# HANDBOOK FOR COLLABORATIVE PROVISION AND ENTERPRISE

**2023/24 Edition**

## University of
## HUDDERSFIELD
Inspiring global professionals

# Introduction

The Handbook for Collaborative Provision and Enterprise is aimed at **Schools** and **any staff** who work with Collaborative Partner Institutions to ensure that off-campus students receive the same high quality provision that on-campus students receive. It is split into three parts:

- Part 1: Introduction and initial process for new Collaborative Provision ideas;
- Part 2: Collaborative Provision (Re)Validation and (Re)Approval Process;
- Part 3: Implementation and Quality Assurance of Collaborative Provision.

The Handbook provides:

- information on processes, checklists and templates to help you work Collaborative Partners;
- a guide to the procedures which the University's Teaching and Learning Committee (UTLC) and Senate have adopted for Collaborative Provision and Enterprise.

Use this handbook alongside the formal regulations in the Handbook of Quality Assurance Procedures for Taught Programmes (the Quality Assurance Procedures for Taught Courses and Research Awards) and also see information on Registry's Collaborative Provision Brightspace Site.

If you need further information or have any comments on the Handbook, email collaborativeprovision@hud.ac.uk. Further information is also available from the Registry website or via the Collaborative Provision Brightspace Site.

Note: If you have a proposal which concerns the Education and Training Consortium (ETC), contact the ETC Network Manager as there may be alternative procedures for ETC provision.

The Introduction to the Handbook for Enterprise and Collaborative Provision Partnerships now includes a **Glossary and Definition of Terms**.

## Major Updates

Revisions in this edition of the handbook include:

- The inclusion of Enterprise Taught Programmes;
- Splitting the guidance for collaborative provision into three sections;
- Updating guidance to include lower risk procedures;
- Updating guidance for Academic Misconduct, Complaints, Results Appeals and Extenuating Circumstances.

# Glossary and Definition of Terms

## Articulation

An articulation arrangement is where 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 Quality Assurance Procedures for Taught Courses and Research Awards https://www.hud.ac.uk/policies/registry/qa-procedures/.

## CoC/Contract of Collaboration

The Contract the University and Partner Institution sign following approval of a validation event by SCCP.

## CP

Collaborative Provision between the University and a Partner Institution.

## Cotutelle

Cotutelle is an agreement on joint supervision at doctoral degree level between the University and another organisation which leads to a single award from the University.

## Designed and Delivered

Designed and delivered is a programme of study 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.

In 2018-19, the vast majority of colleges who offer University of Huddersfield awards via the Education and Training Consortium (ETC) run by the School of Education and Professional Development switched to this type of provision.

## Dual/Double Degrees

Degrees where two or more institutions are involved in awarding one certificate.

## Enterprise Taught Programmes

An activity where the university contracts a third party (such as another HEI, Sponsor or employer) to deliver provision for them on or off campus which generates in excess of £500,000. This will be a closed course.

## Flying Faculty

Where University of Huddersfield staff travel to another institution to teach UoH courses and there is no teaching or support from that institution.

## 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.

A small number of colleges who offer University of Huddersfield awards via the Education and Training Consortium (ETC) are not SFE registered and operate under a franchise arrangement.

## 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 Quality Assurance Procedures for Taught Courses and Research Awards.

If you are considering developing a joint award, contact the Assistant Registrar (Quality Assurance) as soon as possible.

## 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. The University of Huddersfield must produce all learning materials.

## PI/Partner Institution

Any institution which enters into a Collaborative Provision arrangement with the University is referred to as a Partner Institution.

## SCCP

See Standing Committee for Collaborative Provision.

## 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.

## Standing Committee for Collaborative Provision (SCCP)

The Committee which oversees all Collaborative Provision activity on behalf of University Teaching and Learning Committee (UTLC)

**Note that schools should notify the Vice Chancellor's Office about any Memorandum of Understanding or Contract of Collaboration held with a partner institution**.

# Contents

# Part 1


# Introduction and Initial Process for New Collaborative Provision Ideas

# Part 1 Introduction and Initial Process for New Collaborative Provision Ideas

Part 1 of the Handbook of Collaborative Provision and Enterprise provides the terms of reference for the Standing Committee for Collaborative Provision (SCCP) to explain how the committee oversees all Collaborative Provision approved by the University. It then explains what you need to do if you have an idea for a Collaborative Provision partnership.

The University must be confident that any new Collaborative Provision arrangement:

- Is viable
- Fits with the strategic direction of the University
- Will not cause harm to the University reputation.

Initial proposals (except for proposals concerning the Consortium) will normally be considered by Enterprise and Collaborative Provision Strategy Group (ECPSG) to assess ethical and financial viability, and if approved, the proposal will progress to SCCP. SCCP will then consider the appropriate Quality Assurance and validation processes.


It covers the following areas:

- Standing Committee for Collaborative Provision Terms of Reference
- Enterprise and Collaborative Provision Strategy Group Terms of Reference
- Enterprise Taught Programmes
- Approval Process For Initial Ideas
- Lower Risk CP Procedures
- Considering University and Collaborative Provision Strategy in new CP Proposals
- How Strategies are assessed in CP Arrangements
- School's Initial Visit to a Potential New PI
- Business Case and Approval Forms
- Normal to High Risk CP Validation
- Lower Risk Validation
- Post Graduate Research Collaborative Provision Arrangements

Appendices:

- Appendix 1 – Enterprise Taught Programme Briefing Form
- Appendix 2 – Collaborative Provision Business Case Form
- Appendix 3 – Low-Risk CP Business Form

# Standing Committee for Collaborative Provision Terms of Reference

The Standing Committee for Collaborative Provision (SCCP) is a sub-committee of University Teaching and Learning Committee (UTLC) which monitors all Collaborative Provision activity on behalf of the University. The Terms of Reference explain the purpose of the committee in overseeing the quality of CP arrangements.

## 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 | Director of Registry (or nominee) |
| Ex officio | Pro Vice Chancellor Research |
| Member | One Dean elected by the Deans (2 year appointment) |
| Member | Dean of Graduate School |
| | |
| Member | School representative: One per School (3 year appointment) including at least two Directors of Graduate Education: <br> School of Applied Sciences <br> School of Art and Humanities <br> School of Computing and Engineering <br> School of Education and Professional Development <br> School of Human and Health Sciences <br> University of Huddersfield Business School |
| Co-opted members | Representative of Financial Services <br> Representative of Computing and Library Services <br> ILO of the Largest CP |
| In attendance | Assistant Registrar: Quality |
| In attendance | Assistant Registrar: Post Graduate Research |
| In attendance | University Secretary |
| Secretary (in attendance) | Registry Officer (Quality Assurance) |

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.

## Terms of Reference

The Standing Committee for 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. Taught provision approval will be by the UTLC and Post Graduate Research approval will be by the URC. . The SCCP is also responsible for the approval, monitoring and quality assurance of the University's collaborative arrangements.

Its terms of reference are:

1. to develop and formulate the proposed strategy for collaborative provision for both Taught and Post Graduate Research projects for approval by the UTLC;

2. to develop and operationalise University protocols and policies for decision making specific to the quality assurance practices of collaborative provision for both Taught and Post Graduate Research projects;

3. to establish and implement procedures for both Taught and Post Graduate Research projects for the approval of collaborative partnerships;

4. to establish mechanisms through which the enhancement of the quality in collaborative provision can be achieved and disseminated for both Taught and Post Graduate Research projects;

5. to take account of reports from validation panels and to approve arrangements for collaborative provision for both Taught and Post Graduate Research projects;

6. 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 for both Taught and Post Graduate Research projects;

7. to develop, approve and monitor guidelines for Contracts of Collaboration associated with collaborative provision for both Taught and Post Graduate Research projects;

8. to ensure that compliance with the external academic infrastructure, particularly the UK Quality Code for Higher Education;

9. to report regularly and account to the University Teaching and Learning Committee on the matters for which it has responsibility.

10. To receive referrals for consideration and approval under the University's normal validation and quality assurance processes from Enterprise and Collaborative Provision Strategy Group (ECPSG) once it is determined that a proposed activity is potentially viable.

## 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

Director of Registry *(or nominee)*

Pro Vice Chancellor of Research

### Appointed Members

One Dean of School elected by the Deans (2 year appointment)

Dean of Graduate School

One representative of each School in the University (3 year appointments with staggered end dates)Including at least two Directors of Graduate Education.

### Co-opted Members

ILO of the largest CP

Financial Services representative

Computing and Library Services representative

Other co-opted members as agreed

### In attendance

Assistant Registrar: Quality Assurance

Assistant Registrar: Post Graduate Research

Secretary to the Panel

University Secretary

### 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.

### 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.

## Mode of operation

- To meet as required but as a minimum normally four times a year and to report to the University Teaching and Learning Committee.

- The Chair is to have executive authority to act, in exceptional circumstances, between meetings on behalf of the Committee in consultation with the Director 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.

# Enterprise and Collaborative Provision Strategy Group Terms of Reference

## Membership

| | |
|---|---|
| Chair | University Secretary |
| Member | Pro Vice-Chancellor (Teaching and Learning) |
| Member | Pro Vice-Chancellor (International) |
| Member | Pro Vice-Chancellor (Research and Enterprise) |
| Member | Director of Finance |
| Secretary (In attendance) | VCO |
| School Deans | |
| (In attendance) | School Deans will be invited to attend as relevant |

## Purpose

The Enterprise and Collaborative Provision Strategy Group is responsible for:

- the initial consideration of proposals to develop opportunities for overseas enterprise (non-standard) collaborative provision activities
- the initial consideration of proposals to develop opportunities for standard collaborative provision activities
- ensuring alignment of those proposals with the University's Strategy Map
- taking an early view on any potential ethical or reputational risks.

## Definitions

A Non-Standard Enterprise or Collaborative Programme (NSCP) is considered to be one where:

- The University contracts with a third party to provide a taught or research programme for them.

- The third party may be another HEI, an employer or a sponsor.
- The programme will involve on or off Queensgate campus delivery, to a cohort of students proposed by the third party (typically a closed programme), that can be credit bearing or non-credit bearing.

A Standard Collaborative Programme (SCP) is considered to be one where:

- The University contracts with a third party to provide a taught or research programme under the University's definitions of collaborative provision (franchise, designed and delivered or ODUPLUS). This scope does not include the Education and Training Consortium managed by EPD.
- The third party may be another HEI, an employer or a sponsor.
- The programme will involve on or off Queensgate campus delivery, to a cohort of students openly recruited by the third party, that can be credit bearing or non-credit bearing.

### Responsibilities

The Group will consider the potential for the activity to contribute to:

- the University's financial KPIs, specifically that the activity is financially viable and will make a positive financial contribution, generally accepted as £500K/annum in steady state.
- the University's international KPIs aimed at enhancing the University's reputation and rankings globally.
- Facilitating future projects and additional recruitment opportunities beyond the initial proposal.

In addition, the Group will consider any potential ethical concerns or reputational risk associated with the country in question or the specific potential partner.

Should a significant risk concerning financial viability or ethical/reputational risk emerge during the course of negotiations or the delivery of the activity, the matter will be referred back to the Group for investigation and strategic decision on the future of the collaboration.

### Reporting

Where an activity is deemed to have the potential for further development the Group has the authority to commission the Dean of the relevant School to undertake further development of the proposal and associated resource, legal matters and quality assurance and validation of programmes. A report on decisions by the Group will be made annually to the Senior Leadership Team and University Council.

### Relationships

Once the Group has determined that a proposed activity is potentially viable, referrals will be made to the Standing Committee for Collaborative Provision for consideration and approval under the University's normal validation and quality assurance processes. Referrals will also be made by the relevant Dean to the Legal Office to commence contract development.

### Meeting frequency and quorum

The Group will meet bi-monthly, and the quorum shall be three members.

## Enterprise Taught Programmes

An Enterprise Taught Programme (ETP) is where:

1. The university contracts directly with a third party to provide a taught programme for them. The third party may be another HEI, an employer or a sponsor.

2. The programme will involve on or off Queensgate campus delivery, to a cohort of students proposed by the third party (a closed programme), that can be credit bearing or non-credit bearing.

3. The contract will generate in excess of £500k in income.

If you wish to pursue an ETP, you will need to inform Registry who will then refer the project to ECPSG so that they can assess ethical and financial viability. You will need to complete the briefing form in Appendix 1 and the CP Financial Appraisal Model ahead of the meeting. You will need to supply sufficient information so that ECPSG can make an informed decision.

## Apprenticeship Subcontracting Arrangements

Where specialist skill or knowledge does not exist within the university, but this knowledge is required for Apprentices to succeed on the course (such as functional skills provision), the university uses subcontractors. The existing CP approvals process is used for selecting and approving subcontractors.

## Approval Process for Initial Ideas

Ideally initial CP ideas should be planned well in advance so that they fit in with the schedule outlined below.

### Planning the Collaborative Provision Schedule

Before each new Academic year, schools and Registry plan any CP events which will be held in the next Academic year, as follows:

- In August, schools should notify Registry about any new events they wish to pursue. Registry will add this to the CP Schedule.

- In late August, Registry will review PI revalidation dates and inform schools if a revalidation is due to be held. Registry will add these events to the CP schedule.

- In October, the first SCCP meeting will approve the CP Schedule for the new academic year.

**Note: Registry will try to accommodate any late notification of a CP event where possible.**

If you or your school has an idea for a collaborative arrangement with a PI concerning a course or subject area, you need to complete the steps outlined below to gain University approval. However if your proposal is with an existing CP institution, your proposal may fall into low risk CP procedures (see Lower Risk CP Procedures):

| Step | Action |
|------|--------|
| 1 | Write a summary of the CP idea and gain written approval from your Dean of School. |
| 2 | Notify Registry as soon as possible |
| 3 | Registry requests indicative approval from the PVC (T&L) and DVC |

| Step | Action |
|---|---|
| 4 | Registry returns confirmation from the PVC (T&L) and DVC that the proposal satisfies the criteria for CP |
| 5 | Review the information needed in the business case, Appendix 2 and visit the PI (see School's Initial Visit to a Potential New PI) |
| 6 | Complete the business case, asking the CP Team for advice if needed (email collaborativeprovision@hud.ac.uk) |
| 7 | Submit the completed business case, along with statements from the Finance, Computing and Library Services and the International Office (if needed) to collaborativeprovision@hud.ac.uk |
| 8 | Rework the business case to consider points raised in the Registry Commentary (if needed) |
| 9 | Resubmit the business case for SCCP approval |
| 10 | Approval received by school and the planning process for validation events begins |

## Lower Risk CP Procedures

Low risk CP events may be suitable if the Collaborative Provision idea is:

- A once-only delivery.
- A closed course; ie it is only open to students from a particular known partner.
- Delivered, assessed and supported 100% by University staff, but away from the main campus.

If a business case fits the criteria above, a low risk CP event will be triggered by Registry which will usually be a desk-based event held following a school SAVP. However each proposal will be assessed individually and a desk-based event may include a video link to the partner institution if appropriate or be followed by a visit to the PI location.

| Step | Action |
|---|---|
| 1 | School/Registry identify that a proposal is suitable for the low risk validation process |
| 2 | PVC (T&L) gives approval for event to follow low risk CP validation route |
| 3 | School completes a Low Risk Collaborative Provision Business Case form (see Appendix 3) with indication of their wish for the event to be:<br>- A desktop event at the University with course team and independent chair<br>- A desktop event at the University with course team and independent chair plus a live link to the institution, with comments from an external panel member<br>- A desktop event at the University with the course team and an independent chair followed by a visit to the partner institution for a Risk Assessment form to be completed |
| 4 | SCCP approves the low risk form |
| 5 | Approval received by school and planning process for validation events begins |

## Considering University and Collaborative Provision Strategy in New CP Proposals

You need to consider the strategies outlined below at the start of any new CP arrangement. Include a bullet list which highlights the relevant part of the strategy your project falls into in the following documents:

- The initial idea you send to your Dean and then to Registry (see the steps in Approval Process for Initial Ideas) for PVC (T&L) and DVC approval
- The business case
- The rationale document provided for the approval/validation event.

Note: the strategy below only relates 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, will be reviewed differently.

## University and CP Strategy

4. 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.

5. All partnerships will meet the expectations of the University's Teaching and Learning Strategy.

6. 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.

| Expectation | Practice |
|---|---|
| **The academic standards of courses meet the requirements of the relevant national qualifications framework.** | When working in partnership, the awarding organisation retains responsibility for the academic standards of its awards, ensuring that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks. |
| **The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards** | When working in partnership, the awarding organisation retains responsibility for ensuring that academic standards at, and beyond, the threshold level are reasonably comparable with those achieved by other UK providers. |
| **Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.** | In practice, this means that the awarding organisation must put in place all necessary measures to ensure that it can maintain the academic standards of its awards. This will include an analysis of the risks associated with a potential partner, the type of partnership that will be entered |

| Expectation | Practice |
|---|---|
|  | into, the management of the partnership (and its associated risks), that an appropriate formal agreement is put in place, and that these arrangements are effectively monitored and evaluated. |
| **Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.** | When working in partnership, the awarding organisation retains responsibility for ensuring that all aspects of the student's academic experience from admissions through to outcomes can be considered high quality. The awarding organisation is also responsible for ensuring that enhancement opportunities are available to students. |
| **From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.** | When working in partnership, the awarding organisation retains responsibility for ensuring that student needs are consistently met. |
| **Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.** | In practice, this means that where an awarding organisation arranges for all, or part, of the course to be delivered by another organisation, it puts in place effective processes for the management and oversight of all aspects of the student's academic experience to ensure that this is high-quality. These will include regular monitoring and review of the course(s), the teaching staff, the facilities, other resources and seeking, and acting on, where relevant, feedback from all involved in the provision with a particular focus on student feedback and outcomes. |
| [UK Quality Code for Higher Education](#)**: Advice and Guidance: Partnerships, November 2018.** | |

Table 1 QAA Quality Code Expectation and Practice

## How Strategies are Assessed in CP Arrangements

Table 2 below shows how the University and CP strategies are assessed in terms of the Teaching and Learning Strategy:

| 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. |

| Process | Aspect | Indicators |
|---|---|---|
| | 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. |
| | Market size to ensure academic viability | Normally a minimum of 15 students per cohort. |
| Validation/revalidation | Well managed organisation | Appropriate systems and procedures in relation QA, staff recruitment and development and financial management.<br><br>Effective systems for personal tutoring and academic support. |
| | Sufficient and appropriate learning resources | Appropriate space, learning materials and technology.<br><br>Capability to support and develop a VLE linked to that of the University. |
| | Student recruitment | 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. |
| | Academic staff | Staff with appropriate qualifications, teaching experience in HE.<br><br>Research and scholarly activity.<br><br>Potential for the publication of one article related to T&L per year per partnership.<br><br>Potential for HEA membership. |
| Annual monitoring | Academic standards | Reports from DALO/ILO.<br><br>External examiners.<br><br>Student results. |
| | Student achievement | Student progression rates equivalent to those in the respective School. |

| Process | Aspect | Indicators |
|---|---|---|
| | | 70% of students achieving 1st or 2.1 by 2018. |
| | Academic staff development | Attendance at appropriate T&L activities. Publication record. |
| | Student numbers and finance | 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 | Assuring student support to completion | Detailed proposal to cover all students. Monitored by SCCP. Reported upon as part of the Annual Evaluation process. |

Table 2 Assessing CP meets university aims

## School's Initial Visit to a Potential New PI

The guidelines below are to help you plan visits to potential PIs:

### Practical

- confirm visit and programme with the proposed partner, clarifying the names of relevant contacts
- 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:
  - o Institutional setting:

    Size of institution

    Range of existing provision

    Management structure

    Rationale for choosing Huddersfield

    How the proposed programme fits into its existing portfolio
  - o 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?
  - o 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?
  - o 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
- o Proposals for staff development

Staff development policy – support for research

Appraisal or PDR system
- o 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
- o Other relevant information

# Business Case and Approval Forms

After your idea has gained initial approval, and you have visited the potential partner institution, you will need to complete a business case. Usually this will be a full business case, but in some cases where there is less risk involved in a project, a low risk business case may be sufficient. Speak to Registry before you complete a business case.

## Normal to High Risk CP Validation

Once your CP proposal has gained PVC(T&L) and DVC approval, you then need to submit a completed business case to SCCP for approval. Note: the business case must include statements from the International Office (if needed), Finance and Computing and Library Services.

## Business case checklist:

Use the checklist below to make sure you have included relevant information with your Business Case:

| Information Check | ✓ |
|---|---|
| Overview of the institutional setting (size, range of provision, institutional management structure, strategic aims and its rationale for choosing the University of Huddersfield) | ☐ |
| demand for the course, including its sustainability and whether there is any identifiable competition | ☐ |
| demand for graduates of this course or whether there are opportunities for further studies upon completion of the course | ☐ |
| 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) | ☐ |
| Availability of technical and learning support staff | ☐ |

| Information Check | ✓ |
|---|---|
| Resources (e.g. is there appropriate provision of teaching space and, if necessary, specialist equipment (laboratory equipment, audio-visual facilities etc.)) | ☐ |
| Existing arrangements for quality assurance | ☐ |
| 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 | ☐ |
| International Office report (if required) | ☐ |
| Supporting statement from PI (optional) | ☐ |
| CLS report | ☐ |
| Financial spreadsheet (prepared by Financial Services) | ☐ |
| Registry Commentary | ☐ |

### Lower risk validation

Once your low risk CP proposal has gained PVC(T&L) approval, you then need to submit a completed low risk business case to SCCP for approval

| Information Check | |
|---|---|
| Details of the institution including existing links with the Partner Institution | ☐ |
| Details of the award offered and the duration of the course | ☐ |
| Plans for teaching and assessment of the course and whether the course already exists | ☐ |
| Details of recruitment, numbers and start dates | ☐ |
| Whether specialist learning resources are required | ☐ |
| Financial arrangements for the course | ☐ |
| Sign off by the Dean of the School. | ☐ |

# Post Graduate Research (PGR) Collaborative Provision Arrangements

Post Graduate Research CP is most likely to mean that a research student is studying any part of their degree with another organisation or institution.

Normally this will be via a Dual Award Cotutelle arrangement (see workflow below). The approvals process is outlined in the Quality Assurance Procedures for Taught Courses and Research Awards https://hud.ac.uk/policies/registry/qa-procedures/. The Director of Graduate Education must complete and submit the Dual Award Cotutelle Request Proforma (see Appendix 4) along with other relevant documentation before submitting to Graduate Board for formal approval. Standing Committee of Collaborative Provision must also note the submission.

Idea for Dual Award Cotutelle

Director of Graduate Education completes Dual Award Cotutelle Request Proforma

**Pre-submission Checklist:**

Confirmation:

- from Senate to proceed  ☐
- from PVCs T&L/R&E and DVC to proceed  ☐
- from Chair of School Board  ☐
- from Director of Marketing  ☐
- that proposed partner is legally entitled to award Dual Research Degrees  ☐
- from Dean that there are adequate human resources to support delivery  ☐
- from Head of CLS that there are resources in place  ☐
- from Head of Researcher Environment that adequate resources exist for training and development  ☐
- that offers of study will only be made when Supervisory team members have been established  ☐
- that supervisory arrangements are agreed  ☐

Programme Specification Document is included  ☐

A financial statement is included and agreed by Financial Services  ☐

For overseas institutions, identify any local or in-country government approvals required  ☐

Proforma signed by dean of School?

Back to school for Conditions to be addressed or for school to rework

No

Forward Submission documents to Graduate Board for approval

Approved?

Yes

Forward to Standing Committee of Collaborative Provision to note

End

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# Part 1 Appendices

**Appendix 1 – Enterprise Taught Programme Briefing Form**

**Appendix 2 – Collaborative Provision Business Case Form**

**Appendix 3 – Low Risk Collaborative Provision Business Case Form**

**Appendix 4 – Dual Award Cotutelle Request Proforma**

University of
HUDDERSFIELD
Inspiring global professionals

# Appendix 1 – Enterprise Taught Programme Briefing Form

| Enterprise Taught Programme Briefing Form | |
|---|---|
| **School** | Choose an item. |
| **Contact** | [insert Contact details for queries about the Enterprise Taught Programme outlined below] |
| **Third Party name and location** | [insert name of third party, location, website details and any background company/HE information] |
| **Course details** | [insert relevant details of proposed course including student numbers, full or part time course, anticipated start date, number of intended cohorts and recruitment details such as closed cohort recruited by third party] |
| **Estimated income generated** | [insert details of likely income generated by the ETP. You may wish to speak to finance before completing this section] |
| **Links to other UoH courses** | [insert details of any potential student recruitment to other university courses following the ETP] |
| **Risks and benefits identified** | [provide consideration of any risks/benefits to the University should this provision be approved] |

# Appendix 2 – Collaborative Provision Business Case Form

# Collaborative Provision Business Case

**Please complete the form below if you have a Collaborative Provision idea which your Dean has given approval for. Send any queries or complete forms to: collaborativeprovision@hud.ac.uk.**

| | |
|---|---|
| **School** | Choose an item. |
| **Contact name** | [insert contact name for project] |
| **Proposed DALO for Provision** | [insert proposed DALO name] |
| **Course details** | [insert name of course]<br>[full or part time]<br>[top up or full award] |
| **Partner Institution** | [insert full name of PI. Include address, contact numbers and website] |
| **ILO name** | [insert ILO name if relevant] |
| **Collaborative provision type (see CP Handbook definitions)** | Choose an item. |
| **Partner Institution details** | |
| **PI contact** | [insert name and job title of PI contact] |
| **Is PI a legal entity who can enter into a partnership?** | [Include confirmation from PI that they are legal entity] |
| **Any current University links with PI?** | Choose an item.<br>[if yes add further details, ie name of award(s), type of delivery, period of delivery – contact collaborativeprovision@hud.ac.uk if you need details about an existing PI] |
| **No current links – confirm you have visited PI** | **[attach a copy of the PI visit report]** |
| **Status of institution** | [ie public, private etc] |
| **Comments from International Officer if the PI is located outside the UK.** | [If they are international, contact the International Office about the intended location and add relevant comments here] |
| **Other collaborative activities at PI?** | [insert details of other HE equivalent professional awards the PI has] |

# Appendix 2 – Collaborative Provision Business Case Form

| School | Choose an item. |
|---|---|
| **Details of independent audits/reviews** | [insert details of any audits or reviews to PI has undergone recently] |
| **Details of any QA reports by a third party (ie QAA)** | [provide any relevant details of the reports and include implications] |
| **Supporting statement from PI** | [insert any supporting statements from PI for the proposed activity] |
| **If the PI is outside UK, provide details of any national regulatory requirements to the validation** | [how will the requirements be satisfied, including timescales and whether regulatory approval will come before or after validation] |
| **Collaboration details** | |
| **School rationale** | [insert details for rationale] |
| **How does rationale fit with University strategic plan and the School plan** | [ie is the project for prestige (links with an institution of excellence), financial (provide details of income generated), or to attract additional students to UoH courses] |
| **Will the activity result in Student progression to the University?** | [insert details of so] |
| **Market demand** | [insert details of market demand for the activity] |
| **Will the activity displace current student demand at the university** | [provide details of any effect on current student demand] |
| **Any other collaborative partners?** | [provide details of any other partners involved in the provision and the impact of this collaboration] |
| **If the PI is located outside the UK and University staff will be teaching there, does the PI have appropriate employer/public liability insurance?** | [check with the PI and add relevant details] |
| **Resources required for CP provision (check those relevant)** | CLS licenses ☐ <br> Specialist resources CLS ☐ |

# Appendix 2 – Collaborative Provision Business Case Form

| School | Choose an item. | |
|---|---|---|
| | DALO visits | ☐ |
| | External examiners | ☐ |
| | Validation costs | ☐ |
| | Academic and admin staffing at PI | ☐ |
| | Academic, admin and CLS staffing at UoH | ☐ |
| **Proposed location of validation event** | [insert details of location of event. Normally this will take place at the PI] | |
| **Date of validation event** | Click or tap to enter a date. | |

| Registry comments on proposal |
|---|
| [INSERT REGISTRY COMMENTS HERE] |

| Course details | |
|---|---|
| **Start date of first cohort** | Click or tap to enter a date. |
| **If the collaboration has SFE funding, will the university or the PI receive numbers** | [provide details – ask finance for further details] |
| **Proposed student numbers** | [insert proposed number of students] |
| **Number of cohorts per year** | [provide proposed number of cohorts] |
| **Cohort start dates** | [proposed start date(s)] |
| **Number of credits delivered to students per annum** | [provide credit details] |

# Appendix 2 – Collaborative Provision Business Case Form

| | |
|---|---|
| **School** | Choose an item. |
| **Professional statutory body arrangement details (if relevant)** | [provide details of any PSRB] |
| **Do you need to change the validation document to respond to local market needs?** | [outline planned changes to local market] |
| **Will any part of the course be delivered in a language other than English?** | [provide details] |
| **Finances**<br>Discuss the areas below with financial services. Financial services must carry out a full costing of the proposal and provide a breakdown of income and expenditure. Submit this report with the business case. | |
| **Minimum charge** | [provide details] |
| **Will a subsidy be required to cover costs?** | Choose an item.<br>[if Yes provide details] |
| **Currency of transactions** | [insert currency] |
| **Performance bond needed?** | [Does the University need to request a performance bond from the PI in case the PI does not adhere to the agreed payment schedule?] |
| **Is withholding tax payable when exporting income to the University?** | [provide details] |
| **Is the commentary from Financial Services attached?** | Choose an item.<br>[If no, state when this will be available] |
| **Provide details of the payment schedule** | [add details] |
| **Benchmark income per (20 credit undergraduate or 30 credit postgraduate) module (to be completed by Financial Services)** | [add details] |

# Appendix 2 – Collaborative Provision Business Case Form

| | |
|---|---|
| **School** | Choose an item. |
| **Actual income per module (to be completed by Financial Services)** | [add details] |
| **LEARNING RESOURCES**<br>Discuss the areas below with library services and provide a statement from library services | |
| **Is access to the VLE required and reliably available?** | [provide details] |
| **Is access to other University-based specialist learning resources required and reliably available (e.g. e-journals and databases)?** | [provide details of any resources needed and whether a license will be needed for use in the PI] |
| **If costs aren't covered by income, where is the subsidy coming from?** | [insert details of where subsidy for any licenses or resources will come from?] |
| **Computing and Library Services commentary on proposal** | |
| [insert cls commentary on proposal here or indicate when this will be available.] | |

| Signatures | | |
|---|---|---|
| **School contact** | [insert signature] | Click or tap to enter a date. |

# Appendix 2 – Collaborative Provision Business Case Form

| School | Choose an item. | |
|---|---|---|
| Dean/director | [insert signature] | Click or tap to enter a date. |
| SCCP Chair | [insert signature] | Click or tap to enter a date. |

| 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 name | Choose an item. |
| Collaborating partner name | [insert name] |
| Course | [insert course name] |
| Anticipated start date of course | Click or tap to enter a date. |
| Numbers of students | [insert number] |
| Course fee | [insert fee] |
| % of fee retained by University | [insert %] |
| % of fee retained by PI | [insert %] |
| Additional costs to be covered by University | [add details] |
| Additional costs to be covered by PI | [add details] |
| Resources to be provided by University (including provision of library materials) | [add details] |
| Resources to be provided by PI (including provision of library materials) | [add details] |
| Validation/Revalidation/annual visits costs to be met by University | [add details] |
| Validation/Revalidation/annual visits costs to be met by PI | [add details] |
| Signature | |
| Dean of school | [add signature] |

# Appendix 2 – Collaborative Provision Business Case Form

# Appendix 3 – Low Risk Collaborative Provision Business Case Form

## Low Risk Collaborative Provision Business Case

Complete this business case if your proposed Collaborative Provision falls into the following categories:

- It will be a once-only delivery.
- It will be a closed course, ie it is only open to students from a particular known partner(s).
- It will be delivered, assessed and supported 100% by University staff, but away from our main campus.

## 1. General information

| | |
|---|---|
| School | [insert your school name here] |
| Contact name | [insert the school contact here] |
| Name of proposed course | [insert course name] |
| Name and address of delivery location | [include a contact name and email as well as general contact details] |
| Is delivery overseas? | [yes or no] |
| Existing links with partner(s)? | [provide full details including type of delivery and period of delivery] |
| Does the partner (s) have an exclusivity clause with other institutions? | |
| Does course award university credit? | [yes or no.]<br>[If yes insert credit amount] |
| Duration of course | [provide details of whether there will be one cohort or more than one cohort and delivery mode/schedule] |
| Will course be taught and assessed 100% by university staff | [provide full details of intended teaching and assessment schedule/method] |
| Does the course already exist at University of Huddersfield? | [yes or no] |
| Is the course a closed course? | [provide details of where/how the students will be recruited. Note: a closed course must have a defined cohort and must not be available for open recruitment] |
| How will students be recruited | [provide recruitment details] |
| Proposed numbers | |
| Proposed start date of first cohort | [ie Sept 19] |
| Any changes needed to respond to local market needs? | |
| Is access to university specialist learning resources required? | [ie VLE, journals and databases] |

## 2. Finance

| | |
|---|---|
| **Please consult with Central University Finance when completing this section. The statement must be signed by the Dean of the 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 | |
| Name of collaborating partner | |
| Course | |

# Appendix 3 – Low Risk Collaborative Provision Business Case Form

| | |
|---|---|
| **Please consult with Central University Finance when completing this section. The statement must be signed by the Dean of the 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.** | |
| **Anticipated start date of course** | |
| **Numbers of students** | |
| **Course fee** | |
| **% of fee retained by University** | |
| **% of fee retained by Partner (s)** | |
| **Additional costs to be covered by University** | |
| **Additional costs to be covered by Partner (s)** | |
| **Resources to be provided by University (including provision of library materials)** | |
| **Resources to be provided by Partner (s) (including provision of library materials)** | |
| **Proposed charge** | [provide details of minimum charges and costs not covered by income] |
| **Currency of transactions** | [Consult Central University Finance] |
| **Performance bond needed?** | [Consult Central University Finance] |
| **Withholding tax payable when exporting income to University?** | [Consult Central University Finance] |
| **Details of payment schedule** | [Consult Central University Finance] |

Authorised signature: _____
Dean of School

# Appendix 4 – Dual Award Cotutelle Request Proforma

## Dual Award Cotutelle Request Proforma

This proforma enables Schools to outline how they will oversee the management of Research Studies by Cotutelle arrangement which leads to a dual award. This form should be used by Schools arranging both:

- Individual Cotutelles (Dual Award), and
- Multiple-Candidate Dual Award Cotutelles.

Before submitting this form, Schools should read the following documents:

- The Quality Assurance Procedures for Taught Courses and Research Awards.
- The Regulations for Awards (Research Degrees).

After you have completed the Cotutelle Request Proforma, submit the form first to Graduate Board and then to SCCP supplying the following supporting documents:


- Confirmation of Senate Approval to Proceed with the Dual Degree.
- Confirmation of approval from PVCs T&L/R&E and DVC to proceed with the initiative.
- Confirmation from the Chair of School Board.
- Confirmation from the Director of Marketing that there is a market for the proposed provision (where necessary).
- Confirmation that the proposed partner is legally entitled to award Dual Research Degrees.
- Confirmation from the Dean that there are adequate human resources (academic and professional services) in place to support the proposed delivery.
- Confirmation from the Head of CLS that there are resources in place including (in the case of overseas arrangements) software licences to access to the University's learning resources/journals etc.
- Confirmation from the Head of Researcher Environment that there are adequate resources and capacity to provide core training and development opportunities for the proposed activity; and/or for any campus based delivery planned as part of the attendance requirements.
- Confirmation that offers of study will only be made when Supervisory team members have been established.
- Confirmation of supervisory arrangements for the UoH element of the award including, if applicable, that external supervisors are qualified to undertake PGR supervision.
- Programme Specification Document.
- A financial statement agreed by Financial Services indicating the costs/charges to be borne by each partner must be included.
- For overseas institutions, any local or in-country government approvals must be identified together with an indication of likely timescales and processes.

# Appendix 4 – Dual Award Cotutelle Request Proforma

| Dual award Cotutelle Request Proforma:<br>Graduate Board and SCCP Approval | |
|---|---|
| **School** | Choose an item. |
| **Name and role of staff member submitting proposal** | [Insert name and role] |
| **Subject area and Qualification** | [Insert the subject area and qualification of the proposed cotutelle] |
| **Full time or part time?** | Choose an item. |
| **Proposed duration and number of intakes** | |
| **Name and address of proposed partner institution.** | |
| **Name, email, and role of staff member leading the proposal at the partner** | |
| **Overview of the proposed partner institution.** | |
| **Rationale for the proposal** | [Insert:<br>• The rationale for proposed cotutelle arrangement including how it supports the relevant school and university strategies<br>• An outline of the importance of study via cotutelle arrangements] |
| **Target Market for course** | [Include a description of the target market including the location of the students and promotion plans for the award] |
| ***Proposed student numbers** (for Multiple Candidate Cotutelles only)* | [Insert proposed student numbers here **or N/A for Individual Cotutelles (Dual Award)**] |
| ***Financial arrangements** (for Multiple Candidate Cotutelles only)* | [Insert fee arrangements and anticipated income **or N/A for Individual Cotutelles (Dual Award)**] |
| ***International office commentary** (for Multiple Candidate Cotutelles only)* | [Provide key information concerning cotutelle arrangement after contacting the international office regarding the overseas location **or N/A for Individual Cotutelles (Dual Award)**] |

# Appendix 4 – Dual Award Cotutelle Request Proforma

| **Dual award Cotutelle Request Proforma:** **Graduate Board and SCCP Approval** | |
|---|---|
| *Local Government Approval (international institutions only)* | [Insert details of any local or in-country government approvals must be identified together with an indication of likely timescales and processes] |
| **Research Environment, delivery and support mechanisms** | |
| **Queensgate attendance** | [Insert details of attendance at Queensgate – see minimum face to face requirements in Regulations for Awards (Research Degrees)] |
| **Visa implications** | [Insert details of any visa implications for international research students] |
| **Queensgate workspace and equipment arrangements** | [Provide details about:<br><br>• How the school will ensure research students access appropriate equipment at Queensgate<br>• What periods and stages of attendance at Queensgate will be required (taking into account the minimum face to face attendance requirements in the Regulations)?<br>• How will the School ensure that research students have access to appropriate workspace and equipment during their time at Queensgate?] |
| **Facility requirements** | [Outline how the School will find out about and provide facilities required by research students] |
| **Cotutelle research environment** | [Outline how the school will ensure a cotutelle research student receives an equitable experience to a Queensgate based student] |
| **Research environment with peer contact details** | [Outline School plans for ensuring a robust and suitable research environment will be made available, including opportunities for peer discussion and interaction] |
| **Estimated additional workload for cotutelle supervisors** | [Insert details of workload issues in relation to the supervisory team and the impact that providing support to students may have on this] |
| **Supervision and informal progress monitoring methods** | [Insert details of the mode of interactions] |
| **Frequency of interactions** | [Insert details of the frequency of interactions] |
| **Cotutelle progress monitoring: both institutions** | [insert details of how research student progress will be monitored, both formally and informally **at both institutions**] |

# Appendix 4 – Dual Award Cotutelle Request Proforma

| | |
|---|---|
| **Dual award Cotutelle Request Proforma:** <br> **Graduate Board and SCCP Approval** | |
| **Engagement, Support and Representation** | [Insert arrangements for Ongoing Pastoral Support; Attendance/Engagement monitoring and arrangements for the Student Voice/representation. |
| **Formal progress reviews and progression monitoring details** | [Insert details of School plans: <br> • to make sure formal progress reviews take place at the agreed intervals <br> • to make sure the research student attends Progression monitoring at Huddersfield whenever possible] <br> • |
| **Viva Arrangements** | [Insert details of the arrangements for the examination process including how the award of both qualifications will be managed.] |
| **Additional information** | [Insert any other details or N/A] |
| **DoGE signature** | [Insert signature] |
| **Date** | Click or tap to enter a date. |
| **Graduate Board Consideration** | |
| **Graduate Board comments** | [Insert any comments or conditions relating to the committee's discussion of the request]. |
| **Approved by** | [Insert chair's signature] |
| **Date of meeting** | Click or tap to enter a date. |
| **SCCP Consideration** | |
| **SCCP comments** | [Insert any comments or conditions relating to SCCP's discussion of the request] |
| **Approved by** | [Insert SCCP Chair's signature] |
| **Date of meeting** | Click or tap to enter a date. |

# Part 2


# Collaborative Provision (Re)Validation and (Re)Approval Process

# (Re)Validation and Institution (Re)Approval Process Workflow



Flowchart:

- **SCCP approval gained – validation process begins** (start)
- → **Normal to high risk process?**
  - No → **Low risk process**
    - → **Registry identify Chair**
    - → **Registry plan the event with school**
    - → **Low Risk CP Event form (Appendix X) used – school completes section 3**
  - Yes → **Registry identify Chair**
    - → **Planning meeting arranged by Registry with school**
      - Panel confirmed
      - Documents requested
      - Date agreed
- → **Documents sent 3 weeks before event**
- → **Registry distribute documents and Agenda to panel and PI**
- → **Validation event held**
- → **Report of event written and circulated**
- → **SCCP approval**
- → **Contract agreed and signed**
- → **End**

# Part 2 Collaborative Provision (Re)Validation and (Re)Approval Process

Part 2 of the Collaborative Provision Handbook provides information on how to prepare for a validation or approval event with a partner institution. This section covers:

- Validation Process – Normal to High Risk Events
- Validation process – Low Risk CP Events
- Documents Required For Institutional Approval
- Ten Elements of a CP Proposal
- Suggested Agenda for Events
- (Re)Validation Event
- Student Meetings (Re)Validation Events
- Scrutinising Student Work
- Contract of Collaboration
- Financial Appendix

Appendices

Appendix 1 – Responsibilities in Relation to Progressing CP Events

Appendix 2 – Rationale Template for Institutional Approval Between UoH and PI

Appendix 3 – Risk Assessment Form

Appendix 4 – Financial Appendix

# Validation Process – Normal to High Risk Events

Following approval from SCCP, new proposals will need to go through a validation process, as outlined in the step and action box below

| Step | Action |
|------|--------|
| 1 | Registry will identify a suitable Chair for validation events. Note that the Chair is required to have some CP experience. |
| 2 | Registry will arrange a planning meeting for the School to attend along with the Chair to discuss the event in terms of:<br>• Panel members<br>• Documentation required<br>• Date and availability for events. |
| 3 | Registry and School confirm panel members and date of event, and Registry updates the Agenda and CP Schedule. |
| 4 | Registry will have been alerted to any changes to courses created by the CP proposal (via emailing collaborativeprovision@hud.ac.uk) and Registry will confirm the level of event the School will need. The School should hold any School level events at this stage. |
| 5 | The PI and school should submit documents three weeks before the event takes place. |
| 6 | Registry email an agenda and documentation to all panel members. |
| 7 | The validation event is held. |
| 8 | Registry will circulate the report of the event within four weeks of the event being held. |
| 9 | SCCP approves the report of the event. |
| 10 | A contract is drafted. |
| 11 | The contract is signed by partner and University, usually for a period of 5 years. |

Note: (Re)Validation is not confirmed until after SCCP has approved the report of the event – whether or not conditions have been satisfied.

# Validation Process – Low Risk CP Events

As outlined in Part 1, the University recognises that there may be some instances where a new Collaborative Provision proposal may be slightly lower risk because it is linked to an existing, established Collaborative Provision Partnership. In these instances, the validation process may vary slightly in terms of panel composition and attendees. However the process will remain largely the same:

| Step | Action |
|------|--------|
| 1 | Registry will identify a suitable Chair for validation events. Note that the Chair is required to have some CP experience. |

| Step | Action |
| --- | --- |
| 2 | Registry will plan the event, completing sections 1, 2, and then sections 4-8 of the Low Risk CP Event form (Part 1, Appendix 2). |
| 3 | Registry and the School confirm the date of event and which panel members are necessary. |
| 4 | Registry will have been alerted to any changes to courses created by the CP proposal (via emailing collaborativeprovision@hud.ac.uk) and Registry will confirm the level of event the school will need. The school should hold any school level events at this stage. |
| 5 | The school must supply the information requested in section 3 of the Low Risk CP event form or as a separate document three weeks before the event. |
| 6 | Registry emails the completed form to all panel members. |
| 7 | The validation event is held. |
| 8 | Registry circulate the report of the event within four weeks of the event being held (or sooner if the event is smaller). |
| 9 | SCCP approves the report of the event. |
| 10 | A contract is drafted. |
| 11 | Contract signed by partner and University, usually for a period of 5 years. |

# Documents Required for Institutional Approval

The purpose of the documents you submit is to show the commitment of the University and PI at institutional level. The documents should also outline the support the University and PI will provide for its off-campus provision to ensure that the students receive the same level of provision as a student on the University campus.

The institutional approval process should show that the PI:

- has aims, mission and strategies which align with those of the University;
- has an adequate understanding of the UK higher education system, and of the quality assurance framework within which it operates;
- has an academic and quality assurance infrastructure, and its resource base (including academic, administrative and technical staffing, and student support services) mean 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 document prepared by the partner (the Rationale document) 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. See Appendix 2 for a Rationale document template. The detail of the course is not usually discussed at this stage as the focus is on institutional level systems and processes. Note that:

- Documents in support of the process should be produced and made available to the panel three weeks before the event.

- Always check the Quality Assurance Procedures for Taught Courses and Research Awards to identify a range of activities that may or may not apply to your specific collaborative proposal.
- You should always check with Registry when considering a CP proposal to decide which step is relevant for your proposal.
- Standard validation procedures assume 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.

## Ten Elements of a CP Proposal

Consider the 10 points highlighted in **Table 1** before your CP proposal undergoes validation. Contact Registry to clarify which of the 10 elements need to be followed and incorporated as part of the Business Case. Also check the Quality Assurance Procedures for Taught Courses and Research Awards for further details of the regulatory processes which apply for each of the 10 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.

## Table 1 – Ten Elements of a CP Proposal

| | Activity | What it is | When it's needed | How it's completed |
|---|---|---|---|---|
| 1 | Indicative approval | Written permission to proceed with proposal from:<br><br>Dean<br><br>PVC (T&L)<br><br>DVC | For all new proposals | Email or memo from relevant authority |
| 2 | Business case or low risk form if appropriate | Exercise to assure the University of the good standing of the proposed partner and the (strategic, academic and financial) viability of the initiative.<br><br>Initial outline of proposal:<br><br>Information on Partner<br><br>Information on the proposed collaboration<br><br>Information on the course<br><br>Costings and provision of learning resources<br><br>Accompanied by commentaries from C&LS, Registry, Finance and (if relevant) International Office | For all new proposals | Standard template (available from Registry) completed by the School and approved by SCCP |
| 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 | Visit by nominated member of staff to provide initial overview of suitability of proposed partner, its facilities and resources. |

| | Activity | What it is | When it's needed | How it's completed |
|---|---|---|---|---|
| | | | | 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. |
| 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 | An IA panel (PVC or nominee plus Director of Registry or nominee) visits the proposed partner for an IA event. 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. Documentation includes information at institutional/strategic level on: 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 The report of the IA is submitted to SCCP for approval on behalf of UTLC. |
| 5 | Course validation | University approval of a PSD and associated module specifications. | For designed and delivered proposals | The partner proposing the D&D initiative writes the standard PSD and mod specs. These are |

| | Activity | What it is | When it's needed | How it's completed |
|---|---|---|---|---|
| | | | (all other forms of CP draw on previously validated course documentation) | 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: 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. |

| | Activity | What it is | When it's needed | How it's completed |
|---|---|---|---|---|
| 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: 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 learning taking account of any specialised facilities/equipment | For all new proposals For any change in delivery location following most recent (re)validation | If, as part of (re)validation or Institutional 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 | 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. |

| | Activity | What it is | When it's needed | How it's completed |
|---|---|---|---|---|
| | Financial Appendix) | | | Financial Appendix prepared by the School and approved by Financial Services. |

## Suggested Agenda for Events

When setting the Agenda for an event, the Steps below are followed:

| Step | Action |
|------|--------|
| 1 | Registry adapts a standard CP Agenda to fit the process the PVC (T&L) has agreed for the event |
| 2 | Once the Panel is confirmed by Registry and the School, and supporting documents have been submitted, Registry circulates the Agenda to the School |
| 3 | The School must share the Agenda with the PI ahead of the event |
| 4 | The PI must make sure that attendees are available at the appropriate meeting time provided by the Agenda. |
| 5 | Where events, or part of events are held online, arrangements will take into account time differences. It may be necessary to split events over two days in some instances. |

**List of meetings within events**

The list below outlines the general pattern events follow, however some meetings may not be required for certain events:

- 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 not be necessary 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 (see Student Meetings – (Re) Validation Events for details about when student meetings are appropriate);
- 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.

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.

# (Re)Validation Event

During a (re)validation event:

| Step | Action |
|---|---|
| 1 | The panel and Registry officer should have read all documentation and prepared relevant questions for the course team and senior management. |
| 2 | During the private panel meeting ahead of the event, the Chair will allocate specific questions and issues to panel members for them to pursue with partner representatives. <br><br> Note: these questions should not be shared in advance with partners. |
| 3 | At the start of the meeting with the course team, the Chair should: <br><br> • Carry out introductions; <br> • Ask for mobile phones to be switched off; <br> • Remind the participants that discussion should be collegiate; <br> • Quickly outline the format of the event. |
| 4 | During the meeting with the course team the Chair will ensure genuine, relevant debate about the provision takes place. |
| 5 | The Registry officer takes notes of the discussion. |
| 6 | At the end of discussions with the course team and partner institution, a private panel meeting will decide whether to approve the event. The chair of the event gives feedback to the team as follows: <br><br> • Commendations – areas of strength; <br> • Conditions – areas where the panel have concerns about the provision which the panel must address for the provision to be approved; <br> • Recommendations – areas where the panel think provision could be strengthened. |

After a (re)validation event:

| Step | Action |
|---|---|
| 1 | Registry will circulate commendations, conditions and recommendations immediately following the meeting to the panel members and course team. |
| 2 | The report of the event will be written and circulated within one calendar month of the event asking for comments on: <br><br> • The content from panel members; <br> • Factual accuracy from the course team. |
| 3 | There will usually be a week for any comments to be returned. |
| 4 | The final report is circulated to all attendees, and specifies the date conditions should be responded to. |

| Step | Action |
|------|--------|
| 5 | The team sends a comprehensive response to the conditions to collaborativeprovision@hud.ac.uk |
| 6 | Registry forward the response to the conditions to the Chair of the event. |
| 7 | The Chair signs off the conditions as met or asks for further clarification from the team before sign off. |
| 8 | Registry copy the Chair's response to the PIs file for audit purposes. |
| 9 | The report of the event goes to SCCP for approval, or if urgent approval is needed, Chair's action may be taken. |
| 10 | The contract is issued and signed by the PVC (T&L) and PI ahead of the start of the provision. |
| 11 | Provision can continue or be implemented. |

## Alternative Site Approval Procedures

If it is not possible to visit teaching facilities during a validation event, Registry and the Chair of SCCP consider the most appropriate way to check delivery sites:

- In some cases, it may be suitable for video footage of the new location to be submitted to SCCP for approval.
- In certain cases, where there is no fixed delivery site, a Risk Assessment form for a new delivery location can be completed by the course team and submitted to SCCP for approval ahead of any teaching at a new location.

Where possible, the Chair of the event and a member of Registry should visit new CP PI locations before teaching begins.

# Student Meetings – (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. 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.

The student meeting normally should be:

- Conducted informally;
- Held without PI staff or the DALO attending;
- Anonymous, ie the report of the meeting will not contain student names;
- Representative of all years of the course, including graduates.

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**Topics to consider covering during a student meeting**

- 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, careers 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 University of Huddersfield students?

**Note: Always ask students if they wish to raise any points not covered by the panel's questions.**

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# Scrutinising Student Work

Occasionally panels can ask, as part of the agenda, to see examples of student work if they want to consider:

- the standard achieved as part of the entry qualification;
- student work on the course to date within a revalidation event.

This is what happens when a panel asks to see student work:

| Step | Action |
|------|--------|
| 1 | If the request is received well in advance of the event, the planning meeting will highlight the request. |
| 2 | When the panel makes a request to see work, they should specify the type and amount of work they want to see. |
| 3 | The Agenda for the event will schedule time for the panel to examine student work. The Agenda should also note:<br><br>• The panel expect to see a broad sample of work demonstrating the range of assessment methods, including marking guides and student feedback;<br>• The work should include a sample of the two most recently assessed cohorts for the course including samples from all units/modules and a range of marks. |
| 4 | During the meeting, the panel should look at the work to see that:<br><br>• It demonstrates the achievement of the learning outcomes of the programme;<br>• Assessment is designed to measure achievement of learning outcomes;<br>• The marking and assessment process is rigorous, consistent and equitable. |

# Contract of Collaboration

Note that a Contract of Collaboration is **an operational contract** and is different to any initial contract, memorandum of understanding or tender award issued at the very start of a Collaboration agreement between the university and an institution. It contains the specifics of how a course will operate between the two partners.

**A course cannot begin without a signed Contract of Collaboration in place**.

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. See the Contracts process workflow for further information about the contract process.

| Step | Action |
|------|--------|
| 1 | Normally once (re)validation conditions have been met and confirmed by SCCP, Registry draft a Contract of Collaboration (CoC).<br><br>Note: In some cases, particularly when there is a new CP partner, Registry may begin to draft the CoC ahead of conditions being approved as it may take some time to resolve issues raised. |
| 2 | Registry highlights relevant sections for Schools to fill in. Normally the School Manager, Dean and Course Leader will be copied into CoC information. |

| Step | Action |
|------|--------|
| 3 | The School may consult the PI if necessary at this stage to complete all information and may consult finance and Registry where appropriate |
| 4 | The School returns the complete contract to Registry |
| 5 | Registry sends the contract to the PI and asks for comments or the signed contract to be returned (further liaison with the School may be necessary to resolve any issues) |
| 6 | Once the signed contract is returned, Registry forward the contract to the PVC (T&L) to sign on behalf of the University |
| 7 | Registry keep a copy of the fully signed contract and forward a copy to the School and PI |

An additional sheet for each course may be 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.

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

If a CP partner has an additional course from the same school validated part-way through their five-year contract, the new course may be validated for the period remaining on the main CoC. A different contract will be issued if a new course is offered by a different school.

```
                    ┌─────────────────┐
                    │ Contract prepared│◄──────────────┐
                    │  by Registry    │               │
                    └─────────────────┘               │ Yes
                            │                          │
                            ▼                          │
                    ┌─────────────────┐        ┌──────────────┐
                    │ Contract to school│──────►│Further school│
                    │ for checking and │        │  queries?    │
                    │ completion – in  │        └──────────────┘
                    │ particular Schedule│
                    │       1          │
                    └─────────────────┘
   Yes                       │
┌──────────────┐            ▼
│Partner Institution│◄──┌─────────────────┐
│  queries?     │    │ Draft contract sent│
└──────────────┘    │ by Registry to    │
                    │ Partner Institution│
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │ Signed contract │
                    │   returned      │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │ Contract to VCO for│
                    │   signing       │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │ Fully signed    │
                    │ contract returned│
                    │ to Partner      │
                    │ Institution and │
                    │   school        │
                    └─────────────────┘
                            │
                            ▼
                        ┌────────┐
                        │  End   │
                        └────────┘
```
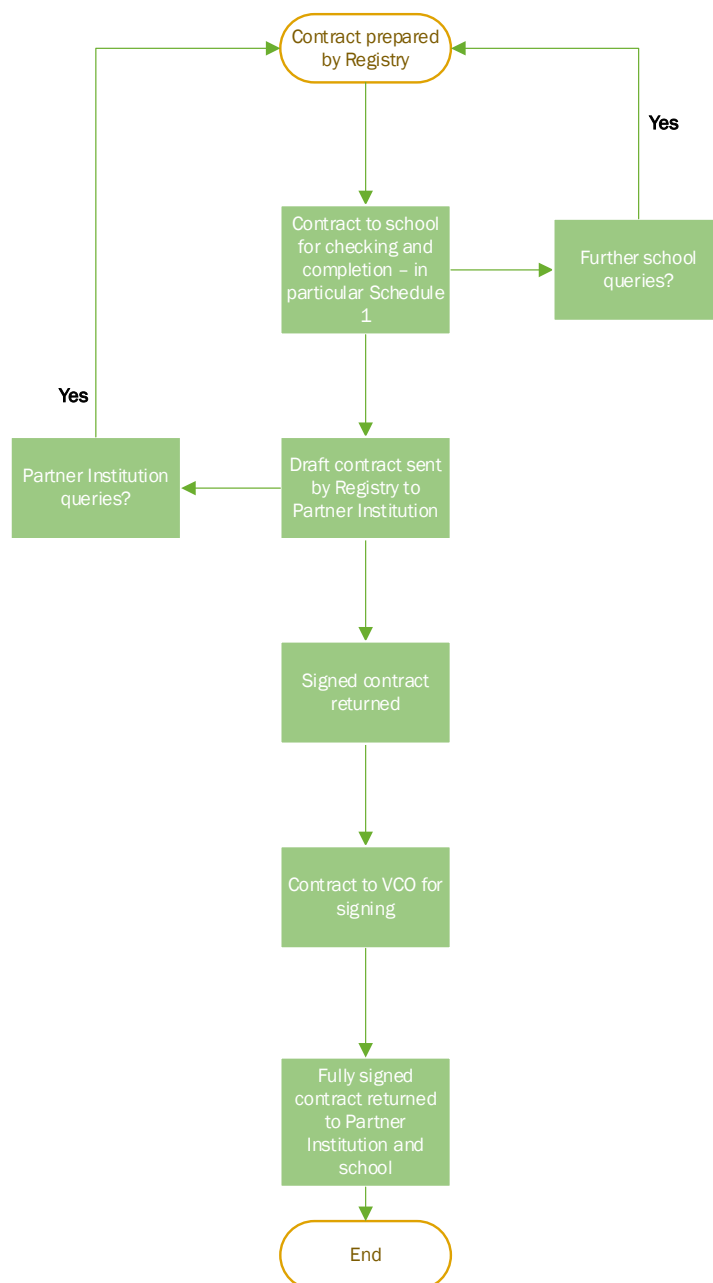
# Financial Appendix

A financial appendix (see Appendix 4) must be produced and signed by the school responsible for the CP course in advance of each academic session.

| Step | Action |
|------|--------|
| 1 | Schools should agree all Financial details in advance with Finance in accordance with the document on fees and charges produced by the Deputy Vice-Chancellor. |
| 2 | The First Financial Appendix is completed together with the CoC which the PI signs. |
| 3 | Schools must make sure that a copy of the financial appendix (see Appendix 4) is lodged with Financial Services. |

It is important that Schedule 1 of the CoC is completed by the School before the contract is sent to the PI. The information in this section is not held by Registry:

<div style="border:1px solid">

**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

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# Part 2 Appendices

**Appendix 1 – Responsibilities in Relation to Progressing Events**

**Appendix 2 – Rationale Template for Institutional Approval Between UoH and PI**

**Appendix 3 – Risk Assessment Form**

**Appendix 4 – Financial Appendix**

# Appendix 1 – Responsibilities in Relation to Progressing Events

## Responsibilities in Relation to Progressing Events

The following table 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**<br><br>**Registry will request the list of proposed new activities** |
| **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 | **Registry → School** |
| **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 Panel chair (delegated authority from UTLC)** | 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** |

## Appendix 1 – Responsibilities in Relation to Progressing Events

| Activity | When | By whom |
|---|---|---|
| **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 report to be made available to ILO.** | Event and 15 working days afterwards | **Registry** |
| **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** <br> **b) School →PI →School/Finance** |

## Appendix 1 – Responsibilities in Relation to Progressing Events

| Activity | When | By whom |
|---|---|---|
| **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** |

# Appendix 2 – Rationale Template for Institutional Approval Between UoH and PI

## Rationale template for Institutional approval between University of Huddersfield and [Insert CP name]

Use the six headings below (containing the information listed by the bullet points) as a template to provide an Institutional rationale for a CP Proposal:

### 1. 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

### 2. Organisation and Management of the PI

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

### 3. 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

### 4. Teaching, Learning and Assessment:

- Policies
- Evaluation

### 5. 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

### 6. Quality Assurance and 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

Note: 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 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.

# Appendix 3 – Risk Assessment Form

## Risk Assessment Form for Partner Institution New Locations

**Complete this form if a partner institution changes the location of its provision or if a partner institution location has not previously been checked by University staff. Email the completed form to collaborativeprovision@hud.ac.uk for approval. Please also email pictures or video footage of the new location.**

| | |
|---|---|
| **Venue name and location:** | [provide venue name, address and contact details] |
| **Date of event:** | [insert anticipated start date of provision] |
| **Number of students proposed** | [insert predicted number of students] |
| **Length of sessions and break times** | [check suitable breaks are timetabled for students] |
| **Does the venue have suitable lighting and ventilation for number of attendees** | [insert relevant details] |
| **First Aider on site:** | Choose an item. |
| **Is the location secure:** | [Provide relevant security information, ie 24 hour security guard etc] |
| **Number of staff/students compliant with Fire and safety regulation** | [insert details ] |
| **Accommodation provided at location for students during event?** | [provide details] |
| **Indicate if venue is compliant with disability legislation:** | [provide details] |
| **Please list all classroom and training facilities required during event, ie smartboards, PCs** | [list requirements of provision such as smartboard, PCs wifi access etc] |
| **Are all required classroom facilities available at venue?** | [UoH visitor to confirm if all required equipment is available] |
| **Are toilets and other facilities accessible?** | [please confirm that all facilities are accessible with no trip hazards etc] |
| **Date DALO/member of University staff visited and approved location:** | [Insert date] |

## DALO approval of venue
Signed: ...........................................................................Date:..........................................

## Registry approval of venue
Signed:..........................................................................Date:..........................................

## Chair of SCCP approval
Signed:..........................................................................Date:..........................................

# Appendix 4 – Financial Appendix

**Note: The Financial Appendix is the School's responsibility. Please refer to the Financial Arrangements for CP document and discuss with Central Finance.**

**University of Huddersfield Financial Appendix**

Financial Arrangements between **[insert school name]** of the University of Huddersfield ("University") and **[insert partner name]** ("Institution") in respect of the [insert type of CP ie This financial agreement comes into force on [**date]** and will last until [**date].** The arrangement will be reviewed by the University and the Institution after that date. The University reserves the right to amend the financial arrangement following this agreement period.

1. The students will be [registered students of the University/registered students of the PI].

2. Tuition fees shall be set by the Institution in agreement with the University.

3.  [information about who collects and retain fees here, ie the Institution or us, ie The Institution will collect and retain any fees payable by the students. The University will not be responsible for any fees not collected by the Institution nor any fees which may be returned to any student for whatever reason].

4. The Institution will pay the University the following amount per cohort in respect of students enrolled onto the course: [See attachment of financial information]

5. The University reserves the right to cancel the agreement for any intake where the overall number of students on the course falls below the minimum academically acceptable level of [insert number, usually 8 students] without the prior consent of the University.

6. The Institution will send to name at the University within one calendar month of the start of each cohort the names of the students enrolled on the cohort.  The University will then invoice the Institution the amount specified in (5) within one calendar month of receipt of the students' names. The Institution will then pay within 30 days of the date of the invoice in accordance with University's invoicing terms and conditions. [read and confirm this section]

7. The University shall not make any refund in respect of any student who subsequently withdraws or suspends their studies.

8. The University will issue the Institution invoices in [pounds sterling] and the Institution will pay the invoices in [pounds sterling].

9. The Institution will bear the cost of any bank charges with relation to the payment of the invoices into the University's bank account.

10. The University will bear the staffing, travel and subsistence costs of one monitoring visit to the Institution each year. This visit will normally be made by the DALO.

11. The allocation of the cost of staffing, travel and subsistence of University staff visiting the Institution as part of the quality assurance arrangements, other than for the annual monitoring visit, will be negotiated between the Institution and the University prior to the visit taking place.

Signed for and on behalf of the University of Huddersfield


Name:

[Name of Dean and School]

Date:

# Appendix 4 – Financial Appendix

**Attachment of Financial Information**

12. The University will receive [amount, ie £1500 (sterling)] for each [type of provision ie ODUPLUS, Franchise etc] enrolled on the University's course at the Institution.

13. [PI] will be responsible for any costs incurred in the initial application and the annual returns for registration of the course in [country] (if any).

14. [PI] will provide teaching accommodation for the Course, adequate library and information technology provision and printed teaching and learning materials. [PI] will also ensure there is appropriately qualified staff to provide administrative work and pastoral care and teaching support for lectures, tutorials and all follow-up work undertaken by students. [*insert details of modules and requirements as follows*: Each of the six modules led by staff of the University will consist of a minimum of 24 hours of lectures by University staff and 30 hours of tutorials support by PI staff. Any costs associated with PI staff attending and/or communicating with the University for formal meetings associated with the Course will be paid by PI].

15. The University will provide appropriate materials such as Powerpoint slides and tutorial support material as appropriate for modules led by University staff. Course handbooks and some support material will be provided by University staff for use in franchise modules, for follow up by local staff. [Insert specific details about provision ie, The University will pay the costs directly associated with academic staff attending [PI] to deliver modules; these costs will include air fares, hotel accommodation, local travel and subsistence expenses].

# Part 3


# Implementation and Quality Assurance of Collaborative Provision

# Implementing and Maintaining Collaborative Provision Partners Workflow

Implementing and Maintaining Collaborative Provision Partners

School Responsibilities

Registry Responsibilities

DALO, ILO and CM Roles

Including:
Annual Evaluation
Student Panels
Course Committees
Course Tutors
Assessment and Examinations
Changes to approved provision
Dealing with Appeals, Complaints,
Extenuating Circumstances, Academic
Misconduct and Fitness to Practice

Including:
Annual Executive Meeting
DALO Visits
Mergers
Approval of Additional sites
Monitoring Marketing Material
Exit strategie

# Part 3 Implementation and Quality Assurance of Collaborative Provision

Part 3 of the Collaborative Provision Handbook provides information on how to implement University regulations and processes when working with new PIs and how to maintain quality assurance processes when working with established PIs. This section covers:

School Responsibilities

Registry Responsibilities

*These sections include key QA areas such as*:

- Annual Evaluation
- Student Panels
- Course Committee
- Course Tutors
- Assessment and Examinations
- Course Assessment Boards (CABs)
- PI Holds their Own Course Assessment Boards
- Changes to Approved Provision
- Academic Misconduct
- CP Student Complaints
- CP Results Appeals
- CP Fitness to Practice Procedures
- CP Fitness to Study Procedures
- CP Extenuating Circumstances
- Disciplinary
- Student Withdrawals

DALO, ILO and CM Roles

*This section includes key areas such as*:

- Conducting the Annual Executive Meeting (AEM)
- Approval of Additional Sites for Delivery of Approved Collaborative Provision
- PI Merges with Another Institution
- Monitoring Publicity Produced by Collaborative Provision Partners
- Research Qualifications and Culture for Staff at Collaborative Partners
- Mid-term Reviews
- Revalidation
- Minor amendments to Collaborative Provision Courses
- Exit Strategies

*Appendices*

Appendix 1 – Annual Executive Meeting Agenda Template

Appendix 2 – Annual Executive Meeting Minutes Template

Appendix 3 – Checklist for DALO Visits to PIs

Appendix 4 – Common Documents to be Held in CP Arrangement

Appendix 5 – Exit Strategy Template

Appendix 6 – Exit Strategy – Letter to Students Template

# School Responsibilities

The **School** and **Partner Institution** are responsible for implementing collaborative provision procedures and regulations. Collaborative Provision programmes have the same quality assurance processes as any other programmes delivered at the University and Schools are responsible for ensuring that the quality assurance arrangements are consistent with University policy. The quality assurance processes include:

- Annual Evaluation
- Student Panels
- Course Committees
- Course Tutors
- Assessment and Examinations
- Changes to approved provision
- Dealing with Appeals, Complaints, Extenuating Circumstances, Academic Misconduct and Fitness to Practise
- Exit strategies and terminations

The step and action boxes below show how the PI quality assurance processes feed into the School quality assurance processes.

There may be oversight at both module and course levels, 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 (see information on DALO, ILO and CM Roles).

Also see section on DALO, ILO and CM Roles for information on these responsibilities.

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. Information held in the Student Finance and Records Office regarding student enrolment is the official student record and will appear on award certificates and transcripts/diploma supplements.

# Registry Responsibilities

Registry is responsible for maintaining the collaborative validation schedule, advising on regulations and servicing the validation events. Send any queries relating to collaborative provision to Registry in the first instance (email: collaborativeprovision@hud.ac.uk).

## Annual Evaluation

Steps for making sure Annual Evaluation procedures apply to Partner Institutions are set out in the box below:

| Step | Action |
|------|--------|
| 1 | Students complete course evaluation questionnaires for each academic session. |
| 2 | The PI should produce an Annual Evaluation report in the approved University format, which is submitted to the Dean. |
| 3 | The DALO writes a coversheet to an Annual Evaluation Report showing when visits have taken place in the academic session and the issues addressed. (see DALO information). |
| 4 | The School must consider the report as part of the Annual Evaluation process. |
| 5 | The School should forward a copy of the report to Registry for consideration at the January/February SCCP meeting as well as minutes from the School Annual Evaluation Committee. |
| 6 | The Dean must also confirm that any issues have been addressed and highlight any issues which still need resolving. |
| 7 | The PI is responsible for the implementation of Annual evaluation process changes. |
| 8 | The school is responsible for monitoring the changes and should refer to them in following annual evaluation reports. |

## Student Panel

A Collaborative Provision Student Panel works as follows:

| Step | Action |
|------|--------|
| 1 | PI establishes a Student Panel taking advice from the DALO, recording student feedback on a rolling record. |
| 2 | The PI submits the rolling record to the course committee and DALO. |
| 3 | The course team consider any comments as part of the Annual Evaluation report. |

Note: In an ODUPLUS agreement where no local course committee exists, the Student Panel rolling record is forwarded to the course committee at the University.

## Course Committee

The Course Committee in a Collaborative Provision arrangement operates as follows:

| Step | Action |
|------|--------|
| 1 | The PI establishes a Course Committee, with the DALO as a member. |
| 2 | The DALO must, where possible, attend the PI Course Committee meetings. |
| 3 | The PI sends minutes from the Course Committee meetings to the University's Course Committee and DALO. |

| Step | Action |
|------|--------|
| 4 | After holding the University Course Committee meetings, the University then sends copies of the minutes to the PI. |
| Note: In an ODUPLUS agreement there may be no locally convened Course Committee. | |

## Course Tutors

When monitoring PI tutors teaching on a course, consider the following**:**

| Step | Action |
|------|--------|
| 1 | All tutors on the course must be approved by the University before starting teaching. Approval is normally given at the (re)validation event. |
| 2 | The PI must forward CVs for any new tutor to the School Board for approval. |
| 3 | There must be staff development opportunities for staff at the University and PI. This includes short term staff exchanges especially in the early days of the arrangement. |
| 4 | When a PI has not run a course for a period of time, and the course is still in a validation period, the school must make sure that PI staff expertise in the subject area is current before delivery begins again. This includes outlining any changes to regulations or processes. |

## Assessment and Examinations

When managing and monitoring assessment and examination arrangements with PIs:

| Step | Action |
|------|--------|
| 1 | Assessment arrangements with PIs must be carried out at the same level operated at the University and any CP agreement should clarify how this is carried out and give details of any local arrangements. |
| 2 | Where assessment is in parallel to assessments conducted at the University: <ul><li>All institutions should follow agreed practices relating to the timing of assessments and the security of examination papers;</li><li>Schools must make Registry aware of any parallel assessments and make sure that the local institution is capable of handling the assessment arrangement (email collaborativeprovision@hud.ac.uk);</li><li>Schools must make sure that the integrity of the examination for all candidates is equally secure and not compromised by collaborative delivery.</li></ul> |
| 3 | 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. |
| 4 | The procedures for assessment and examination of all students enrolled on collaborative courses will be governed by the examination regulations of the University, see the Regulation for Taught Awards for further information. |
| 5 | Establish assessment boards for the award and confirmation of credit. Note: credit must be accurately recorded at the university. |

## Course Assessment Boards (CABs)

Marks for Collaborative Provision courses will be considered by the University's Course Assessment Boards (CABs) as follows:

| Step | Action |
|------|--------|
| 1 | The membership of the University's assessment boards must include a member of staff from the PI who teaches on the course. |
| 2 | 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:<br><br>• work will be made available to staff at the University for moderation; and<br>• the response from the University on the moderation process will be passed back to the PI. |
| 3 | Coursework which contributes to the progression of, or an award to, a student should be the same at both the University and the PI. Any difference in coursework 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. |
| 4 | The School owning the course will be responsible for submitting a signed conferment list of student names to the University's Director of Registry. |

## PI Holds their own Course Assessment Boards

In some circumstances and where approved as part of the validation process and reflected in the Contract of Collaboration, the PI may hold their own CABs. In such cases:

• a Course Assessment Board will be established at the PI and its membership will include an appropriate number of external examiners approved by the University. Note: 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 sent both coursework and examination papers and scripts for moderation.

• If the agreement is with an overseas partner, you can 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 who are familiar with UK HE practice.

## Changes to Approved Provision

If you wish to make a change to approved Collaborative Provision courses, remember that the regulations for admission, assessment, progression and award are set out in the programme and module specifications, as approved by the University. **Therefore these cannot be varied except with the prior approval of the University**. If you wish to propose a change to courses:

| Step | Action |
|------|--------|
| 1 | Consider and outline your proposal, then submit it to your School by the end of the April before the year where the changes are intended to take effect (unless you have other agreement by the University) |

| Step | Action |
|---|---|
| 2 | Your School should notify Registry for them to consider the level of treatment the change will need (either a School's Accreditation and Validation Panel (SAVP) or University Validation Panel (UVP)) with oversight from SCCP. Email collaborativeprovision@hud.ac.uk with information about any changes. |
| 3 | Registry will contact the PVC (T&L) and the Chair of SCCP to confirm whether you need a UVP or SAVP and confirm the level of event required |
| 4 | Registry will notify you of the approved level of event required to approve the change |
| 5 | Submit other changes such as application for a different mode of delivery or delivery at a different campus to collaborativeprovision@hud.ac.uk for approval at SCCP. This might mean you need to make another validation visit to your PI. |

## CP Academic Misconduct

The University of Huddersfield's Academic Misconduct policy and processes apply to all courses and University of Huddersfield students at PIs. The DALO must make sure that the PI issues students with section 10 of the Regulations for Taught Students during their induction and that all staff and students are aware of AM issues and that they need to complete the Academic Misconduct module. Note: Academic Misconduct procedures at any CP partner institution must reflect the University's procedures for dealing with internal courses. This information is agreed at (re)validation and monitored by the DALO and is reflected in the contract of collaboration. The process is outlined below:

| Step | Action |
|---|---|
| 1 | For Franchised, Validated and Designed and Delivered provision, the PI appoints an Academic Misconduct Officer (AMO) who informs the DALO of investigation outcomes |
| | For ODUPLUS provision the PI and school agree the appointment of an AMO as part of the (re)validation process. This could either be a member of the PI, a member of University of Huddersfield staff who visits the PI regularly or the DALO |
| 2 | The PI must confirm the name of the AMO to the School's AMO. Note that penalties cannot be applied by a PI AMO; they must be confirmed by the School's AMO |
| 3 | For Franchised, Validated and Designed and Delivered provision, the PI should conduct the informal stage 1 investigation and the University will conduct Stages 2 and 3 (see workflow below) |
| 4 | DALOs support PIs with AM issues, are the first point of contact and should be regularly updated by PIs in all AM cases (refer to section 10 of the Regulations for Taught Students for further information) |
| 5 | The University sends all formal emails relating to AM allegations rather than the PI. This includes interview invitations and outcomes. |

| Step | Action |
|------|--------|
| **6** | A stage 3 case of AM at a PI will mean an Academic Misconduct Panel will be held at the University and the student should attend to present their case. If it is unrealistic for the student to attend, a virtual AMP will be held. |

See the Academic Misconduct flowchart for further information about the CP process.
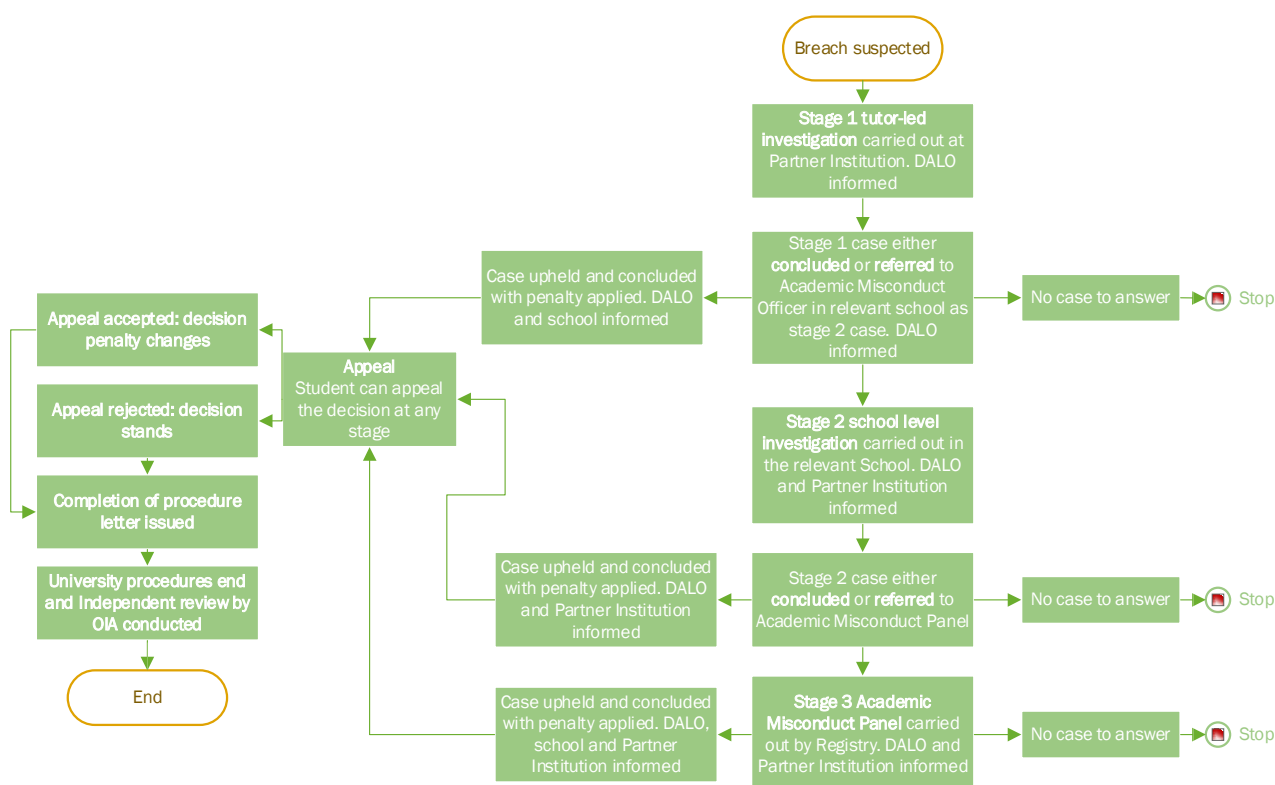
## CP Student Complaints

Student complaints at PIs usually follow the University of Huddersfield's Regulations and Procedures outlined in Section 13 of the Regulations for Taught Students. However, this may depend on the subject matter of the complaint. It is normal for the University to deal with all stages of complaints relating to academic matters. The DALO must make sure that the PI issues students with the Regulations for Taught Students during their induction and that all staff and students are aware how the complaints procedure works.

| Step | Action |
|---|---|
| 1 | When a student raises a complaint at a PI, the PI follows the Stage 1 (informal) complaints process, alerting the DALO to the complaint. The student should be advised to contact the University of Huddersfield's Student Union Advice centre at all stages. |
| 2 | If the PI does not resolve the issue, they should inform the DALO, sending all relevant paperwork . |
| 3 | The DALO will refer the stage 2 complaint to Registry who will complete the formal stages (stages 2 and 3). |
| 4 | If the issue is not resolved at stage 2, then the University follows the stage 3 internal review process. |
| 5 | The COP letter is then issued advising the student to contact the OIA for an independent review if they are still unhappy with the outcome. |

**Part 3 Implementation and Quality Assurance of Collaborative Provision**

Complaint made by student at Partner Institution (received within one calendar month of incident)

↓

Consider nature of complaint and check PI contract: contact DALO

↓ ↓

Complaint relates to other aspects of provision at Partner Institution

Complaint relates to teaching, learning and assessment and University

↓ ↓

Stage 1 Completed at Partner Institution (response sent within 20 working days of complaint) — Issue resolved → Stop

Stage 1 Completed in School (response sent within 20 working days of complaint) — Issue resolved → Stop

Issue not resolved →

Stage 2 Complaint sent to Registry within 10 working days of student receiving response (response sent within 20 working days of receipt) — Issue resolved → Stop

Issue not resolved →

Stage 3 Internal review request received by Registry within 10 working days of receipt of Stage 2 response (stage 3 response sent within 20 working days of receipt) — Issue resolved → Stop

Completion of Procedures Letter issued

Issue not resolved →

Independent review sent to Office of Independent Adjudicators within 12 months of receipt of Completion of Procedures letter

## CP Results Appeals

Student results appeals at PIs follow the University of Huddersfield's Regulations and Procedures outlined in section 9 of the Regulations for Taught Students . The DALO must make sure that the PI issues students with the Regulations for Taught Students during their induction and that all staff and students are aware how the Appeals procedure works – also see the workflow below. The process is as follows:

| Step | Action |
| --- | --- |
| 1 | Student at PI wishes to appeal a result (must be within 10 working days of receiving results). |
| 2 | The PI and DALO direct the student to the University of Huddersfield's Students' Union Advice centre for further details and advice. |

| Step | Action |
|---|---|
| **3** | The student submits a stage 1 appeal to Registry by emailing an appeal form to CABAppeals@hud.ac.uk |
| **4** | Registry respond to the student within 20 working days of receiving the appeal with an outcome. |
| **5** | The student may ask for a review in the stage 2 process within 10 working days of receiving the outcome letter. |
| **6** | Registry issues a completion of procedures letter and the student has 12 months to contact the Office of Independent Adjudicator if not satisfied. |

Students receive results following Course Assessment Board

↓

Student from PI wishes to appeal result

↓

DALO/PI directs student to the Students' Union Advice Centre

↓

Student submits stage 1 appeal to CABAppeal@hud.ac.uk

↓

Registry responds within 20 days

↓

Satisfied with outcome? — Yes → ■ (end) / No →

↓

Student requests a review within 10 working days

↓

Satisfied with outcome? — Yes → ■ (end) / No →

↓

Student referred to Office of Independent Adjudicator in Completion of Procedures letter

Note: all Course Assessment Board appeals **must** be carried out by Registry

## CP Fitness to Practise Procedures

Student Fitness to Practise Procedures only apply to certain courses such as Teaching, Health Care and Social work. It is important to discuss any courses where Fitness to Practise Procedures apply with new PIs. PIs follow the University of Huddersfield's Regulations and Procedures outlined in section 11 of the Regulations for Taught Students

**The DALO must make sure that the PI issues students with the Regulations for Taught Students during their induction and that all staff and students are aware how the Fitness to Practise Procedures work.**

The PI will usually be responsible for invoking and completing the first informal stage. The outcome must be reported back to the DALO at the University. Stages 2 to 4 of the procedure will usually be completed by the School/University as illustrated in the flowchart below.

# Part 3 Implementation and Quality Assurance of Collaborative Provision



**FITNESS TO PRACTISE APPEAL**
Student can appeal at any stage

Appeal outcome

- Appeal rejected
- Case referred back to any stage of process

Fitness to Practise Allegation received about University student at a partner institution

University and partner impose precautionary measures if relevant

Stage 1
School level investigation. Conducted at partner institution, outcome communicated to student by partner institution and reported back to DALO at UoH
- No case to answer → End

Referral to Stage 2
School-level investigation (@ University of Huddersfield)
- No case to answer → End

Non-serious breach has occurred – outcome and conditions communicated by school to student and partner institution

Referral to Stage 3
Fitness to Practise Hearing (@University of Huddersfield)
- No case to answer → End

Outcome reached and decision communicated

Stage 3 Hearing to be repeated @University of Huddersfield

Referral to Stage 4
Request a review of Hearing outcome
- Original decision upheld

End of University procedure

Independent review of final outcome

## CP Fitness to Study Procedures

Where a PI has concerns surrounding a student's physical or mental health, they are usually responsible for invoking Fitness to Study Procedures at stage 1, as outlined in the Regulations for Taught Students. They should also inform the DALO, the school and should contact Registry for support and advice. It is important to consider a number of factors such as the contract, the issue concerned and whether the PI feels confident in carrying out the procedure. The University will usually be responsible for the formal stages of the procedures (stages 2 and 3).

Fitness to study concern raised by Partner Institution: discussed with DALO and school

Precautionary measures imposed where appropriate

Stage 1 initial and/or emerging concerns held at Partner Institution in conjunction with school

Stage 2 continuing and/or serious concerns: held at school with Partner Institution and Registry

Stage 3 Persistent and or critical concerns held with Partner Institution, Registry and School

**STAGE 1 OUTCOMES**
- Suggest and agree interruption
- Support arrangements and reasonable adjustments in place
- Positive outcome: no further action — END
- Action plan
- Action plan review
- Review satisfactory? — END
- Review unsatisfactory?
- Refer to stage 2 (or another stage)

**STAGE 2 OUTCOMES**
- Suggest and agree interruption to study
- Support arrangements and reasonable adjustments in place
- Referral to support service
- Positive outcome: no further action — END
- Action plan
- Action plan review
- Review unsatisfactory?
- Review satisfactory? — END
- Refer to stage 3 (or earlier stage)

**FITNESS TO STUDY APPEAL**
Student can appeal at any stage
- Appeal outcome
- Appeal rejected
- Case referred back to any stage of process

**STAGE 3 OUTCOMES**
- Support arrangements and reasonable adjustments in place
- Positive outcome: no further action
- Withdrawal from placement/university related activity
- Restriction from uni for period
- Refer to another stage
- Withdrawal from course — END

- Restriction from University for period with arrangements for return
- Interruption to study
- Conditions to meet for return to campus
- Alternate modes of study
- Action plan
- Action plan review
- Review satisfactory? — END
- Review unsatisfactory? **REFER BACK TO ANOTHER STAGE**

*Note*
The fitness to study process is supportive and allows students to be referred up and down the stages as appropriate.

## CP Extenuating Circumstances

Extenuating Circumstances at PIs follow the University of Huddersfield's Regulations and Procedures outlined in [section 8 of the Regulations for Taught Students](#). The DALO must make sure that the PI issues students with the Regulations for Taught Students during their induction and that all staff and students are aware how the Extenuating Circumstances procedure works. The process is as follows:

| Step | Action |
|------|--------|
| 1 | A student at a PI wishes to submit an EC application. |
| 2 | The PI should notify the DALO and direct the student to the relevant Regulations, Procedures and Forms on the Huddersfield of University website and also advise them to contact the Students' Union Advice Centre in the first instance. |
| 3 | The student should submit their claim form and evidence to the School as outlined in the guidance. |
| 4 | The school should make sure the DALO and PI are aware of any outcomes. |

## Disciplinary

In cases where CP students are subject to disciplinary procedures:

- In the first instance the PI should contact the DALO to discuss the issue.
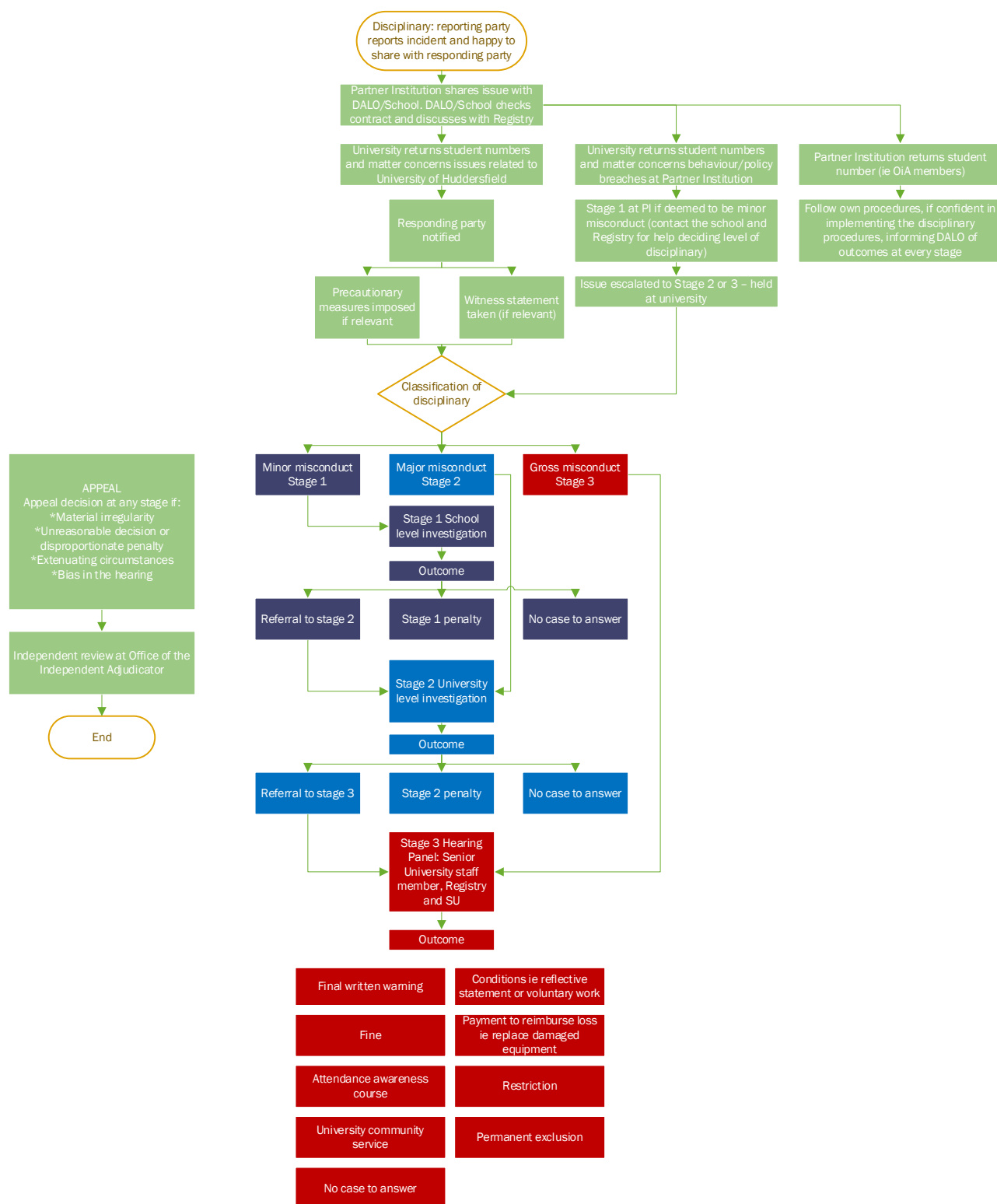
- The DALO and school should then check the contract with the PI and discuss the disciplinary issue with Registry.

Normally the process to be followed will depend on factors such as who reports student numbers to Higher Education Statistics Agency (HESA), the contract of collaboration and whether the issue concerns teaching, learning and assessment. Registry will support and advise the school and PI throughout the process. When you contact Registry, make it clear that the student is from a Partner Institution. See the workflow on the next page.

Disciplinary: reporting party reports incident and happy to share with responding party

Partner Institution shares issue with DALO/School. DALO/School checks contract and discusses with Registry

University returns student numbers and matter concerns issues related to University of Huddersfield

University returns student numbers and matter concerns behaviour/policy breaches at Partner Institution

Partner Institution returns student number (ie OiA members)

Responding party notified

Stage 1 at PI if deemed to be minor misconduct (contact the school and Registry for help deciding level of disciplinary)

Follow own procedures, if confident in implementing the disciplinary procedures, informing DALO of outcomes at every stage

Precautionary measures imposed if relevant

Witness statement taken (if relevant)

Issue escalated to Stage 2 or 3 – held at university

Classification of disciplinary

APPEAL
Appeal decision at any stage if:
*Material irregularity
*Unreasonable decision or disproportionate penalty
*Extenuating circumstances
*Bias in the hearing

Minor misconduct Stage 1

Major misconduct Stage 2

Gross misconduct Stage 3

Stage 1 School level investigation

Outcome

Independent review at Office of the Independent Adjudicator

End

Referral to stage 2

Stage 1 penalty

No case to answer

Stage 2 University level investigation

Outcome

Referral to stage 3

Stage 2 penalty

No case to answer

Stage 3 Hearing Panel: Senior University staff member, Registry and SU

Outcome

Final written warning

Conditions ie reflective statement or voluntary work

Fine

Payment to reimburse loss ie replace damaged equipment

Attendance awareness course

Restriction

University community service

Permanent exclusion

No case to answer

## Student withdrawals

In instances where partner institutions are considering withdrawing a student, they must inform the DALO who will liaise with registry.

# Designated Academic Liaison Officer (DALO), Institutional Liaison Officer (ILO) and Contract Manager (CM) Roles

DALO, ILO and CM roles are key to operating successful Collaborative Provision. It is important that DALOs, ILOs and CMs are fully supported by the School in order to carry out the tasks involved.

## Appointment of Designated Academic Liaison Officer (DALO) by Schools

It is the School's responsibility to appoint a DALO when Collaborative Provision for a course has been approved.

You need to think about the following when appointing a DALO. The DALO needs to be:

- a member of the course team who makes sure that the University's requirements are met in relation to the quality of the student learning environment and the academic standards of the course;

- an experienced member of the course team who is given appropriate time to undertake the role. able 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;

- aware they should update the CM on the partnership and 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;

- Considered part of the course team of the partnership which is being reviewed during validation and review meetings and should not be present in panel student meetings. For ODUPLUS validations and revalidations, the panel will also meet the DALO and course colleagues independently of the PI team (also see part 2 for information on (re)validations;

- Confirmed with Registry and also to PIs. Registry updates the list of DALOs regularly and Schools should inform Registry and the PI if there is a change of DALO mid-year.

## Information for newly appointed DALOs

DALO duties are outlined below:

| Step | Action |
|---|---|
| 1 | Contact Registry to arrange DALO training session as soon as possible. |
| 2 | If you are not already familiar with the PI, find out who your CM and ILO are (for support). Review the business case, validation report and rationale document for the provision (contact collaborativeprovision@hud.ac.uk for copies). |
| 3 | Contact your PI to introduce yourself to the course team and other staff and to arrange a visit. |
| 4 | Maintain regular contact with the PI via email/telephone/video calls and you need to visit at least twice in the first year. In subsequent years, you need to visit at least once a year. |
| 5 | If there is no ILO then you are responsible for arranging the Annual Executive Meeting (see AEM section). Note: this is a key Collaborative Provision quality indication and must be held once a year. |
| 6 | Update PIs on current University regulations and any changes in University Policy which are made via UTLC which may impact the course |

| Step | Action |
|------|--------|
| **7** | Advise and monitor APEL and APLA procedures used by the PI. You can find details of these in the [Quality Assurance for Procedures for Taught Courses and Research awards](#). |
| **8** | Manage any problems or issues that arise during the provision, contacting Registry or your School for support |
| **9** | Oversee the [quality assurance procedures](#) of the course:<br>• To make sure the course is operating as agreed at validation;<br>• To make sure entry applications meet University requirements;<br>• To make sure introduction materials are appropriate and brief students on University matters thoroughly;<br>• You must attend student panels and course committees meetings;<br>• Make sure a system of peer observation of teaching is in place;<br>• Make sure students have a Personal Academic Tutor assigned. |
| **10** | Report regularly to the Contract Manager or Dean on the quality of the learning environment and whether it is adequate to support the programme of study |
| **11** | Make sure that any Assessment Board held off-campus is chaired by a member of University staff. |
| **12** | Monitor and sign off publicity and public information used by the PI. |
| **13** | Regularly check the PI website. |
| **14** | Pass on module/lecture delivery schedules and other information to ensure that PI courses follow the agreed timetable. |
| **15** | Act as a key point of contact for students with complaints or appeals. See section [School Responsibilities](#) for details on this. |
| **16** | Help PIs prepare their annual evaluation report. |
| **17** | Prepare an annual DALO report which identifies actions to take in the following year. |

## Appointment of Institutional Liaison Officer (ILO)

The PVC (T&L) will appoint an ILO for provision where:

• The PI has complex provision involving more than one DALO;
• The University has a number of partnerships where more than one course crosses subject disciplines and schools.

The ILO:

• will be the strategic institutional link. Schools will designate a Contract Manager (CM) for the arrangement who will liaise with the ILO to support cross-University communication;
• will be responsible for regular contact with senior staff in the PI;
• Makes sure there is 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:

- Where the provision is small the ILO may be one of the DALOs;
- 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.

## Information for Newly Appointed ILOs:

If you are appointed as an ILO, your duties are outlined in the Step and Action box below:

| Step | Action |
|------|--------|
| 1 | Contact Registry to arrange a training session as soon as possible. |
| 2 | If you are not already familiar with the PI, find out who your CM and DALO are (for support). Review the business case, validation report and rationale document for the provision (contact collaborativeprovision@hud.ac.uk for copies). |
| 3 | Contact the Senior Leadership Team (SLT) in the PI to introduce yourself to the course team and other staff and to arrange a visit. |
| 4 | Maintain regular contact with the PI SLT via email/telephone/video calls and you need to visit at least once a year to conduct the AEM (see AEM section). Note: this is a key Collaborative Provision quality indication and must be held once a year. |
| 5 | When you Chair the AEM make sure the following are discussed:<br>• Recruitment plans;<br>• Financial Schedule;<br>• Issues requiring action. |
| 6 | Agree the financial schedule and recruitment numbers with each CM. Where there are significant differences between courses, discuss these differences with the relevant CM before issuing the Financial Schedules. |
| 7 | Make sure the CoC is re-issued every five years subject to review and confirmation from PVC(T&L) that the partnership is to continue. |
| 8 | Make 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. |
| 9 | Support the PI as necessary in the preparation for validation or revalidation events. |

| Step | Action |
|------|--------|
| **10** | Support the DALOs in maintaining the quality of the student learning experience and the standards of awards at the PI. |
| **11** | Meet students at least once per year to hear their views and ensure that the liaison function is working effectively. |
| **12** | Meet DALOs at least once a year to confirm:<br><br>• Assessment processes and external examining are conducted under University regulations;<br>• Monitoring of publicity and public information (hard and soft copy) is being undertaken;<br>• Complaints and appeals are managed appropriately. |
| **13** | Prepare a short report on ILO activity, highlighting any issues arising and matters for further action. |

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

## Information for Newly Appointed Contract Manager (CM)

If you are appointed as a CM, your duties are outlined in the Step and Action box below:

| Step | Action |
|------|--------|
| **1** | Contact Registry to arrange a training session as soon as possible. |
| **2** | If you are not already familiar with the PI, find out who your ILO and DALO are (for support). Review the business case, validation report and rationale document for the provision (contact collaborativeprovision@hud.ac.uk for copies). |
| **3** | Confirm with the PI each year:<br><br>• number of students;<br>• financial arrangements which are outlined in the financial schedule of the contract. |
| **4** | Raise any matters of concern with the PI that might affect the future of the contract and put action plans in place. |
| **5** | Request authorisation from the PVC (T&L) to terminate a collaborative partnership. |

## Conducting the Annual Executive Meeting (AEM)

The Annual Executive Meeting (AEM) is a key quality indicator for CP and provides an important part of the management and review of partnerships. When you conduct an AEM:

| Step | Action |
|------|--------|
| 1 | Arrange to hold the AEM annually, normally in spring, at the PI when possible. |
| 2 | Make sure the ILO/DALO attend and chair the meeting. |
| 3 | There is no quorum for the AEM but the Contract Manager and DALO should attend along with at least one senior manager from the PI |
| 4 | Adapt the standard agenda in Appendix 1 and send it to all attendees at least a week ahead of the meeting |
| 5 | At the AEM:<br>• confirm the financial schedule each year;<br>• agree numbers and courses to be offered;<br>• identify practical issues;<br>• review progress and achievement in relation to the University's expectations of research qualifications for staff at PIs;<br>• take forward items from Annual Evaluation;<br>• ensure that issues are fed to the executive and decision-making structures of both institutions;<br>• follow up issues from periodic review, external audit and professional body requirements;<br>• plan future joint developments;<br>• student progression to the University;<br>• where provision is terminating, discuss the progress of the termination. |
| 6 | Following the meeting, adapt the minutes template in Appendix 2 with notes from the meeting |
| 7 | Send the completed minutes to the Chair of your School's Teaching and Learning Committee and to Registry. SCCP receives a summary report of issues usually at the first meeting of the Academic Year |

## Suggested DALO and ILO Timeline of Activities

### DALO Timeline

| Activity | Date |
|----------|------|
| 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 have been any changes in regulations for the new academic year which will affect the PI. | **August** |

| Activity | Date |
|---|---|
| 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** |
| **Refresh the Partner about University regulations including elements such as withdrawals, disciplinaries and complaints.** | **Late August/ September** |
| Ensure that learning materials and module handbooks are available. | **Late August/ September** |
| Ensure that links to the Students' Regulations for Taught Students 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 Important dates include those for: 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 SFE 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 the 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 Quality Assurance Procedures for Taught Courses and Research Awards , and when the next revalidation is due. | **September/ October** |
| Ensure that PI staff are aware of staff development opportunities at UoH. | **September/October** |
| Advise as necessary on writing the Annual Evaluation Report (AER). | **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** |

| Activity | Date |
|---|---|
| Check that a moderation strategy and process are in place. | **October** |
| Arrange visit(s) to the PI; quality-monitoring visits and Student Panels/Course Committee meetings. | **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 anomalies must be reported to the PI. | **November** |
| Ensure that PI staff are aware of the University awards ceremonies 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 and 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 and any changes which the PI would like to have considered by the SAVP. | **End of the academic year** |

## ILO Timeline

| Activity | Date |
|---|---|
| Contact PI ILO and arrange meetings for the 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 UoH DALO(s) for the PI and ensure that all contact details are up to date, on both sides. | **September/October** |
| Confirm recruitment numbers for the year. | **November** |

| Activity | Date |
|---|---|
| Obtain from the DALO AERs produced by PI and review. | **December/January** |
| Prior to the 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** |

# Approval of Additional Sites for Delivery of Approved Collaborative Provision

Collaborative provision at PIs is only approved for delivery in the teaching location/premises approved by the panel as part of the validation event. For the Education Consortium, should teaching move to a different room at the validated location, this will not require a DALO visit but the DALO should request a statement from the partner institution to confirm the required classroom resources are still available to students.

If you need additional locations approving:

| Step | Action |
|------|--------|
| 1 | Alert Registry to the additional location (email collaborativeprovision@hud.ac.uk) |
| 2 | Registry will advise you about what you need to do, normally advising you to visit the site using the Risk assessment form as a guide |
| 3 | After the visit submit the Risk Assessment form including photographic evidence to collaborativeprovision@hud.ac.uk |
| 4 | SCCP will approve the new location if it meets the following criteria:<br>1. There has been no change in access to learning resources.<br>2. There have been no organisational changes.<br>3. There have been no changes in staff.<br>4. No changes affecting the funding of student numbers. |
| 5 | Registry will notify you of any decision following SCCP |
| | **Note: Once approved, the new delivery location/premises will align with the normal revalidation cycle** |

# PI Mergers with Another Institution

If a PI merges with another institution, this may cause issues affecting the management of CP such as:

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

If you hear that a PI will be undergoing a merger:

| Step | Action |
|------|--------|
| 1 | Contact Registry (email: collaborativeprovision@hud.ac.uk) as soon as possible and include any relevant details, such as when the merger is expected to be completed and who the merger will be with. |
| 2 | Registry will note relevant dates on the Collaborative Provision Schedule and alert SCCP to the event. |
| 3 | Once the merger is complete, forward confirmation of this from the PI to Registry (email: collaborativeprovision@hud.ac.uk) |
| 4 | Registry will arrange an Institutional Approval and Validation event at the newly created institution in the academic year following the merger. |
| 5 | In the period of time between the merger and before the Approval and Validation event: <br><br>• The new institution must submit a proposal outlining the management of the provision and whether there are any additional members of teaching staff or facilities to be approved; <br><br>• Additional teaching staff CV(s) should be submitted to the relevant School Board for approval and noted at SCCP; <br><br>• Representatives from the School, Registry and Computing and Library Services will visit any new sites to assess suitability either before or during an event and submit a report; |

# Monitoring Publicity Produced by Collaborative Partners

The contract of collaboration states that information relating to the course issued by the PI must have prior approval from the relevant school on behalf of the University. DALOs should take the following steps to make sure any marketing material is correct:

| Step | Action |
|------|--------|
| 1 | Make sure the PI is aware that the University is responsible for correct publicity material and review all material at the draft stage ahead of issue. Agree a timetable for this. |
| 2 | Review (with ILO support) the PI's website and prospectus regularly (at the very least, annually) to make sure it accurately reflects the nature and content of the course as well as outcomes and benefits. |
| 3 | The material must say that the qualification of successful students 'is an award of the University of Huddersfield'. This 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. The PI should not use the wording: 'In partnership with the University of Huddersfield' or 'Validated by the University of Huddersfield' |
| 4 | In publicity material, 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 – schools can send the following link to PIs: Brand Guidelines |
| 5 | If publicity material is not in English, DALOs should ask for a translation before publication |
| **Note: if you have any serious concerns about publicity material which cannot be resolved via discussion, notify the PVC (T&L).** | |

# Monitoring Publicity Produced by Collaborative Partners

# Research Qualifications and Culture for Staff at PIs

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." (see section How Strategies are assessed in CP Arrangements for CP strategy).

Validation events check:

- 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.

To make sure HE ethos continues to develop at HEIs, the DALO (or ILO) should advise partners of the support available from the School or University, including, for example, the availability of research material on the VLE or of relevant staff development activities which may include research level qualifications and/or, workshops for HEA recognition:

- Encourage membership of School Research centres to help staff at Partner Institutions to engage in joint research activity;
- Monitor these activities as part of the on-going discussions with the PI as well as via the partner's own internal processes (i.e. appraisal);
- Comment on research initiatives at PIs as part of the Annual Evaluation Process.

# Research Qualifications and Culture for Staff at PIs

# Mid-term Reviews

A Mid-term review is how the University reviews the compliance of an individual collaborative arrangement against 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.

A Mid-term review is organised by the School responsible for the CP and is normally desk-based, involving a thorough quality check of relevant documents and carried out by a representative of the SCCP and Registry staff. It examines standard documents which support the quality assurance framework including:

- 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.

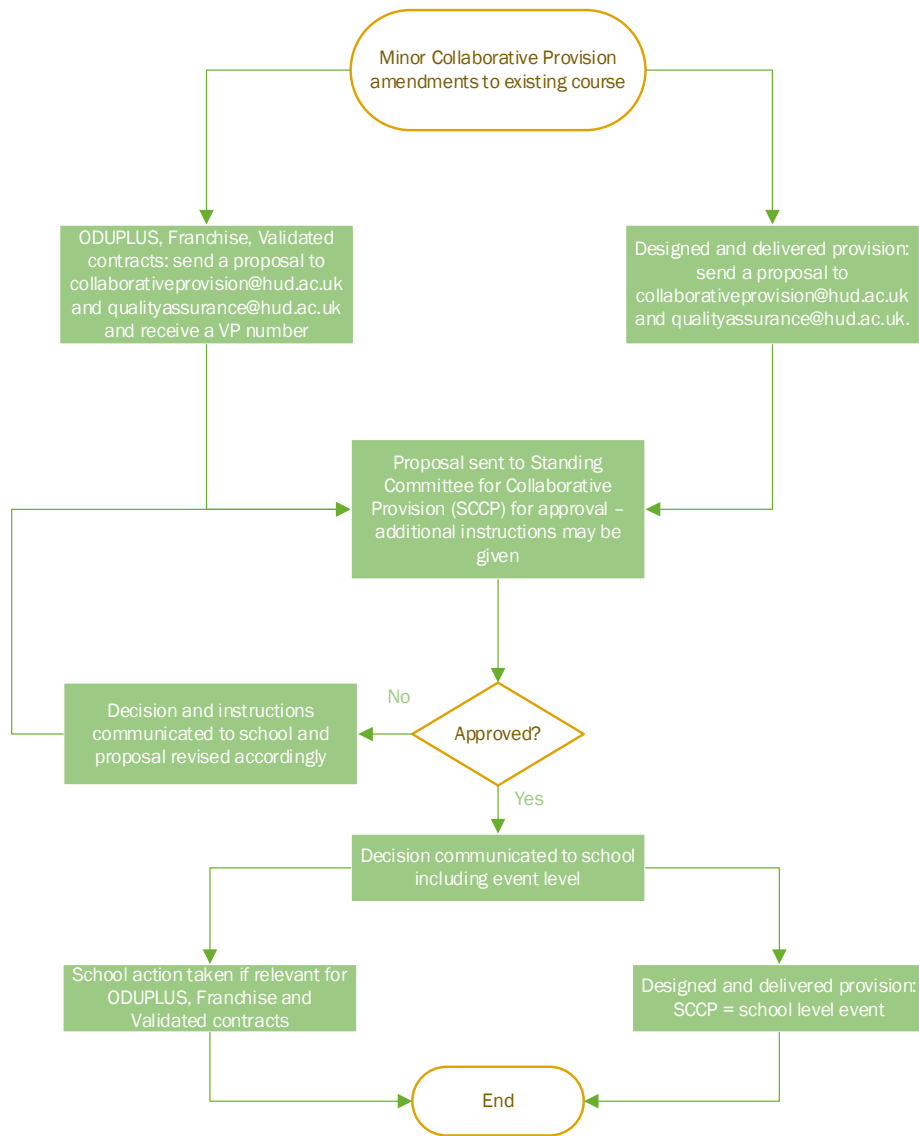SCCP approves the report of the outcome.

# Revalidation

A revalidation event takes place normally the academic year before a CP contract ends. A revalidation is normally conducted at the external institution – any deviation from this needs approval from the PVC (T&L). The revalidation event mirrors the procedures and documentation involved in the initial approval BUT asks for **a critical appraisal** which analyses the performance of the course and the experience of the students in the validation period.

# Revalidation

## Minor Amendments to Collaborative Provision Courses

Minor amendments to a course may include elements such as a small amendment to an existing module. If you wish to make a minor amendment to an existing Collaborative Provision course, take the following steps:

| Step | Action |
|------|--------|
| 1 | Email a proposal to collaborativeprovision@hud.ac.uk and qualityassurance@hud.ac.uk using a VP number. |
| 2 | Depending on the change, the proposal will need to be approved or noted by Standing Committee of Collaborative Provision |
| 3 | If the request is approved, Registry will provide instructions as requested by Standing Committee of Collaborative Provision |
| 4 | The type of contract will dictate what level of event is carried out:<br><br>• Usually ODUPLUS, Franchise and Validated contracts will mean the school carries out the event (see workflow below)<br><br>• Designed and Delivered provision means SCCP will confirm the validation event (see workflow below) |

Flowchart:

**Minor Collaborative Provision amendments to existing course**

Left branch: ODUPLUS, Franchise, Validated contracts: send a proposal to collaborativeprovision@hud.ac.uk and qualityassurance@hud.ac.uk and receive a VP number

Right branch: Designed and delivered provision: send a proposal to collaborativeprovision@hud.ac.uk and qualityassurance@hud.ac.uk.

Proposal sent to Standing Committee for Collaborative Provision (SCCP) for approval – additional instructions may be given

Approved?

No → Decision and instructions communicated to school and proposal revised accordingly

Yes → Decision communicated to school including event level

School action taken if relevant for ODUPLUS, Franchise and Validated contracts

Designed and delivered provision: SCCP = school level event

**End**

# Exit Strategies

Exit strategies are needed in the following situations:

- following a notice to terminate a partnership, or
- where a contract reaches an end and there are no plans to continue the collaboration

When a termination process is in place, the University's responsibility and commitment to CP students will end when the final module is completed by the final student. An exit strategy makes sure that students on courses remain supported until they have completed their studies.

| Step | Action |
|------|--------|
| 1 | The DALO and ILO should work together to draft the exit strategy, following the template below |
| 2 | Once completed, the DALO or ILO should submit the exit strategy to Registry for approval at SCCP. They should email it to collaborativeprovision@hud.ac.uk . |
| 3 | SCCP will consider and approve the exit strategy. |
| 4 | Once approved SCCP notifies the DALO/ILO. |
| 5 | The DALO will send the exit strategy to the PI. |
| 6 | The DALO should write to the students (see template below). |
| 7 | The DALO sends annual updates on the termination progress until it is complete. |
| 8 | If the termination ends early or the strategy needs amending, the DALO should inform Registry immediately (email collaborativeprovision@hud.ac.uk). |

# Part 3 Appendices

**Appendix 1 – Annual Executive Meeting Agenda Template**

**Appendix 2 – Annual Executive Meeting Minutes Template**

**Appendix 3 – Checklist for DALO Visits to PIs**

**Appendix 4 – Common Documents to be Held in CP Arrangement**

**Appendix 5 – Exit Strategy Template**

**Appendix 6 – Exit Strategy – Letter to Students Template**

# Appendix 1 – Annual Executive Meeting Agenda Template

**Agenda**
Please amend the template below as relevant.

| University of Huddersfield Annual Executive Meeting Agenda With [Name of partner] |
| --- |
| [Date, time and place of meeting] |

| AGENDA | |
| --- | --- |
| **Apologies for Absence** **[List any apologies]** | |
| **Welcome and opening remarks** [Welcome attendees and explain purpose of meeting] | |
| 1 | **Minutes of last AEM** [To approve any previous minutes] |
| 2 | **Matters arising from last meeting** [Follow up any matters arising from the last meeting] |
| 3 | **Annual Evaluation** [Note any outcomes and matters for attention] |
| 4 | **Student matters** [Note details of any discussion concerning student matters / feedback] |
| 5 | **Liaison matters – DALO and ILO reports** [Note details of items discussed in DALO/ILO reports] |
| 6 | **Partner Institution matters** [Note details of any matters of concern/specific key issues] |
| 7 | **Review of progress and achievement of research expectations for PI staff** [Note any relevant details] |
| 8 | **University matters** [Raise any matters concerning regulations, procedures or areas/items of concern] |
| 9 | **Future joint development plans** [Note any discussion on future developments] |
| 10 | **Student progression to the University** [Note any student progression to University courses] |
| 11 | **Financial schedules for the next academic year** |
| 12 | **Student numbers for next academic session** |
| 13 | **Monitoring of termination process DELETE ITEM IF NOT APPLICABLE** |

# Appendix 2 – Annual Executive Meeting Minutes Template

| University of Huddersfield Annual Executive Meeting Minutes With [Name of partner] |
|---|
| [Date, time and place of meeting] |

| MINUTES | |
|---|---|
| **Author:** | [Name and title] |
| **Present:** | [List members present] |
| **In attendance:** | [List attendees] |
| **Apologies:** | [List members who have sent apologies] |

| | |
|---|---|
| 1. | **MINUTES**<br><br>**Resolved**: that the minutes of the meeting held on [XX XXXX 2019] be accepted as a correct record. |
| 2. | **MATTERS ARISING**<br><br>**Heading:** Text<br><br>**Heading:** Text |
| 3. | **ANNUAL EVALUATION**<br>Text |
| 4. | **STUDENT MATTERS**<br>Text |
| 5. | **LIAISON MATTERS**<br>Text |
| 6. | **PARTNER INSTITUTION MATTERS**<br>Text |
| 7. | **REVIEW OF PROGRESS AND ACHIEVEMENT OF REASEARCH EXPECTATIONS FOR PI STAFF**<br>Text |
| 8. | **UNIVERSITY MATTERS**<br>Text |
| 9. | **FUTURE JOINT DEVELOPMENT PLANS**<br>Text |
| 10. | **STUDENT PROGRESSION TO THE UNIVERSITY**<br>Text |
| 11. | **FINANCIAL SCHEDULES FOR THE NEXT ACADEMIC YEAR**<br>Text |
| 12. | **STUDENT NUMBERS FOR NEXT ACADEMIC SESSION**<br>Text |
| 13. | **MONITORING OF TERMINATION PROCESS IF RELEVANT**<br>Text |
| 14. | **DATE. TIME AND PLACE OF NEXT MEETING**<br>[Day, date month, year] at [time] in [venue] |

# Appendix 3 – Checklist for DALO Visits to PIs

## Checklist for DALO Visits to PIs

### University policies and regulations on Collaborative Provision

Before visiting a partner institution, use the form as a checklist in consultation with the administrative and Computing and Library Services (C&LS) support for the partnership. A visit will be undertaken at least annually by a member of the University staff from the School to monitor the Course.

During the visit, use the checklist form to ensure that the time spent on the visit 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. Keep the report 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:

| DALO Visit Record | |
|---|---|
| **Collaborative partner name:** | [insert CP partner name] |
| **Model of collaboration** | Choose an item. |
| **Date collaboration commenced** | Click or tap to enter a date. |
| **Date for revalidation** | Click or tap to enter a date. |
| **Award(s)** | Choose an item. |
| **Name of award(s):** | [insert name of award] |
| **Date of Visit** | Click or tap to enter a date. |
| **DALO signature** | [insert signature] |
| **ILO signature** | [insert signature if relevant] |

Not all points may be relevant for each visit, but make sure you are up-to-date on any developments and draw up a list of issues based on the point in the academic session at which the visit will take place.

DALOs need to understand how the partner should deliver the course as agreed at the validation event. They can then identify any deviations from this and from standard University practices.

(The asterisked references [eg guiding principle 7*] are to the appropriate

UK Quality Code for Higher Education: Advice and Guidance: Partnerships 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 (guiding principle 7*). |

# Appendix 3 – Checklist for DALO Visits to PIs

| Y/N | Have you/do you……? | Reason/Tip |
|---|---|---|
| | 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<br>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 Panel/Course Committee dates are? | If possible the DALO should attend these events. |
| | 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? |

# Appendix 3 – Checklist for DALO Visits to PIs

| Y/N | Have you/do you……? | Reason/Tip |
|---|---|---|
| | 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 (confirm reference). |
| | 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 VLE/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 TurinitinUK) 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. |

## During the Visit

# Appendix 3 – Checklist for DALO Visits to PIs

| 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.<br><br>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:<br><br>go through modules<br>learning resources OK?<br>specialist resources OK (e.g. computing labs)<br><br>Depending on time of year:<br>coursework deadlines OK?<br>Review induction<br>Exam prep/plans<br>Peer observation of teaching in place<br>Personal tutor system in place<br>Check public holidays for clashes<br>CAB conduct<br>Moderation processes<br>Sampling<br>Any new staff induction<br>Agreeing next year's modules (esp. options)<br>APL being requested?<br>Any appeals/complaints?<br>Annual Evaluation – report under way? | (Without senior management present – more relaxed/open).<br>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.<br><br>Type of question to ask; 'Do you know how to…. e.g. …..access journal papers?' |

# Appendix 3 – Checklist for DALO Visits to PIs

| Y/N | Check…….. | Typical Actions |
|---|---|---|
| | | |
| | Meet administrative support staff.<br><br>Their power levels can vary – at one 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). | Discuss any issues they have regarding admissions, enrolments, progression/completion information, submission of marks etc., and communication generally?<br>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.<br><br>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.<br>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<br><br>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:<br>what is being delivered when<br>who is their Course Leader/ Personal Tutor etc.<br>how to raise an issue/appeal/ formal complaint/provide feedback<br>what support for learning is provided and where/how<br>what is plagiarism<br>what the Student Panel is<br>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.<br><br>If you establish that teaching is clearly not being done in English, then consult School senior management and inform Registry ASAP. |

## Suggested tracking process:

| Y/N | To Notify: |
|---|---|
| | |

# Appendix 3 – Checklist for DALO Visits to PIs

| List of Issues (by topic) | For UoH | For Partner | Action (by whom + date) | Module Leader | Course Leader / SAL | School Mant Mgmt? | Other School | IO | Registry |
|---|---|---|---|---|---|---|---|---|---|
| T&L…. | | | | | | | | | |
| Assessment | | | | | | | | | |
| Other QA | | | | | | | | | |
| Resources | | | | | | | | | |
| Recruitment | | | | | | | | | |
| Student support | | | | | | | | | |
| Admin support | | | | | | | | | |
| Others….. | | | | | | | | | |

# Appendix 4 – Common Documents to be Held in CP Arrangement

## Common Documents to be Held in Collaborative Arrangements

The list of documentation which Schools/Registry need to hold relating to Collaborative Provision is as follows:

|   | 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: | |
| | Dean's agreement to enter into negotiations | Registry (master) School (copy) |
| | School's Initial Visit Report (New Partnerships) | Registry (master) School (copy) |
| | Partner submission | Registry (unless School conducted event – in which case the School has the document) |
| | Report of the event | Registry (master) School (copy) |
| | Response to conditions | Registry (master) School (copy) |
| | Confirmation of chair's action to approve any conditions | Registry (master) School (copy) |
| | Evidence that validation report has been considered by appropriate School committee (usually SAVP) | School |
| 5 | Annual evaluation reports | School (master) |

## Appendix 4 – Common Documents to be Held in CP Arrangement

|   | Documentation | Location |
|---|---|---|
|   |   | **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** |

# Appendix 5 – Exit Strategy Template

## Exit Strategy for [insert name of CP] and University of Huddersfield

**Covering students on the following courses: [list all courses covered by the contract]**

**Collaborative Provision Context**

This Exit Strategy relates to a contract between [insert PI name] and University of Huddersfield dated [insert date of contract]. The Exit Strategy was invoked following [insert reason for termination].

This Exit Strategy will ensure that all remaining students on the provision detailed above remain supported until the end of their course.

The last intake of students was/will be [insert date] and student numbers are/expected to be [list numbers of students]. In addition to this, there are [insert number] of students left to complete as highlighted in the table below.

| [Insert name of award] | | |
|---|---|---|
| | Year of course | Total student nos |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| Suspended students | | |
| | | 0 |
| | | 0 |
| | | 0 |

[Insert name] has notified students of the termination of the provision via email letter [insert any other communication method used] and highlighted that students may take [list any exit award], may APL their achieved credits to another provider, or may transfer to the University of Huddersfield campus to complete their award.

[Insert partner institute name] will continue to work with [insert DALO name] and the [insert school name] to support those students who do not complete their award within the proposed termination schedule. The usual support mechanisms (course committees, course assessment board, assessment and moderation regulations) offered by both the University and the PI will continue to be provided until those students complete.

 [Insert DALO name] will notify the External Examiner of the termination of the provision along with details of the remaining student numbers to ensure the quality of provision continues to be monitored externally.

This Exit Strategy will be monitored via [insert DALO name] and the AER process. The date for completion is [insert date] and this date will be reviewed following the Course Assessment Board.

Signed [insert DALO Name]

# Appendix 5 – Exit Strategy Template

Date [insert date]

Signed [insert Chair of SCCP Name]

Date [insert date]

# Appendix 6 – Exit Strategy – Letter to Students Template

[Insert date]

Dear [insert name of student]

I am writing to inform you that unfortunately the partnership between [insert PI name] and University of Huddersfield who validates the [insert name of course/s] will end from [insert date]. Despite this, the University of Huddersfield remains committed to remaining students on the course and will make sure that the quality of your learning experience will continue.

You have four options that you can now follow:

16. You can continue your studies at the PI

17. You can claim any interim award which you are entitled to, and we advise you to contact the Careers Service at the University for further advice on how you can use an interim award

18. You can take any credit achieved as a University of Huddersfield student and apply for advanced entry at another institution

19. Transfer to the University of Huddersfield campus to complete your studies [add statement regarding the current fees charged]

[In cases where student numbers mean that the structure of the course is no longer coherent, advise students that an individualised course will be designed to allow them to complete the originally intended end award. If the course is no longer active, if students remain registered on trailing modules they will be supported by the usual range of assessment activities]

## Action you Now Need to Take

Please contact [insert relevant staff member's name and email address] to advise them which of the four options you now wish to follow by [insert relevant date]. If you need further advice about these options, please contact your tutor or the Students' Union Advice Centre at the University of Huddersfield.

I would like to reassure you that the University will continue to support you with whatever option you chose and remains committed to all its students both on and off campus.

Yours Sincerely

[insert name]

## DOCUMENT SIGN-OFF AND OWNERSHIP DETAILS

| | |
|---|---|
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## REVISION HISTORY

| Version | Date | Revision description/Summary of changes | Author |
|---|---|---|---|
| V2.0 | June 2023 | Inclusion in **Part 1** of:<br>• Enterprise and Collaborative Provision Strategy Group Terms of Reference<br>• Apprenticeship Subcontracting Arrangements<br>• Dual Award Cotutelle Arrangements wording<br>• Dual Award Cotutelle Arrangements workflow and Appendix 4 Dual Award Cotutelle Arrangements Request Proforma<br><br>Revision in **Part 2** of:<br>• Appendix 3 Risk Assessment Form for Partner Institutions New Locations<br><br>In **Part 3**:<br>• Revisions to text to clarify procedures for Academic Misconduct, Complaints, Results Appeals, Fitness to Practise, Extenuating Circumstances and Withdrawals, including workflows<br>• Inclusion of Fitness to Study Procedures<br>• Clarification of Approval of Additional Sites for Delivery of CP<br>• Inclusion of procedures for Minor amendments to CP courses | Registry |
| | | | |