of any proposed new Tutor to the School Board for approval.

Consideration should be given to staff development opportunities for staff both at the University and at the PI. These may include short-term staff exchanges, especially in the early days of the arrangement.

Where a PI has not operated a course for a period of time but remains within the period of validation, the School is responsible for ensuring that the staff expertise in the relevant subject area remains current before delivery can take place again.

Assessment and Examinations

It is important that assessment arrangements are carried out to the same level operated at the University; any agreement should clarify the ways in which this may be carried out and specify any particular local arrangements. Where assessment is in parallel to that conducted at the University, particular care should be taken to ensure that all institutions follow agreed practices relating to the timing of assessments and the security of examination papers. Careful attention should be taken to ensure the integrity of the examination for all candidates is not endangered by collaborative delivery. The attention of Registry should be drawn to parallel assessments and steps should be taken to ensure that the local institution is capable of handling the assessment arrangement.

Where appropriate, external examiners must be involved in the arrangements and monitoring of assessments. Where their responsibilities include collaborative courses, external examiners should be asked to comment explicitly on the standards achieved by these students.

The procedures for assessment and examination of all students enrolled on collaborative courses will be governed by the examination regulations of the University. Appropriate assessment boards will need to be established for the award and confirmation of credit and it is important that credit is accurately recorded at the University.

The usual practice is for marks for collaborative courses to be considered by the University's Course Assessment Boards (CAB).

The procedures for assessment and examination of all students enrolled on the course will be governed by the examination regulations of the University. The University's assessment boards will include in their membership a member of staff from the PI teaching on the course. The PI will operate the scheme of assessment as set out in the approved pathway document and arrangements must be in place for internal moderation, with clear agreement on when work will be made available to staff at the University for moderation and when a response from the University on the moderation process will be passed back to the PI.

Coursework which contributes to the progression of, or an award to, a student should be common to both the University and the PI and any departure from this practice must be agreed in advance with the Course Leader or designated nominee at the University. Following discussion with tutors of the PI the examination papers will be set by the staff of the University for presentation to the external examiners.

However, in some circumstances and where approved as part of the validation process and reflected in the Contract of Collaboration, it may be agreed that the PI holds its own CABs. In such cases, a Course Assessment Board will be established at the PI and will include in its membership an appropriate number of external examiners approved by the University – where the agreement is a franchise, the CAB must be chaired by a member of University staff. The external examiners for the Course will be offered both coursework and examination papers and scripts for moderation. In cases where the agreement is with an

overseas partner, it may be appropriate to specify that one or more of the external examiners will be from the UK and one or more will be from the region or country in which delivery takes place and will be familiar with UK HE practice.

The School owning the course will be responsible for submitting a signed conferment list which details the names of students on whom an award is to be conferred to the University's Head of Registry.

Appeals and Complaints

The PI will adopt the University's regulations and procedures for appeals and complaints as detailed in the Students' Handbook of Regulations.

Changes to approved provision

The regulations for admission, assessment, progression and award are set out in the programme and module specifications, as approved by the University. These may not be varied except with the prior approval of the University. Proposed changes to courses must be submitted to the School by the end of April prior to the year in which they are intended to take effect (unless otherwise agreed by the University) and must be approved by the School's Accreditation and Validation Panel (SAVP).

Other changes (such as applications for the approval of different mode of delivery, or delivery at a different campus) must be submitted in writing for consideration by the SCCP and may require a further validation visit.

Section O: GUIDANCE ON EXIT STRATEGIES

Following the submission of a notice to terminate a partnership, an exit strategy must be approved by SCCP. The exit strategy should be drafted by the DALO or, where there is one in place, the ILO in consultation with the DALOs for the partner institution.

During the termination process, the University's responsibilities for and commitments to students on a collaborative partnership will only conclude on the completion of the final module by the final student. The overriding objective of an exit strategy is to ensure that students on courses remain supported until they have completed their studies and should therefore outline the steps that will be taken to ensure this occurs. Exit strategies must clearly outline how the University will manage this duty of care to support students in completing their studies.

In order to be submitted to SCCP an exit strategy should normally contain, as a minimum, the following information:

- Background (briefly covering the history of the relationship and the reasons for the termination);
- Detailed proposals covering how all students will be supported including:
 - When the last intake will take place and the expected cohort size (or confirmation that this has happened);
 - How many students are left to complete (do not include student names);
 - How students have been notified of the termination as well as what progression options are applicable/have been made to students (e.g. interim awards, option to APL their achieved credits with another provider, the option to transfer to the Huddersfield campus to complete their studies);
 - What steps will be taken to ensure that students who do not complete within the proposed termination schedule will be supported;
 - What arrangements have been made for notifying the External Examiner(s);
 - How the strategy will be monitored (normally via the DALO/ILO and through the AER process).

Once the exit strategy is approved and in place, SCCP will receive an annual update from the DALO/ILO on the progress of the termination until it is complete. Should it become apparent that the termination will finish early or it becomes necessary to amend the strategy, SCCP should be informed immediately (via the Secretary).

Please note, the University's standard processes will apply until the conclusion of all registrations including:

- DALO Visits,
- External Examining processes
- Quality Assurance procedures
- Annual Evaluation
- Student Feedback
- Access to Support Services

Where notice of termination has been served, the DALO should write to the students to reassure them that while the relationship with the PI is not continuing into the future, the University remains committed to ensuring the quality of their learning experience. This letter should clearly state the options that are available to the student and may include:

- Continue their studies at the PI
 - Claim any interim award to which they are entitled - this should be accompanied by the offer for students to contact the Careers Service at the University for advice on how they may choose to make use of an interim award
 - Take any credit achieved as a Huddersfield student and apply for advanced entry at another institution
 - Transfer to the Huddersfield campus to complete their studies (this should be accompanied by a clear statement regarding fees to be levied);
- Where student numbers are such that the structure of the course is no longer academically coherent, students should be advised that an individualised course will be designed to allow completion of the originally intended end award;

- Even if the course is no longer active, where students remain registered on trailing modules, such students will still be supported in the normal range of assessment activities

Section P: MANAGING ACADEMIC INTEGRITY ISSUES - POLICY AND PROCESSES WITHIN COLLABORATIVE PROVISION

The University of Huddersfield's Policy and Tariff of Penalties are applicable to all courses operated with Partner Institutions (PI), irrespective of the nature of the collaboration, and to all students registered on these courses.

It is assumed that:

1. All collaborative partnership agreements, franchise, designed & delivered and ODUPLUS, will have procedures for dealing with Academic Integrity Offences which reflect the University's procedures for internal courses. These procedures will be agreed at (re)validation and reviewed by the DALO/ILO as part of the AEM.
2. For franchised and designed & delivered provision the PI will appoint an Academic Integrity Officer (AIO) who will operate as AIOs within Schools but will, additionally, inform the DALO of Academic Integrity investigations and outcomes.
3. For ODUPLUS provision the PI and the School will agree upon the appointment of the AIO as part of the (re)validation process. Depending upon the nature of the PI this may be a member of the PI, a member of UoH staff who visits the PI regularly or the DALO.
4. Decisions made under 2) and 3) will be required to be confirmed by the relevant School's AIO. Penalties cannot be applied by a PI AIO alone, they must be confirmed by the School's AIO.

Partners requiring support with Academic Integrity issues, should contact their DALOs in the first instance, who can then liaise if necessary with the School's AIO. All relevant AI information are available on www.hud.ac.uk/registry/academicintegrity.

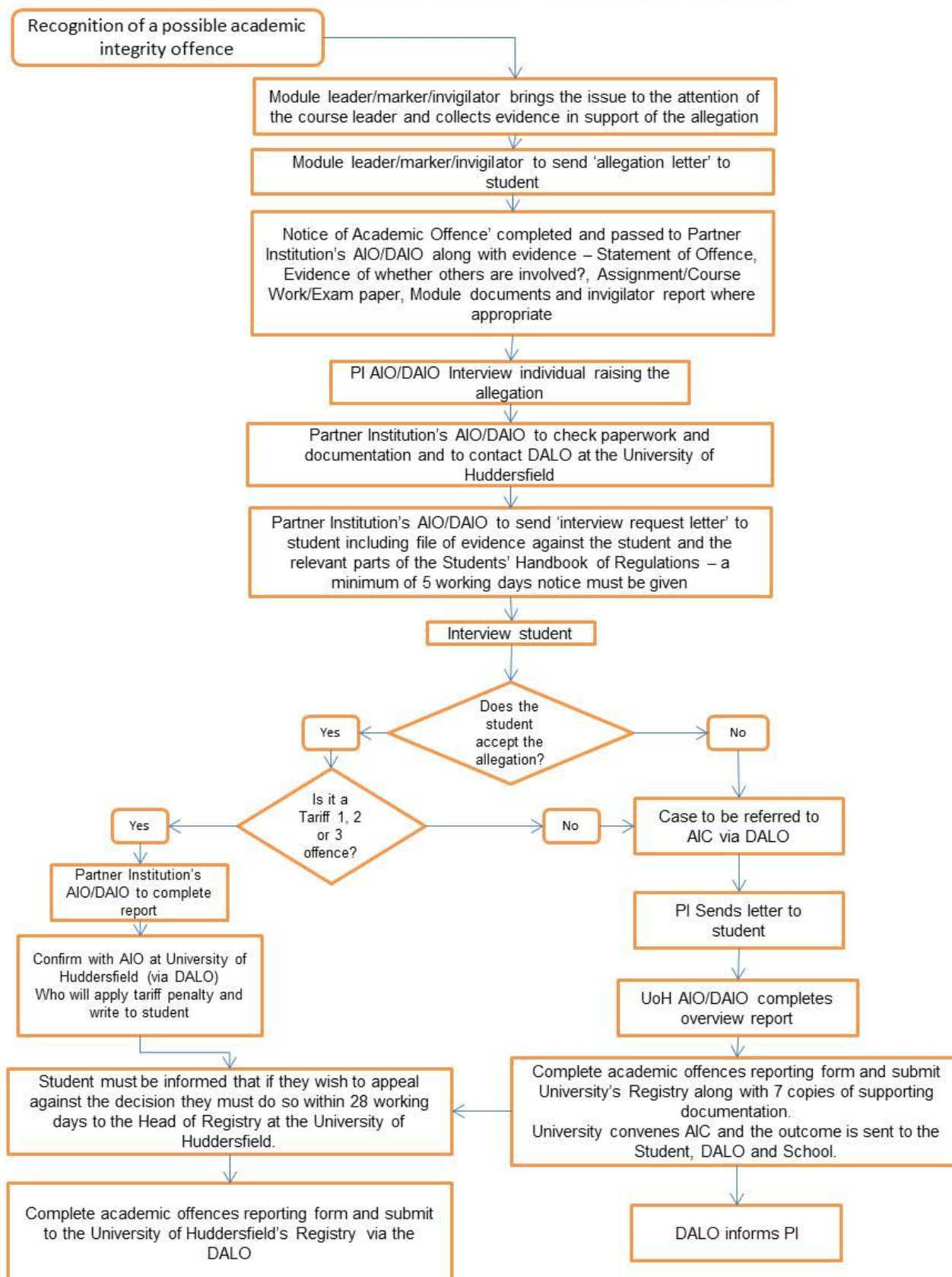
Where a student refutes the allegation of Academic Integrity or admits the offence but it is not an offence which lies on penalty Tariff Points 1 – Tariff Point 3 then the University's procedures require the case be referred to Academic Integrity Committee (AIC). The student is expected to attend and present their case.

For students on collaborative provision it may be unrealistic for students (and staff) to attend the AIC at the University. It is agreed that:

- 1) Video or telephone conference alternatives to physical attendance at the AIC is explored
- 2) The PI to establish jointly with the School an AIC to mirror the work of the University's AIC. The establishment and membership of the PI AMC will need to be agreed as part of the (re)validation and reviewed as part of AEM. Decisions made by the PI AMC will be confirmed by the University's Head of Registry.

A flowchart of the process can be found on the next page.

Flowchart of the Academic Integrity Process – Collaborative Provision



Section Q: MANAGING STUDENT COMPLAINTS WITHIN COLLABORATIVE PROVISION

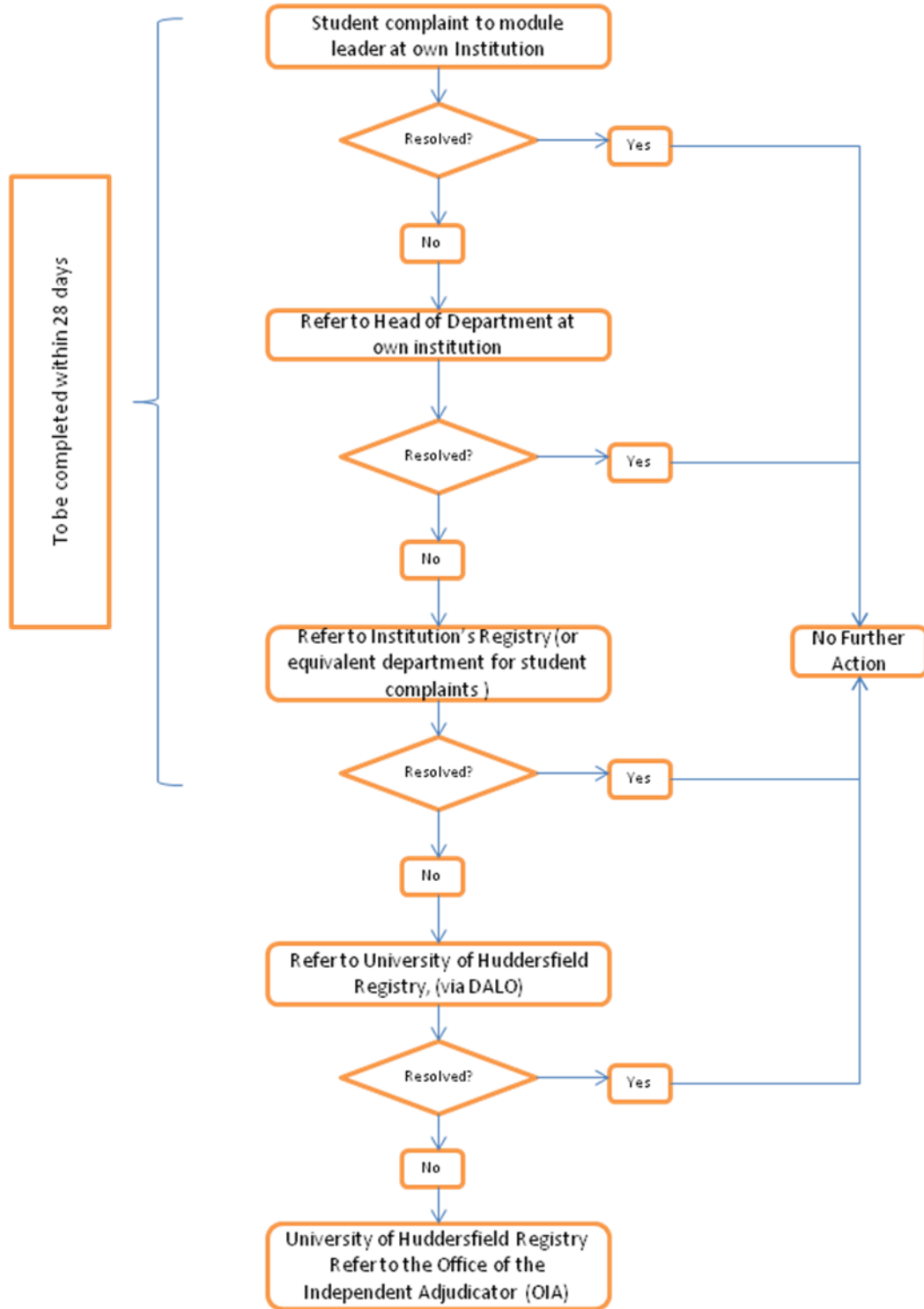
The procedure for student complaints of all students enrolled on courses at Partner Institutions (PI) is governed by the Students' Handbook of Regulations of the University. The PI must adopt and apply the University's Student Complaints Procedure as set out in Section 8 of the Students' Handbook of Regulations.

The PI shall be responsible for progressing a student's complaint via the University's Student Complaints Procedure in the first instance, however, if the Institution is not able to resolve the complaint via the University's Student Complaints Procedure then the complaint should be referred to the University, via the Designated Academic Liaison Officer, and it will enter the procedure at the formal stage.

The Institution shall ensure that all students enrolled on the Course are provided with details of, or access to, the University's Students' Handbook of Regulations at enrolment.

A flowchart of the process can be found on the next page.

Flowchart of the Complaints Procedure – Collaborative Provision



Section R: MANAGING EXTENUATING CIRCUMSTANCES WITHIN COLLABORATIVE PROVISION

The procedure for Extenuating Circumstances (ECs) of all students enrolled on courses at Partner Institutions (PI) is governed by the Students' Handbook of Regulations of the University. The PI must adopt and apply the University's Extenuating Circumstances Procedure as set out in Section 5 of the Students' Handbook of Regulations.

The PI shall be responsible for progressing a student's EC submission to the University, via the Designated Academic Liaison Officer who will, ensure that the form is submitted to the appropriate School Office.

The Institution shall ensure that all students enrolled on the Course are provided with details of, or access to, the University's Students' Handbook of Regulations at enrolment.

There is a standard form for students to complete for the submission of an EC claim. The form is available on-line via MyDetails.

Section S: ROLE DESCRIPTORS

Role of the Designated Academic Liaison Officer (DALO)

Each course approved through a PI is assigned a DALO by the School. The DALO is a member of the course team and their main function is to ensure that the University's requirements are met in relation to the quality of the student learning environment and the academic standards of the Course. The DALO is an experienced member of the course team and will be afforded appropriate time to undertake the role.

The DALO is required to maintain regular contact with the staff in the PI to ensure that the Course is appropriately supported. Each collaborative arrangement will have a designated Contract Manager (CM), normally at or above Head of Department level. The DALO will ensure that the CM is updated on matters relating to the partnership and alerted to any problems that arise. Where there is complex provision, involving more than one School the University will appoint an ILO who will act as a coordinator for a group of DALOs. The ILO may also be a DALO for a specific Course.

Course validation and review meetings will involve the DALO being part of the course team of the partnership which is being reviewed. For ODUPLUS validations and revalidations, the panel will also meet the DALO and course colleagues independently of the PI team.

Panels will also meet students without the DALO or any teaching staff present.

Registry will confirm to PIs their DALO and will update the list annually.

The responsibilities of the DALO are to:

- maintain regular contact with the PI. It is expected that at least 2 visits or more are undertaken in the first year and at least one visit per year in subsequent years. This is in addition to regular email and telephone contact;
- where no ILO is appointed, the DALO is responsible for arranging and recording the AEM at which the recruitment plans, target recruitment numbers, Financial Schedule and any issues requiring action are discussed;
- ensure that PIs are aware of current regulations and change in University policy. The DALO will provide updates on procedures and regulations including course/regulatory changes and any decisions made by UTLC that may impact on the running of the course;
- monitor and advise on APEL/APLA procedures where these are used;
- manage day-to-day issues that arise and give advice on problems or issues that emerge;
- oversee the quality assurance processes including:
 - the course is operating as agreed at validation
 - entry applications to the course meet with University requirements
 - induction materials are appropriate and ensure students are briefed on matters relating to the university appropriately
 - attend Student Panels where possible
 - attend Course Committees
 - peer observation of teaching is in place
 - personal tutor system is in place;
- ensure that the quality of the learning environment is adequate to support the programme of study, reporting to the Contract Manager/Dean (or other person designated by the Dean) as appropriate;
- ensure that any Assessment Board held off-campus is Chaired by a member of University staff;
- ensure that assessment processes and external examining are conducted under University regulations including arrangements for second marking or moderation;

- monitor and “sign off” publicity and public information (hard & soft copy) including regular checks of the PI website;
- pass on module/lecture delivery schedules and other information promptly to ensure that PI courses are run to the agreed timetable;
- act as a key point of contact for students with complaints or appeals. PIs hear all complaints and appeals initially. If the matter is not resolved then the student has a right to appeal and should be referred to the procedures for appeal described in the Students’ Handbook of Regulations;
- assist the PI in preparing their annual evaluation report;
- prepare an annual report of DALO activity identifying any actions for the following year.

Role of the Institutional Liaison Officer (ILO)

The University has a number of major partnerships where there is more than one course crossing subject disciplines and Schools. Where a PI has complex provision involving more than one DALO then the PVC (T&L) may appoint an ILO. The ILO will normally be the institutional link for all purposes within the CoC. Schools will designate a Contract Manager (CM) for the CoC who will liaise with the ILO to support cross-university communication.

The purpose of the ILO is to maintain regular contact with senior staff in the PI and to ensure effective liaison and coordination of DALO activity. This will ensure that good practice is disseminated and matters to be addressed recognised early and action plans put in place. In some circumstances (for example where provision is small) the ILO may be one of the DALOs. In other circumstances (for example where provision is complex) the DALO will be supported by an ILO who will have a more supervisory role, working with a number of DALOs and the PI.

The ILO will be expected to make a brief annual report on their activities and to intercede on matters where the PI is planning new areas of development with new School partners, where there is an area in which problems are likely to lead to termination of some but not all provision or where there are specific issues requiring institutional advice.

The ILO will be accountable to the PVC (T&L) and report to relevant Deans/Heads of Department as appropriate to the provision.

Where a relationship is not considered sufficiently complex to require an ILO, the AEM and agreement of numbers will be the responsibility of the DALO and the Contract Manager.

The responsibilities of the ILO are to:

- Maintain contact with the Senior Layer in the PI. The ILO will normally make at least one visit a year which should include the AEM;
- Chair the AEM at which the recruitment plans, Financial Schedule and any issues requiring action are discussed;
- Agree with each CM the financial schedule and recruitment numbers. Where there are significant differences between courses, the ILO will discuss these differences with the relevant CM before issuing the Financial Schedules;
- Ensure that the Financial Schedule is issued and agree recruitment numbers annually (normally at the Executive Meeting);
- Ensure that the CoC is re-issued every five years subject to review and confirmation from PVC(T&L) that the partnership is to continue;
- Ensure that the PI is operating collaborative provision within the regulations and procedures of the University as agreed at validation and is aware of changes in the regulatory framework;
- Support as necessary the preparation for validation or revalidation events at the PI;

- Support the DALOs to ensure that the quality of the student learning experience and the standards of awards are maintained appropriately;
- Meet with students at least once per year to hear their views and ensure that the liaison function is working effectively;
- Hold at least one meeting a year with DALOs to confirm that:
 - Assessment processes and external examining are conducted under University regulations
 - Monitoring of publicity and public information (hard & soft copy) is being undertaken
 - Complaints and appeals are managed appropriately
- Prepare a short report on ILO activity, highlighting any issues arising and matters for further action.

The ILO is accountable to the PVC (T&L) and reports to Deans/Heads of Department as appropriate to the provision.

Role of the Contract Manager (CM)

The CoC is agreed with the PI and signed by the PVC (T&L) on behalf of the University.

Deans have responsibility for the management of all of the education provision within their schools including collaborative provision. This includes the management of CoCs with PIs. Each course has a CM, normally delegated by the Dean to the Associate Dean or Head of Department. There is no specific role description for the CM as this is embedded within the normal planning and contracting roles of the Dean and delegated as normal to a senior officer of each school.

This responsibility includes confirming with the PI the numbers of students each year and the financial arrangements which are outlined in the financial schedule of the contract. Additionally the role requires that, where there are matters of concern that might affect the future of the contract, these are also raised with the PI and action plans put in place. The CM will normally be the person to request authorisation from the PVC (T&L) for termination of a collaborative partnership.

The Annual Executive Meeting (AEM)

Introduction

The University values highly its partnerships and the new processes are intended to support enduring partnerships that have value for all organisations involved. The Annual Executing Meeting (AEM) is intended to provide an important part of the management and review of partnerships that:

- confirm the financial schedule each year
- agree numbers and courses to be offered
- identify practical issues
- review of progress and achievement in relation to the University's expectations in relation to research qualifications for staff at PIs
- take forward items from Annual Evaluation
- ensure that issues are fed to the executive and decision-making structures of both institutions
- follow up issues from periodic review, external audit and professional body requirements
- plans future joint developments;
- student progression to the University;
- where provision is terminating, the progress of the termination should be discussed.

Timing, location and general arrangements

The AEM should be held once per year, normally in the spring. This allows the opportunity to identify issues that might impact on the contract and recruitment for the forthcoming academic session. The AEM is normally held at the PI although it may be appropriate to hold it at the University where joint visits are being undertaken.

The AEM should be chaired by a member of University staff, normally the ILO where appointed, otherwise the DALO. The DALO and CM should attend the meeting. The PI may invite as many or few staff to the AEM as felt appropriate but would normally include the CM from the PI.

Agenda

The agenda below is indicative and should be made appropriate to the partnership. Each year the following will be re-issued:

- the financial schedule, after confirmation by the DVC
- the schedule of student numbers agreed for recruitment and progression in the following academic session
- confirmation that the contract will continue or notice of issues that might impact on the future contract

The CoC (the formal contract with the University) will be reissued every five years.

Agenda Template:

1. Welcome & opening Remarks *items of general note from both partners including any institutional key points*
2. Apologies
3. Notes of the last AEM
4. Matters arising from the last meeting; *follow up action plans and outcomes noted*
5. Annual Evaluation *outcomes and matters for attention*
6. Student matters/student feedback
7. Liaison Matters *DALO report and ILO reports – identify any matters for particular attention*
8. PI matters *including matters of concern or specific, key issues*
9. Review of progress and achievement of research expectations for PI staff
10. University matters *including regulations, procedures, items of concern*
11. Future joint development plans
12. Discussion of Student Progression to the University
13. Financial schedules for next academic year – to confirm
14. Student Numbers for next academic session - to confirm
15. Monitoring of the termination process (if applicable).

Reports

Notes of the AEM should be taken and copied to the Chair of School Teaching and Learning Committee and to Registry. A summary report of issues will be presented to the SCCP annually.

Section T: SUGGESTED DALO AND ILO TIMELINE OF ACTIVITIES

DALO timeline

Confirm the courses that will be run in the forthcoming year	June
Confirm that the student numbers are agreed	June
Ensure that the PI is familiar with the relevant admission criteria and procedures	June
Check with Registry if there has been any changes in regulations for new year which will affect PI	August
Check that the publicity material being used conforms to the format agreed earlier in the year	Late August/September
Ensure that the course delivery schedule is in place, and that the agreed modules (taught by the approved tutors) will be delivered.	Late August/September
Ensure that learning materials and module handbooks are available.	Late August/September
Ensure that sufficient numbers of the Students' Handbook of Regulations are available at the PI. Update PI Staff re relevant changes in the regulations	Late August/September
Check that an induction programme for students is in place	Late August/September
Ensure that the PI is aware of and is able to comply with the Academic Administration timetable held at http://www.hud.ac.uk/registry/teaching/index.htm Important dates include those for: <ul style="list-style-type: none"> • Submission of marks in time for CABs • Attendance at CABs (including resits) • Informing students of results 	Late August/September
Check that the PI is aware of the process for registering students. May involve the use of a specific form (dependent on whether the HEFCE numbers belong to the University)	Late August/September
Check when Student Panels and Course Committees will be held at the PI and discuss any staff changes at PI; ensure that all contact details are up to date, on both sides.	Late August/September
Check how many visits to the PI are due in the forthcoming year (CoC and Green Book), and when next revalidation is due	September/October
Ensure that PI staff is aware of staff development opportunities at UH	September/October
Advise as necessary on writing the Annual Evaluation of Course	September/October (for AEC for previous year)
Check that the PI has sent the names of students to be registered on the course within four weeks of the start of the first academic term	October
Check that moderation strategy and process are in place	October
Arrange visit(s) to PI; quality-monitoring visits and those to attend Student Panels/Course Committees	October/November
Ensure that student ID cards have been received at the PI	Late October/November
Check that the School has received the names and that they have been registered; any	November

anomalies reported to the PI	
Ensure that PI staff are aware of the University awards ceremony arrangements	December
2-3 weeks prior to visits to PI, go through checklist	As arranged
Arrange the Annual Executive meeting (if there is no DALO for the partner)	January/February (AEM to take place in spring)
Contact PI to discuss publicity/PR material for following year; review sign/off drafts	January/February
Begin consideration internally on the Financial Appendix for the following year (initial discussions with partner at AEM)	January/February
After the Annual Evaluation Committee has taken place, give feedback to the PI	February/March
AEM takes place	Spring
Ensure that feedback from the PI Student Panel is given to its Course Committee from the Course Committee to the University Course Committee; also report to the PI the relevant outcomes from the University Course Committee	End of each term
Confirm that the University has been informed of any suspensions or withdrawals	End of each term
Review module delivery any changes which the PI would like to have considered by the SAVP	End of the academic year

ILO timeline

Contact PI ILO and arrange meetings for year (AEM plus one other); discuss any staff changes at PI and ensure that all contact details are up to date, on both sides	September/October
Contact UH DALO(s) for the PI and ensure that all contact details are up to date, on both sides	September/October
Confirm recruitment numbers for year	November
Obtain from DALO AERs produced by PI and review	December/January
Prior to AEM, discuss any issues with the PI with the DALO(s) and other staff in contact with the PI	Prior to the AEM (normally held in spring)
Meet with DALO(s) to confirm that: assessment and external examination is carried out under University procedures; publicity material conforms to University guidelines; complaints and appeals are handled appropriately	Shortly pre AEM
Agree a proposal for the financial schedule and recruitment numbers with the Contract Manager	March/April
Discuss and confirm the financial schedule and recruitment numbers with the PI	At the AEM
Prepare AEM report for submission to the SCCP	Following the AEM

Section U: PRO FORMA CHECKLIST FOR DALO VISITS TO COLLABORATIVE PARTNERS

1. University policies and regulations on Collaborative Provision

Prior to a visit to a partner institution, this form can be used as a checklist by the DALO in consultation with the administrative and Computing and Library Services (C&LS) support for the partnership. The standard CoC states that a visit 'will be undertaken at least annually by a member of the University staff from the School for the purpose of facilitating the monitoring of the Course'.

During the visit, the form can be used as an aide memoire to ensure that the time spent on the visit to assure academic standards is used effectively, and that the quality of our programmes and awards is maintained.

Following the visit, the form can be used as the basis for the visit report and list of actions. The report should be retained for internal/external inspection/audit, and to ensure that the actions are completed.

Statements of the University's policies on Collaborative Provision (CP) can be found in:

Quality Assurance Procedures for Taught Programmes (the Green Book);

Handbook for Collaborative Provision (the Lilac Book).

These publications are available on the Registry Website at:

<http://www.hud.ac.uk/registry/regulationsandpolicies/handbookforcollaborativeprovision/>

Alternatively, contact Registry for copies of the documents. The University's policies and regulations are informed by the Quality Assurance Agency's (QAA) UK Quality Code – Chapter B10: Managing Higher Education Provision with Others, which can be found at:

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=170>

2. Basic information

Collaborative partner: _____

Model of collaboration (please tick):

- Franchise
- Designed & Delivered
- ODUPPLUS
- Collaborative delivery with the University

Date collaboration commenced: _____

Date for revalidation: _____ (academic year)

Registry can provide assistance with the above three categories. During the visit, check with the partner that their understanding of the year in which revalidation is due is the same as above.

Award(s) (e.g. BA (Hons), BSc (Hons), FDSc, FDA): _____

Name of award(s): _____

Date of Visit: _____

DALO: _____ Ext no: _____

Signed: _____ Date: _____

Administrator: _____ ILO (if applicable) _____

Date that copy sent to ILO (if applicable): _____

3. Checklist for visits

Not all of the following points may be relevant for each visit, but please ensure you are up-to-date on any developments and then focus on drawing up a list of issues based on the point in the academic session at which the visit will take place. It is important that the DALO understands how the partner should deliver the course as agreed at the validation event, so that any deviations from this and from standard University practices can be identified.

(The asterisked references [eg Indicator 7*] are to the appropriate QAA UK Quality Code Indicator. The DALO's responsibilities with regard to the management of the relationship with the partner are defined in the Role Descriptor elsewhere in this book.)

Y/N	Have you/do you.....?	Reason/Tip
	Read the Contract of Collaboration?	To understand nature of the CP arrangement – e.g. level of operational responsibility delegated to partner (Indicator 7*).
	Seen the latest Financial Agreement?	Reviewed annually – a question may arise about the fees being paid – ensure you are not misquoted!
	If overseas partner, consulted International Office/fco.gov.uk web site for any issues/concerns?	FCO – changes in security/travel/govt. policy IO – recent/planned visits to region + other tips/info (good also for maintaining regular contact with colleagues)
	Consulted the Module Leaders supporting the delivery at partner institution?	Typically for any communication, procedural, teaching and learning, assessment, admission, moderation etc. problems.
	Checked date of last Contract Review?	Now done annually – typically January each year so that if the partnership is to be terminated, both sides have adequate notice.
	Read their version (if different) of the Programme Spec?	May have been some locally negotiated changes at validation.
	Been provided with a copy of the partner's delivery/assessment schedule?	For comparison with ours to ensure that it reflects University practice and any agreements made at the time of validation. Any differences to mode/pattern/timing of delivery/assessment – can be the cause of problems showing elsewhere and cause tight deadlines for moderation prior to CABs.
	Aware of the second marking/moderation practices and that they match University procedures?	The DALO is responsible for ensuring that all assessment processes undertaken by the partner align with University regulations.
	If the assessment boards are held off-campus, ensure that they are conducted in line with University regulations.	The DALO is responsible for ensuring that all award of credit and external examining processes undertaken by the partner align with University regulations (including that a member of the University is present at all CABs and that External Examiners have been appointed through normal University procedures).
	Know who is the partner DALO?	The University is responsible for ensuring that CP students are aware of the DALO's identity.
	Checked partner staff availability during proposed visit?	Issues may arise with students/academic staff/administrative staff that need some discussion of follow-up with senior management and/or across different groups.
	Know of any partner staff changes? (Could be new staff altogether or simply a swap in module-leadership)	We are responsible for approving all teaching staff at partner institution (Indicator 13*); check who is currently approved by the SAVP as module tutors.
	Any questions/issues to be resolved with partner?	Ensure that you are able to react appropriately with decisions or information.
	Know when the Student	If possible the DALO should attend these events.

	Panel/Course Committee dates are?	
	Know how many students are enrolled? Any withdrawals since? Progression rate in the previous year?	Check with University administrator to see if there are any issues – look for any worrying patterns/low numbers (affecting student experience or minimum agreed numbers?).
	Consulted the relevant University administrators for the partnership?	Any problems with admissions, enrolments, progression/completion information, submission of marks etc., and communication generally?
	Approved the current/proposed marketing material?	All such material must have been approved prior to deployment. If some not in English, seek independent translation from partner (or elsewhere if concerned at validity) – Indicator 18*. See the publicity guidance at (<i>confirm reference</i>).
	Know of any marketing/recruitment events the partner will be involved in?	How is the University being represented at such events? Have they provided you with a schedule for the year? (Indicator 18*)
	Consulted Registry for any issues or regulations changes which may affect the partner?	The DALO is responsible for ensuring that the partner is aware of any changes in University policies and regulations.
	Consulted your C&LS contact?	Has C&LS been in contact with the partner recently? CP students should have access to the University's electronic resources; confirm this and check if their student use equates to University students' use of this facility.
	Know of any problems with Unilearn/access to our Internet resources?	Check with C&LS contact. Delays in enrolment can lead to delays in starting real learning and assessment so may not be able to follow our deadlines.
	Aware of the induction processes for students?	The DALO is responsible for ensuring that the induction material is appropriate and that students are briefed on issues relating to the University.
	Aware of the use of APL by the partner?	The DALO is responsible for advising the partner on the use of APL.
	Have a copy of University's form for Peer Observation of Teaching?	The DALO is responsible for ensuring that POT is in place at partner institutions.
	Aware of partner's implementation of the personal tutor scheme?	The DALO is responsible for ensuring that the personal tutor scheme is in place at partner institutions.
	Are there any 'live' student complaints or appeals?	The DALO is a key point of contact for students with complaints or appeals.
	Have there been any allegations of plagiarism? Any other evidence of plagiarism?	Ensure that students have the same information on plagiarism as those studying at UH and that the practices to detect plagiarism carried out in the UH delivery (e.g. the use of TurnitinUK) have also been implemented by the partner.
	Is the annual evaluation report due to be compiled?	The DALO is responsible for assisting the partner with the annual evaluation process.
	Check if there will be a local graduation ceremony for UH graduates.	Attend if possible.
	Been contacted by the partner about any new/further/revised provision?	Check within School and Registry if this has happened so can react appropriately during the visit.
	Checked the next date for revalidation?	If imminent (next 6 months) – may have additional points to discuss with senior management at institution – consider if visit should take the form of

	a more formal review.
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4. During the Visit

Y/N	Check.....	Typical Actions
	If any new/further/revised provision to be discussed	Discuss in principle only, then follow up.
	If any changes are proposed to the Programme Spec. Check also that the Programme Spec. is unchanged from the approved version.	Discuss in principle then follow up within School and in consultation with Registry.
	Number of students enrolled (with names if necessary).	Any discrepancies to your ASIS list? Must clarify prior to CABs (if UK, must clarify prior to HESIS returns in November).
	Attendance – how recorded/monitored?	Ensure that the partner applies the same criteria for defining non-attenders as the University, and that the same sanctions are applied to non-attenders.
	Student withdrawals – require reasons/evidence (is it a one-off? Personal reasons?). Look for any problem within institution.	Discuss and agree any possible corrective action(s) if within power to change.
	Enquire if any new teaching staff have been/are expected to be appointed.	Ensure that all CVs are submitted to the University for approval (see clause 6 of the Contract of Collaboration).
	Any marketing material on view around institution/ask to see brochures etc.	If OK, praise them in your report; if not OK, this becomes an action in the report (reasonable deadline to revise and send for approval).
	Marketing plans/schedule if none provided before visit.	Ensure they have deadlines for sending material to UoH for approval prior to event(s).
	Observe a class (if possible).	Perhaps choose a module you know to have been problematic/new staff member/ etc.
	Meet the partner DALO and academic staff. <input type="checkbox"/> go through modules <input type="checkbox"/> learning resources OK? <input type="checkbox"/> specialist resources OK (e.g. computing labs) Depending on time of year: <input type="checkbox"/> coursework deadlines OK? <input type="checkbox"/> Review induction <input type="checkbox"/> Exam prep/plans <input type="checkbox"/> Peer observation of teaching in place <input type="checkbox"/> Personal tutor system in place <input type="checkbox"/> Check public holidays for clashes <input type="checkbox"/> CAB conduct <input type="checkbox"/> Moderation processes <input type="checkbox"/> Sampling <input type="checkbox"/> Any new staff induction <input type="checkbox"/> Agreeing next year's modules (esp. options) <input type="checkbox"/> APL being requested? <input type="checkbox"/> Any appeals/complaints? <input type="checkbox"/> Annual Evaluation – report under way?	(Without senior management present – more relaxed/open). Discuss any issues they have and go through the issues defined in the checklist; share any issues from the University to plan a way forward etc. Agree any follow-up actions, with defined responsibility. Type of question to ask; 'Do you know how to.... e.g.access journal papers?'
	Meet administrative support staff. Their power levels can vary – at one	Discuss any issues they have regarding admissions, enrolments, progression/completion information, submission of marks etc., and communication generally?

	extreme, you may (for example) have to ensure they're not driving academic decisions to detriment of quality of academic provision (bunching the timetable to save on room resources, with inadequate breaks for students/academic staff); at other, that they have no authority to demand quality processes are completed with due diligence (getting marks in for CABs)	Agree any follow-up actions and responsible individuals.
	Meeting with senior managers at the PI (if required or if you request it in light of some issues arising from other discussions)?	Typically to discuss marketing strategy/plans, staff development, target numbers (SSRs etc.), estates/campus plans.
	Visit the Library yourself and meet relevant support staff.	Note any omissions/good practice for Report. Ensure that the library staff has received the latest module reading lists, and is involved in the course committees. If unable to view directly, request an e-list of current titles and consult C&LS contact if further action needed.
	Attend any scheduled meetings coinciding with your Visit. If not, check that the required usual meetings have taken place, are properly constituted and that minutes will be/ have been despatched	Ensure you receive copies of Minutes Check that all minutes have been received and that meetings are running as per University format(s) – unless approved validated differently.
	Establish if students know: <ul style="list-style-type: none"> <input type="checkbox"/> what is being delivered when <input type="checkbox"/> who is their Course Leader/ Personal Tutor etc. <input type="checkbox"/> how to raise an issue/appeal/ formal complaint/provide feedback <input type="checkbox"/> what support for learning is provided and where/how <input type="checkbox"/> what is plagiarism <input type="checkbox"/> what the Student Panel is <input type="checkbox"/> what support is available for extra language tuition (if English not their first language) 	Speak with students as informally as possible and without staff being present. Try not to speak just with Course Reps.
	(If overseas and English is the second language)...that students converse adequately in English; if available, look at some coursework and ask students to explain their work to you.	If any issues identified, discuss and agree remedial action. If you establish that teaching is clearly not being done in English, then consult School senior management and inform Registry ASAP.

5. Suggested tracking process:

List of Issues (by topic)	To Notify:								
	For UH	For Partner	Action (by whom + date)	Module Leader	Course Leader/ SAL	School Mant.	Other School	IO	Registry
T&L....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other QA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student suppt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admin suppt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V: PROTOCOLS FOR THE APPROVAL OF ADDITIONAL SITES FOR DELIVERY OF APPROVED COLLABORATIVE PROVISION BY PARTNER INSTITUTIONS:

Collaborative Provision at PIs is only approved for delivery in the location/premises approved by the panel as part of the validation event. In some instances it may be necessary to approve additional locations for delivery within the period of validation (e.g. following the completion of a new building or to approve an additional site for delivery).

Subject to the approval of the Chair of the SCCP, the Designated Academic Liaison Officer may undertake a site visit and submit a separate report, including photographic evidence, to SCCP for consideration and approval. DALO visits will normally be approved subject to the following 4 criteria being met:

1. There has been no change in access to learning resources;
2. There have been no organisational changes,
3. There have been no changes in staff;
4. No changes affecting the funding of student numbers.

Once approved, the new delivery location/premises will align with the normal revalidation cycle.

Section W: MANAGEMENT OF COLLABORATIVE PROVISION AT PIs FOLLOWING A MERGER OR A CHANGE OF CONTROL:

The merger of a PI with another institution, which may or may not be an existing partner, gives rise to issues which may affect the management of CP delivered at the PI. These include but are not limited to

- The creation of new legal body and the implications for existing contracts of collaboration;
- Issues related the number and use of DALOs and ILOs;
- The approval of Staff not already authorised to teach on provision;
- The approval of new sites;
- The approval of new Computing and Library facilities;
- The management of quality.

Following a merger involving a Partner Institution, the University will need assurances that the newly merged institution remains capable of discharging its responsibilities as a validated partner. The contracts of collaboration state that following a merger or a change of control, involving a Partner Institution(s), the University will agree to hold an Institutional Approval and Validation event at the newly created institution in the academic year following the completion of the merger. The Panel should normally be made up of members outlined in the CP Section of the Handbook of Quality Assurance Procedures for Taught Courses or, for ETC provision, the Network and Consortium Handbook.

Prior to, or at, the Institutional Approval and Validation event, all sites of the new institution under consideration should be visited by representatives of the validation panel and a report of this visit be considered by the validation panel at the main event. Panel members undertaking any separate site visit(s) should normally include a representative of the School and C&LS.

Interim Procedures (Following notification of a Merger)

In the period between the merger and before the Approval and Validation event, the following procedures will need to be followed

- New institutions must submit a proposal outlining how the provision is to be managed and whether there are any additional members of staff or facilities which the institution would like considering for approval;
- The CV(s) of any additional teaching staff must be submitted for approval via the school board or Other Registry approved body;
- Normally, a visit by a representative of the School, Registry and C&LS to any new sites be organised to assess the suitability of facilities. A report of which will be forwarded to SCCP for consideration.

Section X: OVERSIGHT OF PUBLICITY AND OTHER PUBLIC INFORMATION PRODUCED BY COLLABORATIVE PARTNERS IN RESPECT OF UNIVERSITY PROGRAMMES

1. Regulatory and contractual requirements for the oversight of information produced by collaborative partners in respect of University programmes

‘Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.’ (Indicator 18 Chapter B10 UK Quality Code).

‘Degree-awarding bodies have effective control over all public information, publicity and promotional activity relating to learning opportunities provided with others, ensuring that it is fit for purpose, accessible and trustworthy. There is transparency about which organisation is making the award and which organisations are delivering learning and assessment or providing support and facilities. Degree-awarding bodies establish clear guidelines as to the process for sign-off of publicity materials produced by delivery organisations or support providers, and clarify where the authority resides for approving such materials. Where the production of information is delegated to a delivery organisation, degree-awarding bodies satisfy themselves that this control is exercised consistently and fairly and that the public is not likely to be misled about the nature and standing of the programmes and awards provided under the arrangement.’ (Indicator 18 Chapter B10 UK Quality Code).

‘All marketing and publicity information pertaining to the Course issued by the Institution will require the specific prior approval of the relevant School on behalf of the University’ (standard clause in the University of Huddersfield contract of collaboration).

The DALO should ensure that the collaborative partner is aware of the University’s responsibility for the correctness of publicity material, and the consequent need for University involvement in its review prior to issue.

2. Responsibility for the oversight of information produced by collaborative partners in respect of University programmes

The DALO is responsible for carrying out the duty of care and the contractual requirement to oversee information produced by collaborative partners in respect of University programmes. The DALO should review, at least annually, the partner’s proposed prospectus and website wording to ensure that it reflects accurately the nature and content of the course, and also the outcomes and benefits that a student can expect to obtain. Printed material produced by partner institutions should be reviewed at drafting stage, as a partner cannot reasonably be expected to pulp a long print run of a college-wide prospectus because of an error in the description of Huddersfield-validated course. The DALO should therefore establish the timescale in which the partner prepares its publicity material for the forthcoming academic year. Electronic publicity material should preferably be reviewed before it appears in the public domain, and the DALO should monitor the partner’s website on a regular basis.

For a partnership which has had an ILO appointed, the ILO should be involved in a review of the College’s portfolio of publicity material insofar as it relates to the University’s courses. If a School has its own Marketing Officer, the DALO may wish to involve that individual in the review of the proposed wording for course-specific material.

3. Acknowledgement of the University as the validator of the award

It is important that the University is correctly attributed. All partner publicity material (in paper or electronic form) must include the statement that the qualification which will be attained by a successful student ‘is an award of the University of Huddersfield’; the statement should clearly be associated with the award in question rather than appear as (for example) a header or footer on a page in which awards other than those of this University are described. Other forms of wording such as ‘In partnership with the University of Huddersfield’ or ‘Validated by the University of Huddersfield’ are not acceptable. (NB: publicity material does not need to include a description of the mode of the delivery of the award [franchise, ODUPLUS etc], as the

University's quality assurance processes are designed to ensure that learners studying at partner institutions enjoy the same experience as those at the main campus.)

4. Use of the University logo

The statement that an award is that of the University of Huddersfield should be accompanied by a reproduction of the University logo in an approved form. To ensure that the partner knows how to obtain the approved logo, the DALO should give the partner institution a copy of the leaflet 'A Corporate Guide' (obtainable from the Marketing Manager or Marketing Officer in External Relations on extensions 2079 or 2367).

5. Publicity material which is not in English

Where publicity material is not in English, the DALO should request the partner institution to provide a notarised translation for review prior to launch.

6. Matters of serious concern

A DALO or ILO experiencing serious concern about publicity material which cannot be resolved by discussion with the partner should consult the PVC (T&L).

Section Y: COMMON DOCUMENTATION TO BE HELD IN RELATION TO COLLABORATIVE ARRANGEMENTS

The list of documentation which Schools/Registry would be expected to produce:

	Documentation	Location
1	Details/report of the latest liaison officer visit	School
2	CoC	Registry (master), School (copy)
3	Current Financial Appendix	School (master), Finance (copy)
4	Validation/revalidation documentation: this could be unpicked further to identify:	
	1. Dean's agreement to enter into negotiations,	Registry (master) School (copy)
	2. School's Initial Visit Report (New Partnerships)	Registry (master) School (copy)
	3. Partner submission,	Registry (unless School conducted event – in which case the School has the document)
	4. Report of the event,	Registry (master) School (copy)
	5. Response to conditions,	Registry (master) School (copy)
	6. Confirmation of chair's action to approve any conditions	Registry (master) School (copy)
	7. Evidence that validation report has been considered by appropriate School committee (usually SAVP)	School
5	Annual evaluation reports	School (master) Registry (copy)
6	External examiner reports - with appropriate feedback sheets	School (master) Registry (copy)
7	Course committees held at Centre - and confirmation of minutes flowing through to course committee at Queensgate	School
8	Student Panels - and confirmation of minutes flowing through to course committee at Queensgate	School
9	Current cohort lists	School (to be checked against ASIS)
10	Approval of local tutors – CV plus evidence that process of approval at School level is followed (eg minutes of School Board)	School
11	List of modules approved for delivery at Centre and an indication of those being delivered in the current session.	School
12	Copy of validated Programme Specification Document and Module Specification Documents	School

Section Z: The University's expectations in relation to research qualifications for staff at collaborative partners and how to embed a research culture in collaborative provision courses.

The University's Collaborative Provision (CP) Strategy states that the "University will enter into partnerships with educational organisations of high standing that will contribute to the University's mission and complement the University's International and Research Strategies." This expectation, together with the 'HE ethos' of the partner is assessed as part of the initial development stage of the link and as part of the validation process. The CP Strategy also expects partnerships to contribute to the "enhancement of the standing of the University and its partners via research and associated collaborations."

To achieve this, the validation event will include consideration of the *partner institution's policies which support and enable an individual to achieve the following points:*

- The level of qualifications and teaching experience at HE level;
- The level of research and scholarly activity undertaken already;
- Their potential for the publication of one article *or equivalent relevant output*, related to the subject area being taught, per year per partnership;
- Their potential for HEA recognition.

Approved Partner Institutions will be advised, via the DALO (or ILO where applicable), of the support available from the School to help the on-going development and achievement of these points and to help enhance the HE ethos of its staff and the provision. Methods include:

- Advising partners of, and engagement with, the support available from the School or University, including, for example, the availability of research material on Unlearn or of relevant staff development activities which may include research level qualifications and/or, workshops for HEA recognition;
- Advising and encouraging membership of School Research centres to help staff at Partner Institutions to engage in joint research activity.

The University would expect these activities to be monitored as part of the on-going discussions between DALOs/ILOs and the PI as well as via the partner's own internal processes (i.e. appraisal). In addition, it is expected that any research initiatives be commented on as part of the Annual Evaluation Process.