MANCHESTER 1824
The University of Manchester

Procedures for the Quality Assurance of Taught Collaborative Provision

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Glossary

CMA: Competition and Markets Authority is a government department that sets out the consumer rights of students. Further information about CMA requirements and the University's obligations can be found here: Competition and Markets Authority (CMA) | Teaching and Learning Delivery | StaffNet

Export Control: Government legislation and rules, which the University must comply with, governing the transfer of certain items (tangible and intangible) from the UK. Further information can be found here: Export controls explained | Export controls | StaffNet.

Flying Faculty: Where University of Manchester staff travel to deliver teaching at a partner institution. These arrangements often involve overseas partners.

Memorandum of Agreement: A formal, legally binding contract between the University and a partner. This will outline details of the partnership and the rights and responsibilities of each partner.

Memorandum of Understanding: A formal, non-binding document between the University and a partner. This will outline details of a mutual agreement and any actions, prior to a formal contract being created. It clarifies the roles, objectives and responsibilities of each partner.

QAA: Quality Assurance Agency for Higher Education. An independent charity working to benefit students and higher education, and one of the world's experts in quality assurance. Further information about the QAA can be found here: The Quality Assurance Agency for Higher Education

Senate: The Senate plays a key role in the governance of the University of Manchester. Further information can be found here: Senate | The University of Manchester

TLD: Teaching and Learning Delivery Team. The Team is based in the Division of Student and Academic Services (SAS), which is part of the Directorate for the Student Experience (DSE). More information about the TLD team can be found here: Teaching and Learning Delivery | StaffNet | The University of Manchester

SECTION ONE – Underpinning Principles

A - Communicating and taking responsibility for academic standards and quality

The University is responsible for the academic standards of awards made in its name, irrespective of whether it delivers the programme itself or whether this is done in whole or part by another institution, i.e. through collaborative provision. Where the University is contributing to an award made by another institution, for example where teaching is subcontracted to the University as part of a partner's programme, we must ensure that appropriate academic standards, quality processes, and due diligence expectations are met through equivalent processes.

The University will only approve programmes taught either wholly or partially in partner institutions which meet appropriate academic standards, and which offer the learning opportunities and experiences necessary for students to attain those standards.

To uphold these standards, partnership arrangements must be as rigorous, and able to withstand scrutiny, as any programmes provided by the University of Manchester. It is important to be mindful that partners may have differing expectations with regards to academic quality and standards, particularly where cultural differences may exist, but it is essential that all partners have a mutual understanding of academic standards, quality assurance and enhancement.

The University has established mechanisms to maintain quality and standards throughout the lifecycle of a partnership which the Teaching and Learning Manager (Taught Programme Enhancement) in TLD will contextualise for the partner. These include initial and ongoing due diligence (see section B), the development of a formal agreement (section C), and continuous monitoring of the partnership (see section F). For collaborations involving new programmes, the University's standard programme development procedures must be followed.

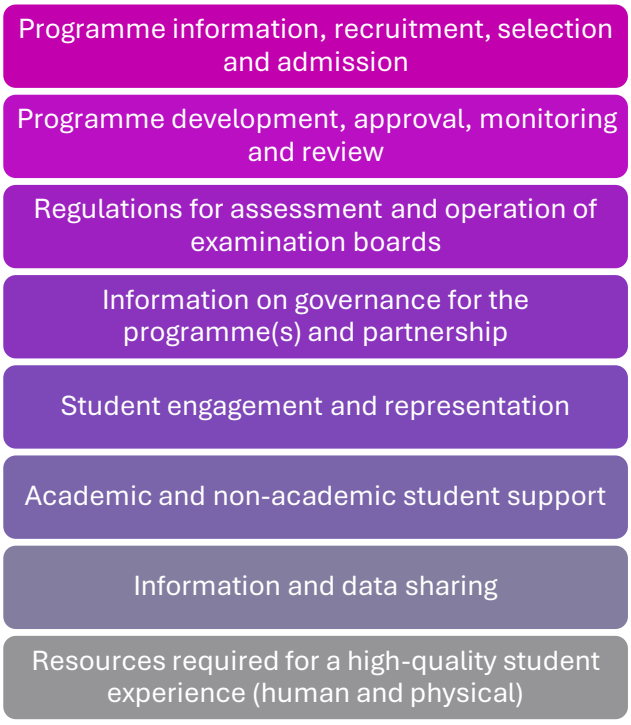
The Competition and Markets Authority (CMA) provides guidance to Higher Education institutions regarding information about undergraduate and postgraduate taught programmes and the University's obligations to students in terms of consumer regulations. This includes the provision of up-to-date, accurate programme

information, including the title and award, entry requirements, core and optional modules, contact hours and independent study time, methods of assessment, location of study and placements, Regulatory and Accreditation information (if applicable) and full costs of the programme.

Depending on the type of collaboration, either the University's programme amendment, suspensions and withdrawal procedures or equivalent processes at the partner will apply to ensure the University can meet its obligations and students' rights are protected.

All parties must understand these mechanisms and their obligations to notify one another of any material changes that could affect the partnership. Each collaboration should have a Quality and Standards Operating guide in place, covering key information.

Figure 1 (opposite) shows sections that may be included in a Quality and Standards Operating guide [source QAA- Principle 8- Operating partnerships with other organisations UK Quality Code for Higher Education: Advice and Guidance - Principle 8)]



Finally, each partner is responsible for ensuring new staff are effectively familiarised with all partnership arrangements, including the quality and standards operating guide. Regular reviews of onboarding arrangements should form part of the formal agreement with a partner to ensure consistency and compliance. Details of which standard University processes will apply based on the type of collaboration arrangement can be found in the table below:

	Recruitment and Admissions	Approval of Teaching Staff	Marketing and Publicity	Programme Approval	Programme Amendment	Academic Support	Institutional Level support (Insurance, Health and Safety, accommodation, disability support, counselling, financial advice etc.)	External Examining arrangements	Appeals, Complaints and Discipline
Work placement	✓	✗	✓	N/A	N/A	✓	✓	N/A	✓
Study Abroad	✓	✗	✓	↻	↻	↻	✓	✓	✓
Student Exchange	✓	✗	✓	↻	↻	↻	✓	✓	✓
Progression (before arrival)	✓	✗	↻	✗	✗	✗	✗	✗	✗
Articulation (before arrival)	✓	✗	↻	✓	✓	✗	✗	✓	✗

	Recruitment and Admissions	Approval of Teaching Staff	Marketing and Publicity	Programme Approval	Programme Amendment	Academic Support	Institutional Level support (Insurance, Health and Safety, accommodation, disability support, counselling, financial advice etc.)	External Examining arrangements	Appeals, Complaints and Discipline
Cotutelle	⟳	⟳	⟳	⟳	⟳	⟳	⟳	⟳	⟳
Joint Award (all)	Agreed in contract	Agreed in contract	Agreed in contract	✓	✓	✓	Agreed in contract	⟳	Agreed in contract
Dual Award	Agreed in contract	Agreed in contract	Agreed in contract	✓	✓	✓	Agreed in contract	⟳	Agreed in contract
Validation	✗ Overseen by UoM	✓	✗	✓	✓	✗	✗	✗	✗ Review at UoM
Subcontracted only	✓ (if UoM award)	⟳	✓ (if UoM award)	✓	✓	⟳	✓ (if UoM award)	✓ (if UoM award)	⟳
Subcontracted (franchise / IP)	✗	✗	✗	✓	✓	✗	✗	✗	✗

Key

University of Manchester responsible	✓
Partner responsible	✗
Both responsible	⟳

Table 1: Roles and Responsibilities of partners by collaboration type

B - Due diligence and risk

Strengthening collaboration is a key aspect of the University strategy, From Manchester, for the World, and the University is committed to collaborating with partners that reflect our identity: open, values-led and focused on making a difference. Working in partnership with other organisations involves varying levels of risk for the University, including potential reputational and financial risk. Therefore, **due diligence** is essential when establishing or renewing a partnership, and **ongoing due diligence** should form part of continuous monitoring to ensure the University is not exposed to unnecessary or unmitigated levels of risk and to protect the rights of our students.

It also should be recognised that there may be reputational, financial or strategic risks involved in not pursing a partnership, and so the Risk Matrices in Appendix II provide further information on how risks may be mitigated

to enable those involved in the approval of collaborative provision to take a holistic approach when determining whether to approve a new collaboration. As part of the Initial Partner Proposal discussions, partner organisations should be provided with guidance on the University's initial and ongoing due diligence processes. Partners should be informed in advance of the information that will be required from them during the approval process. The information that will be required from the partner is linked to the collaboration type. Further information can be found in the Partner Approval Due Diligence Framework.

The University adopts a **proportionate approach** to due diligence based on the perceived risk level of the proposal. **The risk level is used to inform the appropriate due diligence and approval process, and not to suggest the level of appetite for the proposal.** In the initial stages, each proposal is assigned a risk category, **low, medium, or high**, by the Teaching and Learning Manager (Taught Programme Enhancement), using the Continuum of Risk (figure 2) and the Initial Partner Approval Risk Matrix in Appendix II. This assessment considers factors such as:

- Whether the partnership is new or existing
- Whether the partner is UK-based or overseas
- Level of study
- Whether the subject is subject to export control requirements
- The type of proposed arrangement

Different partnership types carry different inherent risks, and it is important that a **holistic view** of the proposal is taken, particularly for hybrid proposals which may include more than one type of partnership arrangement.

Hybrids

It should be noted that collaborative arrangements may involve combinations of the above. So, for example, there may be a progression arrangement governing the first two years of a programme leading to a Diploma that is accepted for entry to the final year of study leading to an Honours degree. The final year may be delivered by the partner institution under an articulation or validation agreement. In such hybrids, the responsibilities of the partners would still correspond to those described above and be different in relation to the types of collaborative provision.

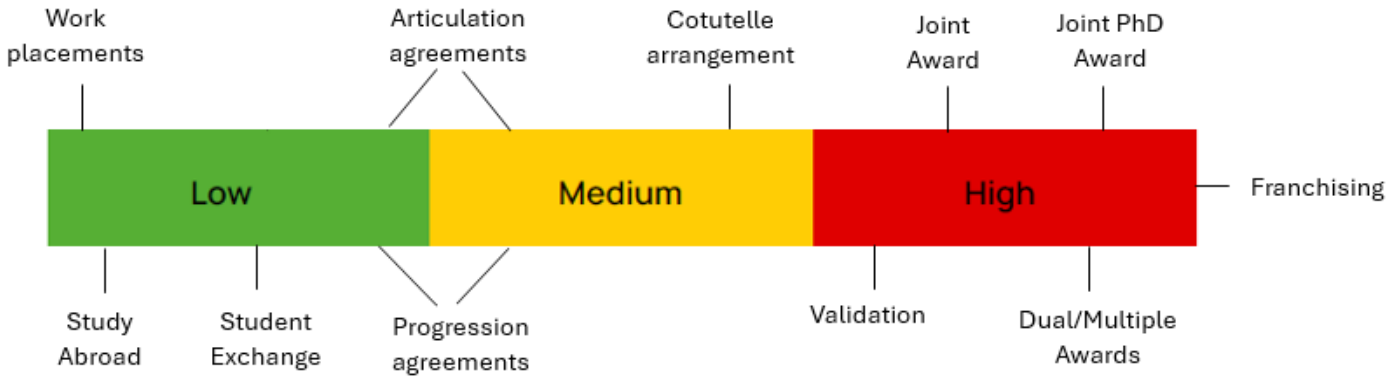


Figure 2 (above), outlines the continuum of risk for different types of partnership arrangement at the University of Manchester, based on Figure 3 QAA- Principle 8- Operating partnerships with other organisations UK Quality Code for Higher Education: Advice and Guidance - Principle 8)

Approval and Due Diligence Requirements:

Further details on initial and ongoing due diligence are provided in **Section Two of the procedure**.

- **High-risk proposals** require initial strategic approval from Senate before further development, taking into account the University's strategy.
- **Medium and high-risk proposals** require enhanced due diligence, including:
    - A partner self-profile with supporting evidence (mission statement, strategic plan, organisational structure, quality assurance arrangements, financial accounts, external reports, business plans, and bankers' references where appropriate)
    - For International partners, a site visit is required prior to approval.

The **Due Diligence Checklist** aligns with QAA best practice and covers the following key areas for review:



Figure 3 (above) lists areas to be considered in the due diligence process [source QAA- Principle 8- Operating partnerships with other organisations UK Quality Code for Higher Education: Advice and Guidance - Principle 8)]

Institutions partnered with the University are required to regularly maintain a Risk Register relating to the partnership. An example risk register template can be provided if the institution does not currently maintain their own Risk Register.

C - Agreements

Aside from placements, which follow arrangements outlined in the Policy for Placement Learning, all partnerships should have a written Memorandum of Agreement (MOA) signed by all parties, prior to the start of the activity. This should define the rights and responsibilities of all parties and cover the entire lifecycle of a partnership, including outlining arrangements for closing the partnership, and details of how students would

be protected in the event of closure. Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final MOA will be arranged. The University should only have one MOA for each partner institution, with a separate schedule for each individual programme/collaboration. The University has standard agreement templates, produced by the University's Contracts Team, but each finalised agreement will reflect the individual nature of the specific partnership. The agreement will clearly set out the following requirements:

Finance and Legal	**Partnership Management**	**Regulatory Requirements**	**Programme Delivery and Support**
Financial arrangements including costings, the recording of all financial transactions with the partner institution, compliance with relevant tax authorities, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses. Requirement for ongoing maintenance of a risk register by the partner.	Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards.	Responsibility for publicity and marketing, and mechanisms to assure the accuracy of marketing, publicity and promotional materials.	Responsibilities for admissions, agreed procedures for monitoring entry standards (including the use of agents for recruitment).
What insurance and/or other indemnity is required to be in place to safeguard the interests of all partners.	Responsibility for recruitment, development and oversight of academic and support staff in relation to the programme(s).	Responsibility for the overview, maintenance and enhancement of academic standards and quality, including continuous monitoring and periodic review.	Responsibilities for enrolment, registration and induction of students.
Ownership of intellectual property rights for programmes or course units.	Responsibilities for student progression, including the maintenance of student and other designated records during the course of the agreement, after its termination and in the event of the partner institution ceasing to exist.	Reporting arrangements for regulatory datasets and responsibilities for making regulatory data returns.	Responsibility for handling student discipline, appeals and complaints.
Steps to be taken in the event a partner(s) wishes to terminate the agreement early (e.g. in the case of closure of a partner institution), and arrangements in place to protect the interests of students (including deliver-out arrangements as outlined in the Student Protection Plan).	Responsibilities for the issuing of certificates and transcripts.	Responsibilities for meeting and coordinating professional, statutory regulatory body (PSRB) requirements.	Arrangements for the conduct of examination and assessment, including marking, moderation and feedback. Responsibilities for issuing transcripts and certificates- see Appendix V for standard collaboration certificates.

Finance and Legal	Partnership Management	Regulatory Requirements	Programme Delivery and Support
What is considered 'force majeure' and what happens in such circumstances (for example, students can't travel due to Covid restrictions).	Mechanisms for managing the collaboration.	Any requirements to register with regulatory bodies (OfS).	Responsibilities for the nomination, approval, and determining the role of external examiners.
The University's right of inspection of buildings, equipment and other facilities to be used in the fulfilment of the agreement. Provision for all partners to seek arbitration or suspend or terminate the agreement in the event of a partner institution failing to fulfil its obligations.	The duration of the agreement and the monitoring and evaluation schedule. As per Ordinance XV, the duration of the agreement shall not exceed 5 years at a time, unless the Board expressly agrees otherwise.	Responsibilities for seeking local government or quality body approval.	Arrangements for student representation, acknowledging possible restrictions around representative structure and cultural expectations.
Provision for the University to impose further conditions or vary the agreement in respect of any internally approved changes to University practices or any externally imposed constraints which materially affect the performance of the agreement.	Minimum and maximum student numbers (where necessary) and arrangements if these are not met.		Responsibilities for student access to learning and wider support resources, support and guidance, and careers and employability resources across the arrangement.
Which aspects of UK legislation is the partner expected to adhere to (e.g. data protection, equality and diversity, health and safety, freedom of information etc.)			Securing standards of assessments carried out in a language other than English. Language requirements in relation to delivery and support arrangements.
Legal arrangements including the legal jurisdiction under which disputes will be resolved, annexes with details of the programmes covered by the arrangement, If the agreement is bilingual, which is the definitive version.			

Key	
	For all collaborations
	For overseas collaborations

Note: All partners have a responsibility to notify one another in the event of a material change to their circumstances, or that may impact on their ability to adhere to the agreement.

MOAs must be signed by signatories with the appropriate authority to enter into an agreement with a partner institution. At the University of Manchester, for collaborations deemed to be low risk, the Dean of the relevant Faculty will sign the MOA. For medium and high-risk collaborations, the MOA will be signed by the University Registrar, Secretary, and Chief Operating Officer, or their nominee. At the partner institution, the finalised MOA must be signed off by authorised signatories of appropriate/equivalent seniority.

It is important that all parties understand the details of the agreement and they reflect what has been approved during the negotiation stages of approval. The Teaching and Learning Manager (Taught Programme Enhancement) in TLD will ensure there is transparent dialogue between partners, contextualising any aspects of the agreement for the approved partnership.

During the early stages of partnership development, the Faculty, or the partner, may wish to draw up a Memorandum of Understanding (MOU), although it is not mandatory at this stage. Drafting an MOU in the early stages of a partnership may assist Faculties if they are exploring multiple proposals with one parter e.g. taught and research. An MOU may be drawn up if the partner requests this in the early stages. MOUs are not typically legally binding and are documents that set out an intention and commitment to further explore partnership activity between parties. If an MOU is drawn up it should focus on exploring the partnership at an institutional level (e.g. whether there is scope for exploring more than one type of collaboration), rather than merely at programme level.

D - Compliance, legislation and regulation; understanding cultural contexts

The University and all its partners must comply with the regulatory and legislative requirements of the countries in which they operate. If it is applicable to the partnership, consideration should be given to accreditation early in the process, as it may be necessary for a partner to demonstrate that they have been externally reviewed by a quality/regulatory/accrediting body.

Health and Safety should also be given early consideration and should form part of the initial due diligence conversation and site visit/inspection. Partners will also be asked to provide a copy of their Health and Safety Policy as part of the due diligence process.

Early consideration also needs to be given to Export Control for collaborations involving programmes in subject areas subject to Export Controls, appropriate licences must be applied for during the programme approval phase. Other collaborations may not require an Export Control license from the outset, but individual student projects may require consideration of Export Controls later down the line. It is good practice to make partners aware of these requirements for related subject areas during the initial proposal phase.

Consideration should also be given to Freedom of Speech and Academic Freedom in the context of the partnership. The University's Policy should be consulted for further guidance.

For overseas partnerships, the final MOA must comply with whichever the most stringent applicable legislation and regulatory requirements are between the UK and country of delivery to ensure that all partners can meet their statutory obligations. The MOA should outline how the collaboration will adhere to relevant local laws and regulations, including those governing the recognition of foreign qualifications, and any local requirements for staff qualifications. For overseas partnerships, early engagement with host country regulatory bodies is essential during the approval stages.

The University of Manchester retains ultimate responsibility for the quality of student experience for all awards made in its name and so will be ultimately responsible for appeals and complaints. For dual awards, the MOA will clearly outline which provider will be responsible for complaints and appeals about which aspects of the provision.

Cultural contexts must also be considered throughout the lifecycle of the partnership. The prospective partner institution should demonstrate:

- **Understanding of UK Higher Education practices**, including external examining, assessment arrangements, and quality assurance processes.
- **Capacity to address cultural and systemic differences** between higher education systems to ensure that the requirements of the arrangement can be met.

All relevant University stakeholders should be aware of the cultural environment in which the partnership operates. While University of Manchester awards must reflect the distinctive experience of a Manchester degree, curricula may need to be adapted to local contexts to ensure relevance for students.

Additional considerations include:

- **Student Support Mechanisms**: Overseas students may require additional information to contextualise UK Higher Education norms, such as guidance on grading expectations or additional English language support.
- **Onboarding for Staff**: Cultural considerations such as communication styles, hierarchies and potential differences in approaches to asking for support should form part of induction for all staff involved in the partnership, at both the University and the partner institution involved in the partnership, to ensure that all partners understand how best to support students in their learning.

E - Recording partnership arrangements

Once a written agreement between the University and a partner institution has been concluded and signed, the Teaching and Learning Manager (Taught Programme Enhancement) will enter the collaboration on the University's official Register of Collaborative Provision to be held by the University's Registrar and Secretary. The information held on the Register includes:

1. The name, address and nature of the partner institution
2. The date of the Memorandum of Agreement, the dates on which it is to be reviewed, and(or) the dates on which it will end
3. The nature of the collaboration, the programmes and awards involved

The Teaching and Learning Manager (Taught Programme Enhancement) will circulate the Register of Collaborative Provision to all Schools annually and any changes to the details held on the Register must be reported at the earliest possible opportunity to TLD. This includes where partners indicate an intention to withdraw from the arrangement and/or where it is proposed to contract with a new partner.

All University partners will also be required to maintain a well-managed, single source of information relating to the partnership.

Publishing partnership information

To aid prospective students when confirming the authenticity of collaborations with the University, details of all University partnerships should be published on the University's website. This information should include the name of the partner, the type of collaboration, details of the programme(s) which pertain to the partnership, and the status and duration of the agreement with the partner organisation.

F - Ongoing monitoring and evaluation

The University is committed to ensuring that all aspects of partnership arrangements are subject to regular and robust monitoring throughout their lifecycle, including continuous monitoring and institutional / periodic review. The Ongoing Partnership Management Risk Matrix in Appendix II has been developed to provide guidance for senior leadership to identify early warning signs and put in place appropriate risk mitigation.

Continuous monitoring is distinct from institutional / periodic review. While ongoing monitoring will provide assurance of day-to-day quality and compliance, institutional / periodic review offers an opportunity for all partners to reflect on whether the arrangement continues to meet its strategic aims, undertake renewed due diligence, and inform decisions regarding the Memorandum of Agreement renewal. Further details of Continuous Monitoring and Institutional / Periodic Review arrangements at the University are outlined in Section Four.

For joint, dual, or multiple awards, responsibility for monitoring and review is shared between the University and its partners. Roles and responsibilities in relation to these processes will be explicitly defined within the MOA.

SECTION TWO – Collaborative Provision Types

See flowchart in Appendix I if you are unsure of the type of collaborative provision arrangement.

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	**NEW Typology**			
N/A	**Work Placements**	An arrangement that specifies a defined period of time where a student works at an employer as part of their academic programme, gaining practical experience in their field of study, typically integrated into their degree, and assessed.	• Staff should follow the Policy for Placement Learning (The University of Manchester) for these types of collaborations. • Students are registered with UoM but undertake work with an employer in a specific industry or company. These provide graduate employability skills, direct work experience, networking in a chosen field, and sometimes a salary.	Low
N/A	**Study Abroad**	These agreements are negotiated to recruit undergraduate or postgraduate students on a short-term, non-graduating basis. Arrangements can support incoming and outgoing movement.	• Contact Placements and International Programmes team in the first instance. • Students are registered at UoM and pay fees to UoM but complete unit(s) at a partner university. This often involves attending lectures, seminars and taking exams or other form of assessment. See also Framework for Credit Transfer and Grade Conversion for Study Abroad.	Low
N/A	**Student Exchange**	Agreements with international providers to permit the exchange of undergraduate or postgraduate students for a period of study. Sometimes integrated into their degree and assessed.	• Contact Placements and International Programmes team in the first instance. • Students are registered at UoM.	Low
Progression Agreement (Non-Guaranteed)	**Progression Agreement**	An arrangement between two providers that recognises a specific programme for the purposes of being eligible to apply to a named programme at the other partner institution - it does not guarantee entry and usual selection and admission processes apply. These types of arrangement can apply to different levels of a programme.	• Students under a progression agreement go through the standard admissions process (including interview, where appropriate) and must meet standard entry requirements. • Students are registered at UoM only when they have completed UoM admissions processes. • Memorandum of Agreement to be arranged between School / Faculty Teaching and Learning team / Contracts Team for non-guaranteed progression arrangement.	Low/Medium

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	NEW Typology			
			• Can be a useful tool for recruitment because they offer a relatively predictable source of international students. • May involve a 2+2 programme structure which can be beneficial when recruiting students from countries with 12-year education systems, e.g. China and Pakistan. • May involve students following a first and second year at an overseas institution and then progressing to, normally, the second year of an undergraduate degree (2+2). Or a 2+3 programme structure where students who complete two years at a partner institution and progress to an integrated Masters degree programme e.g. MEng. • Further information and advice on overseas Progression agreements is available from the University's International Relations Team within Student Recruitment and International Development. • UoM award only	
Articulation / Progression Agreement (Guaranteed)	**Articulation Agreement**	An agreement between two providers that explains how earned credit will transfer from a named programme at one provider to guarantee entry to another specific programme at a different provider. It can encompass entry and credit arrangements.	• Students initially recruited and selected by partner who has responsibility for quality standards and learning experience at the partner organisation • Students subsequently register with UoM • UoM responsible for academic oversight and quality assurance, including ensuring output standards achieved by students at partners are equivalent to those set and achieved by UoM students taking the programme and entering the same stage, through a process of curriculum mapping. • Formal Memorandum of Agreement to be arranged through TLD	Low/Medium

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	**NEW Typology**			
Split-site PhD **Joint PhD**	**Cotutelle arrangement**	A cotutelle is an arrangement established by means of bilateral agreements, legally binding, signed by two universities, located in two different countries or across the UK. It relates to a specific doctoral degree candidate. Usually resulting in the award of a double doctoral degree, once the terms of the executed cotutelle agreement are completed and the doctoral dissertation is defended successfully.	• Split-site PhD - UoM award OR single joint degree, awarded by UoM and partner • Students are registered with UoM and the partner institution. • UoM responsible for academic oversight and quality assurance • Formal Memorandum of Agreement to be arranged through the relevant PGR Administration/Business Engagement team • Staff should also follow the Collaborative Postgraduate Doctoral Research Programme Policy for these types of arrangements.	Medium/High
Joint Delivery, Joint Award, Consortium arrangement	**Joint Award**	A joint degree is a programme of study leading to an award which is jointly owned, developed and delivered by more than one provider and leads to a single award granted by each partner. Students/learners will usually be registered to both (or more partners). They will receive one certificate and one transcript jointly owned and endorsed by all partners. Key point: One award, jointly owned; one certificate and transcript.	• UoM award (joint with another institution) • Students registered with UoM and the joint institution • IP Owned by UoM and partner • UoM and partner responsible for admissions and registration, final transcript and certificates • UoM and partner responsible for academic oversight and quality assurance • See Table 1: Roles and Responsibilities of partners by collaboration type for full list of roles and responsibilities • May involve 'Flying Faculty' • Requires Partner Approval Due Diligence Framework to be completed. • Formal Memorandum of Agreement to be arranged through TLD • Staff should also follow the Collaborative Postgraduate Doctoral Research Programme Policy for PGR joint awards.	High
Flying Faculty	**Branch Campus**	Students are registered with the UK degree-awarding body and study at one of its campuses located within or outside the UK. The campus may be established in partnership with a local organisation as this may be required by law in the delivery country.	• Referred to as 'International Branches' within UoM. • UoM award • Students are registered with UoM. • Currently we have branch campuses in Dubai, Hong Kong, Shanghai and Singapore (known as Global centres)	Very high

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	NEW Typology			
			• UoM responsible for academic oversight and quality assurance • Requires Partner Approval Due Diligence Framework to be completed. • Formal Memorandum of Agreement to be arranged through TLD to include finance arrangements	
Validation	**Validation**	Typically, a delivery partner designs, develops and delivers a programme. The programme is recognised and awarded by the lead partner who retains responsibility for quality assurance and awards offered in its name. Students are usually registered with the partner organisation. However, in some cases they may be registered with the awarding body.	• UoM award • Students are registered with partner, and are associate students of UoM. • UoM responsible for academic oversight and quality assurance • UoM approve teaching staff and have oversight of CVs (see Section Four) • Requires Partner Approval Due Diligence Framework to be completed. • Required to follow certain regulations and policies and have equivalents of certain policies in place – see Guide to regulations and policies for validated partners for more details. • Formal Memorandum of Agreement to be arranged through TLD to include finance arrangements.	Very High
Franchising, IP agreements, Licencing	**Franchised / Subcontracted arrangement**	A degree-awarding body agrees to authorise another organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes. Often, the degree-awarding body retains direct responsibility for the programme content, teaching and assessment strategy, assessment regime and quality assurance. Students normally have a direct contractual relationship with the degree-awarding body.	• Franchise arrangements: have no UoM award and students are not registered with UoM. IP is owned by UoM and, as part of the agreement, we may provide training/consultancy to enable programme materials to be adapted for contextualised partner delivery. • Subcontracted arrangements: the award depends on the credits awarded by each partner. UoM will award the degree if awarding more than half the credits. The partner will award the degree if they award more than half the credits. Students will register with UoM for the credits delivered by UoM (or the whole programme if it is a UoM award). Depending on the number of credits involved, the Partner Approval Due Diligence Framework may need to be completed for these	Very High

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	NEW Typology			
			proposals - speak to TLD to agree requirements on a case-by-case basis. • For both franchised and subcontracted arrangements, the following applies: ○ No accreditation or validation by UoM ○ Arrangements for sharing of on-going programme developments to be negotiated on an individual basis with the partner, including negotiation of any fees payment ○ Ideally arranged on a non-exclusive basis ○ Formal Memorandum of Agreement to be arranged through TLD (Innovation Factory may be consulted in Franchise arrangements)	
Dual / Multiple Awards	**Dual Award**	A dual award relates to a formal partnership whereby two programmes or study lead to an award that is recognised separately by the partners. The total volume of learning is typically greater than that required for any one award alone but less than completing the individual programmes independently in sequence. The agreement between partners specifies how credit and learning from each institution are recognised toward the requirements of both awards. Students are normally registered with all awarding institutions and, upon successful completion, receive separate degree certificates from each, alongside a single transcript or academic record endorsed by all partners. Key point: Two awards - 2 certificates, independently conferred; one coordinated programme; one transcript endorsed by all partners.	• Two awards – UoM and partner • One transcript endorsed by all partners • Students could successfully complete all elements required for one partner's award but not the other. • Applications may be to a 'closed cohort', i.e. participants are selected and admitted at the beginning of study with the intention of completing, or opportunity to complete, the dual award. • Each partner is responsible for the quality and standards of its own award. • Students registered with both partners. • Formal Memorandum of Agreement to be arranged through TLD. • Staff should also follow the Collaborative Postgraduate Doctoral Research Programme Policy for PGR Dual Awards.	Very high
Dual / Multiple Awards	**Dual (multiple) Award**	A double (multiple) award relates to a partnership where a programme of study leads to two (or more) awards are recognised separately by partners.	• Full credit/volume of learning recognition by each partner • Two awards – UoM and partner • Two transcript – UoM and partner	UoM has made a strategic decision not to engage in

Types of collaboration		Description [QAA Principle 8 definitions]	Collaboration Characteristics	Initial Level of Risk
Old Typology	NEW Typology			
		The total volume of learning is typically greater than that required for any one award alone but less than completing the individual programmes independently in sequence. The programme is delivered by all partners and the credit for the entire programme is counted towards the final award. A student will receive 2 (or more) certificates and 2 (or more) transcripts. Students/learners will likely be registered with all partners. Key Point: Full credit/volume of learning recognition by each partner; multiple certificates and transcripts.		this type of collaboration.
Hybrids	**Hybrids**	Collaborative arrangements involving a combination of the above. It is essential that advice is sought from TLD at the very earliest stage when considering a hybrid arrangement	• Confirmed once the exact nature of the collaboration has been agreed • Staff should also follow the Collaborative Postgraduate Doctoral Research Programme Policy for arrangements involving a PGR element.	

SECTION THREE – Approval of New Collaborations

Relevant documents and forms to support approvals of new collaborations
Approval of collaborative Provision form
Partner approval due diligence framework
Curriculum mapping for articulation and progression agreements
Risk register template

The University has different types of collaborative arrangements, all of which have different implications for the respective responsibilities of the University and the partner institution in relation to recruitment and selection, student registration and regulation, programme design and approval, programme delivery, the quality of the student learning experience, the standards of the credits/award, and for financial matters.

The University will only consider collaboration with partner institutions which:

- Have an overall academic standing and research standing for postgraduate research that is comparable to the University.
- Have a robustness of its overall quality control and assurance procedures at the institutional levels.
- Have a soundness of its quality management at all levels.
- Have an adequacy of its overall administrative support for quality assurance at the institutional level.
- Have an adequacy of its overall provision for academic and pastoral support and guidance and supervision arrangements for research students.
- Have an adequacy of the overall learning support and infrastructure in relation to the ability to meet requirements for awards.
- Have an adequacy of overall staffing in relation to the ability to meet requirements for awards.
- Have an experience of delivering comparable programmes at a similar level or is capable to delivering programmes at that level.
- Where appropriate, has an acceptable record of partnership with other institutions.
- Are financially stable.
- Are in a position to enter into a legal contract with the University.

Additionally, for collaborations with Overseas partners, the proposed partner institution must also have:

- An understanding of practices of UK HE, e.g. in connection with external examining, assessment arrangements, and quality assurance arrangements.
- The capacity to adhere to any UK HE requirements and address differences in cultures and expectations between HE systems in such a way as to ensure that the requirements of the arrangement can be met.
- The capacity to provide translation facilities to an appropriate standard if instruction and assessment is to be in a language other than English. The cost of appropriate arrangements for instruction and assessment in a language other than English are likely to be high, and so these arrangements must be fully costed as part of the approval process. For research degrees, the PhD thesis must be submitted in English.

All collaborations follow a standard approval process, with additional requirements for proposals identified with an initial risk level of *high-risk*. The initial risk level of a proposal merely determines the appropriate approval route and not the appetite for pursuing the proposal, and is determined using the continuum of risk outlined in Section One. The Teaching and Learning Manager (Taught Programme Enhancement) within TLD can provide guidance on assessing the initial risk level and advise on the appropriate approval pathway. A diagram illustrating the approval process can be found in Appendix III. For PGR collaborations, staff should also follow the Collaborative Postgraduate Doctoral Research Programme Policy.

Assessing and mitigating risk is an ongoing process that continues throughout the approval process and

beyond (see Section Four-Managing Existing Collaborations). The Initial Partner Approval Risk Matrix in Appendix II is designed to provide senior leadership and signatories responsible for approving a proposal with guidance as to the appropriate mitigations to offset risks.

Overseas collaborations are usually considered to be a higher risk than UK collaborations and the rationale for these collaborations must align to the University's Internationalisation Strategy and follow the principles set out in the University's Transnational Education Procedure and Guidance. In addition, it may be necessary to approve the collaboration with the Partnership Oversight Committee which considers reputational risks, providing additional scrutiny of partners if required. Any proposal that may have a reputational risk should be discussed with the Teaching and Learning Manager (Taught Programme Enhancement) before proceeding through approval.

A proposal for collaboration may be initiated by a prospective partner institution or by a School, Faculty or the University's senior managers. Any approaches made to the Teaching and Learning Delivery team will be directed to the appropriate Faculty Teaching and Learning team for consideration in liaison with the School(s).

Approval Process for Medium-High Risk Collaborations (Home and Overseas)

Exploratory meeting

It is advised that an 'exploratory meeting' should take place in the first instance between the School and the proposed partner. The proposer will inform the Faculty Teaching and Learning Office of the proposal during the early stages of discussions to ensure alignment with Faculty strategic priorities. With Faculty support, the proposer will complete Section One of the Collaborative Provision Approval form which will be shared with TLD. For PGR collaborations, staff should follow the Collaborative Postgraduate Doctoral Research Programme Policy.

Inform TLD

The Teaching and Learning Manager (Taught Programme Enhancement) within TLD will assess the risk level of the proposal and advise on the appropriate approval pathway, including if additional scrutiny is required by the Partnership Oversight Committee. The Teaching and Learning Manager (Taught Programme Enhancement) will work closely with the Faculty Teaching and Learning Office and, in the case of Overseas collaborations, inform the Director of International Development, to ensure that they are involved in the process from the offset.

Complete documentation

If the School wishes to proceed with the proposed collaboration, they will complete the required sections of the Collaborative Provision Approval Forms, with support from the Faculty Teaching and Learning Office and TLD.

Consideration of documentation

The contents of Section One of the Collaborative Provision Approval forms (including finances) should be discussed in detail with the relevant Head of School and Dean (or Associate/Vice Dean) of the Faculty who should then sign the form to indicate support for the proposed collaboration. The Faculty Finance Team should be fully involved in drawing up the financials for the proposal.

When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office, and the International Development office (for Overseas proposals) should have the opportunity to comment.

High Risk Strategic Approval

For high risk approvals, before any further steps are taken, Section One of the Collaborative Provision Approval Forms will first be presented to University Executive for approval.

If approved by University Executive, Section One of the Collaborative Provision Approval Forms will be presented to Senate for Strategic Approval.

Approval in Principle meeting

Once the Initial Proposal and Approval in Principle forms have been fully completed, they should be submitted to the Teaching and Learning Manager (Taught Programme Enhancement) in TLD who will arrange an Approval in Principle meeting.

The meeting will be chaired by the Vice-President for Teaching, Learning and Students (VP-TLS) for high-risk proposals, or by the Director of Student and Academic Services (SAS) for medium risk proposals. It will also include the Dean (or relevant Associate/Vice Dean) from the Faculty, Head of School (or nominee); and the Teaching and Learning Manager (Taught Programme Enhancement).

Gathering further evidence

If Approval in Principle is granted, TLD (where necessary) will invite the prospective partner institution to submit further supporting evidence including its mission statement, strategic plan, institution structure, arrangements for the assurance of quality and standards, relevant accounts, reports from funding or external quality bodies, business plans, and where appropriate bankers' references.

Instiutional visit

A team of senior colleagues, normally including the Associate Vice President (Teaching Learning and Students)/ the Director of SAS or the Faculty Associate/Vice Dean for Teaching and Learning, in addition to the Teaching and Learning Manager (Taught Programme Enhancement) will arrange to visit the institution.

Faculty consideration

The Dean of Faculty should then evaluate all the evidence regarding the proposed collaboration and make a recommendation to the VP-TLS (for high risk proposals) /Director of SAS (for medium risk proposals) whether or not to proceed to a full Institutional approval.

Where 'Approval in Principle' has been granted, a visit to the institution has taken place and once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and approve the specific programme(s).

Programme Approval

The University's programme development procedures should be followed. The approval documentation should include a programme specification and unit specifications, and detailed consideration of deliver-out arrangements.

It is recommended that the Faculty Committee responsible for approving the programme(s) should also receive a copy of the notes from the Approval in Principle meeting and report from the approval visit.

Final decision by VP-TLS

After being presented with the necessary documentation, the VP-TLS will consider whether due process has been followed at every stage and whether the relevant criteria have been met. If satisfied that this is the case, final approval will then be given. The VP -TLS may delegate this responsibility to the Director of SAS for medium-risk proposals.

Memorandum of Agreement (MOA)

If the VP-TLS has approved the collaboration, the final MOA will be arranged. Each contract will be specific to the partnership and will contain the information outlined in *Section One: C - Agreements* of this document. The Contracts Team have templates that can be used as a basis for the MOA.

The final decision to approve the collaboration will be taken by the VP-TLS. This may be delegated to the Director of SAS for medium-risk proposals.

For progression agreements, generally, an MOA should be in place at least 9 months prior to the first students arriving in Manchester. Students need a minimum of 3 months to obtain a visa.

Further Guidance for Approval in Principle Meeting

For PGR collaborations, staff should follow the Collaborative Postgraduate Doctoral Research Programme Policy.

UK-Based

During the Approval in Principle meeting, this Panel will then make preliminary judgements about:

- Whether there is a sound rationale for the proposed collaboration.
- Whether the proposed collaboration is consistent with the Manchester 2035 strategy.
- Whether it would be appropriate to undertake the proposed collaboration in view of the University's existing collaborative arrangements and other commitments.
- Whether the proposed collaboration will command the commitment and support of the School, Faculty and senior management of the University and of the prospective partner institution.

In addition, consideration will be given to:

- Whether the outline financial case is sound (the approval panel must be satisfied that there is a sound business case for the programme based upon realistic projections of revenues and full and accurate costing of activities).
- Any perceived risk to the University.
- What potential deliver-out arrangements may be required.

Following this meeting, The Vice President (Teaching, Learning and Students), or the Director of SAS for medium-risk proposals, will decide if the proposal can be approved in principle.

Approval at this stage is only 'Approval in Principle' and is not final approval for the proposed collaboration.

Overseas

The Approval in Principle Panel will then make preliminary judgements about:

- Whether there is a sound rationale for the proposed collaboration
- Whether the proposed collaboration is consistent with the Manchester 2035 strategy
- Whether it would be appropriate to undertake the proposed collaboration in view of the University's existing collaborative arrangements and other commitments
- Whether the proposed collaboration will command the commitment and support of the School, Faculty and senior management of the University and of the prospective partner institution

In addition, consideration will be given to:

- Whether the outline business case is sound (the TNE approval panel must be satisfied that there is a sound business case for the programme based upon realistic projections of revenues and full and accurate costing of activities)
- Any perceived risk to the University
- What potential deliver-out arrangements may be required

The Vice President (Teaching, Learning and Students), or the Director of SAS for medium-risk proposals, will then decide if the proposal should proceed to the next steps.

Approval at this stage is only 'Approval in Principle' and is not final approval for the proposed collaboration.

Approval process for low-risk Proposals

There is a School and Faculty level approval process for proposals that are deemed to be low-risk. It is important to note that both progression and articulation agreements may be assessed as medium or high-risk and so TLD must be informed of all proposals in the first instance so that a risk-level can be assigned to the proposal. Any agreement involving an international partner will be classified as at least medium-risk and must undergo the University's central approval process.

Progression Agreements

A Progression agreement is a formalised arrangement whereby students who have completed (or part completed) a programme at an institution successfully may be considered for entry (on an individual basis) either to the beginning, or to a more advanced stage, of a programme of the degree-awarding body.

It is important to note that a Progression agreement does **not** offer students from the partner university *guaranteed progression* to a programme at Manchester. Rather, the agreement offers a *guarantee to be considered for entry*, subject to the specified entry criteria (e.g. specific marks in Year 1 and Year 2 and English language level). An agreement which offered guaranteed progression would require the University of Manchester to quality assure the partner institution's programme.

Progression agreements need considerable investment of time and resource by both parties if they are to be successful. Schools should therefore take a strategic approach in selecting partners and focus on a small number of partnerships with potential not only for recruitment but also longer-term collaboration in research and/or teaching. The International Relations Team within Student Recruitment and International Development and the relevant Faculty Teaching and Learning Office must be involved with the approach and subsequent approval of any Progression agreement from the offset.

Schools must undertake due diligence on potential partners and be fully satisfied that academic standards will be maintained, and that appropriate deliver-out arrangements can be put in place. Wherever possible, a representative(s) from the School should visit the partner institution before starting detailed negotiations.

Articulation Agreements

An articulation agreement is a formalised arrangement where credit that students have earned on a named programme at a partner institution will be transferred to the University to allow them guaranteed entry to a programme at the University. The curricula at the partner institution must be assessed for its compatibility with the relevant programme of study at the University of Manchester. All articulation agreements must have appropriate deliver-out arrangements in place before any agreement can be signed.

Approval Process for low-risk Progression and Articulation Agreements

Low risk agreements require an internal approval process and should be governed by a Memorandum of Agreement. It can take up to 12 months from the initial approach to contract signature. Generally, an agreement should be in place at least 9 months prior to the first students arriving in Manchester to allow adequate time to recruit students and prepare them for study in Manchester. The approval process is outlined below:

Step 1: School to Identify potential partner university and target degree programme(s)

- a. Consider the University's overall standing and its reputation in the specific subject area.
- b. Identify specific School/Departments at the partner institution which offer programmes with potential to articulate with programmes at Manchester.
- c. Find out if the proposed partner has Progression agreements with any other UK universities and if these are working well. If the partner has more than one Progression agreement in the same subject area, then consider if there will be enough students to make the agreement effective and how students will be selected.

Step 2: Consult TLD and the Faculty

- d. Send the completed Section one of Initial Proposal and Approval in Principle form to TLD so that the risk level can be determined. If the risk level is determined to be low, proceed to step e. For proposals involving international partners, and medium and high risk proposals, follow the University's central approval process.
- e. The Faculty Teaching and Learning team must be kept informed of progress to ensure that policy and procedure is being adhered to. Obtain formal approval from the Dean of the Faculty and the Head of School to pursue agreement.
- f. At this stage, complete the Approval in Principle form, and identify an academic co-ordinator on each side with responsibility to lead negotiations.

Step 3: Determine the compatibility of curriculum

- g. Exchange course syllabi and detailed information on teaching and assessment methods to determine the compatibility of courses. Partner institutions should provide a copy of the curriculum.
- h. Check the partner's grading scheme. You should be satisfied that students at the partner university will have covered all important material taught in Year 1 core modules at Manchester at a similar level and with a similar assessment process (or be prepared to cover one or two concepts as part of an extended induction process at Manchester). Complete the Curriculum Mapping form, and seek approval from the Programme Lead, Head of School, and Faculty Dean (or nominees)
- i. Consider what deliver-out arrangements may be required.

Step 4: Specify academic entry requirements

- j. The academic entry requirements should be in line with existing standard entry criteria.

Step 5: Agree number of students and recruitment timetable

- k. Specify the maximum number of places available on the programme(s) per year, taking into account that it is not usually cost effective to set up a Progression agreement for less than 5 students per year.
- l. Agree with the partner a timetable for recruitment including a deadline for receipt of applications. It is advisable to interview candidates face-to-face and this can be factored into the timetable for visits to the partner institution.

Step 6: Financial arrangements

- m. A Progression partner will usually expect some form of tuition fee discount or scholarship. The School (in conjunction with the Faculty Teaching and Learning team) is responsible for agreeing the financial arrangement. The usual arrangement is to offer a discount on standard international tuition fees linked to numbers.
- n. Other options include offering no fee discount but scholarships for the best performing students.

Step 7: Contract negotiation and signature

- o. When you are satisfied that all the above issues have been agreed, including appropriate deliver-out arrangements, obtain School and Faculty level sign-off on the completed Approval in Principle form.
- p. Send the partner a draft agreement. Wherever possible, you should use the University's own template which has been agreed by the Contracts Team. If you use a draft supplied by the partner, then this must be approved by the Contracts team.
- q. The agreement should be signed by the Dean of the Faculty and not the Head of School.
- r. Send a copy of the signed agreement to TLD.

It is best practice for a representative(s) from the School and (or) Faculty to make regular visits to the partner university to develop the relationship and meet prospective applicants (e.g. guest lecturing to Year 1 students and interviewing applicants from Year 2). The partner institution should not be relied upon to market the opportunity on behalf of the School.

Students should be well prepared in advance for studies in Manchester. At least 6 months prior to registration, students should receive information about programme details e.g. Student Handbook and advice on unit/module selection.

Schools may wish to supplement written material with visits to the partner institution at key points in the recruitment cycle to meet students and give presentations, pre-departure briefings or hold one-to-one discussions.

Once a link has been established, new students can benefit from the experience of previous cohorts either through email or video-calling with students studying in Manchester or interaction with returning graduates.

Undergraduate students progressing to Manchester should be admitted through the UCAS system using the RPA process/form. There are no special arrangements for postgraduate students who are admitted in the usual way.

Progression agreements should be agreed for a fixed time, usually not more than 5 years and should be reviewed on a regular basis. Arrangements for review are usually set out in the written agreement. At the very minimum, an annual review should be conducted involving staff external to the partnership.

SECTION FOUR – Managing existing collaborations

Relevant documents and forms to manage existing collaborations
Re-approval of collaborative Provision form Ongoing due diligence Annual Monitoring Process (UoM awards) / Annual Monitoring Process (non-UoM awards) Institutional Review Agenda / Periodic review Agenda Collaborative Academic Adviser (CAA) Annual Report / CAA Report for Exam Boards (Validated partnerships)

For PGR collaborations, staff should follow the Collaborative Postgraduate Doctoral Research Programme Policy.

Register of Collaborative Provision

The University is responsible for maintaining an accurate record of all its partnerships. The Register of Collaborative provision helps to facilitate good management of University partnership arrangements and provides a framework and timeline for quality assurance activities such as ongoing monitoring, approval and periodic review.

The Teaching and Learning Manager (Taught Programme Enhancement) will circulate the Register of Collaborative Provision to all Schools annually and any changes to the details held on the Register must be reported at the earliest possible opportunity to TLD. This includes where partners indicate an intention to withdraw from the arrangement and/or where it is proposed to contract with a new partner.

Marketing and Publicity

Regardless of the type of collaborative provision, the University requires that it should maintain effective control of publicity and marketing materials, especially where these are published by a partner institution. The University seeks to ensure that publicity and marketing materials avoid:

- Inappropriate or misleading comparisons with other providers
- Derogatory statements about other providers
- Misleading statements about recognition of awards by public or other authorised bodies
- Misleading advice about the recognition of awards by professional bodies or bodies in other countries
- Bringing UK HE into disrepute

In addition, the Competition and Markets Authority (CMA) provides guidance to Higher Education institutions regarding information about undergraduate programmes and the University's obligations to students in terms of consumer regulations. This includes the provision of up-to-date, accurate programme information, including the title and award, entry requirements, core and optional modules, contact hours and independent study time, methods of assessment, location of study and placements, Regulatory and Accreditation information (if applicable) and full costs of the programme.

The guidance requires the University to take action to remain within the law. If we do not meet our obligations, we may be in breach of consumer law and risk enforcement action. In some circumstances, students may also have the right to take legal action against us or seek redress, such as full fee repayment.

The University will agree with the partner institution whether it will publish all publicity and marketing materials or, if this is to be done by the partner, mechanisms for approval of such materials prior to publication. It is recommended that materials be approved by a nominee of the School quality committee (or equivalent).

The partner will also have the right to review any publicity or marketing materials containing their branding.

The Memorandum of Agreement will state the exact requirements for publicity material.

Admissions

The University remains responsible for the quality and academic standards of awards made in its name. When responsibility for admissions is delegated to a partner institution, the University will maintain appropriate oversight and reserve the right to conduct checks to ensure procedures remain fair and adhere to regulatory requirements. It may be appropriate for the University to monitor non-standard admissions applications e.g. in cases of Accreditation of Prior (and Experiential) Learning. In other cases, the University may need to ensure that its approved admissions requirements and acceptable entry qualifications are met by entrants to the programme. The delegation for responsibility of admissions must be detailed in the individual Memorandum of Agreement.

Staff qualifications and Approval of teaching staff at validated partners

All staff who teach on a programme leading to an award or credit of The University of Manchester must possess the minimum qualifications required by the University before they begin teaching. However, only staff leading a unit/module, managing a programme, giving academic advice to students or supervising a dissertation must

be approved. Guest lecturers or staff involved in tutorials and seminar presentations do not need prior approval if they are under supervision of an approved member of staff.

For Validations, a current *curriculum vitae* for **all** staff teaching on a programme or course unit/module (leading to a University award) should be submitted to the school for approval. This includes all full time, part time and sessional staff. In addition, the *curriculum vitae* for any staff who are employed to cover for long-term sickness on behalf of approved staff must be submitted for approval. The *curriculum vitae* does not need to be extensive but must provide all the relevant information to allow an informed decision to be made. It is important that the information is **relevant** to the proposed teaching – normally the *curriculum vitae* should only be two or three sides of A4 but should clearly indicate the appropriate qualifications and experience.

Minimum standards

The following criteria should be applied when considering whether staff can be approved:

- Anyone teaching at HE level should normally have an appropriate qualification, at a level above that of the programme on which the person would teach.
- Evidence of academic recognition, such as an established record of research publications in the field concerned, should normally be provided. Where this is not available any other evidence should be presented to compensate for the lack of a higher degree.
- Where necessary, there will be appropriate recognition of the development difficulties faced in the FE context of building HE level teaching, and a willingness to accommodate these to some degree. Where such accommodation has been made, it will be balanced by an active staff development programme designed to ensure that the 'accommodation' will not last for too long.

Normally the University expects teaching staff to hold a degree in a relevant subject at a level above that of the programme being taught e.g. for a BA or BSc degree programme the staff should have at least a Masters qualification; for an MA or MSc they should hold a PhD. However, in some disciplines this is not always possible and other qualifications or experience may be more important. For instance, in vocational subjects, professional experience, coupled with an appropriate academic award, may be more appropriate.

Where Partner Institutions are nominating staff with non-standard qualifications, they should provide a covering letter which explains why the nominee is suitable to teach on the programme and give information on the composition of the overall programme team within which they will be working and any planned staff development. Evidence of an established record of research may also compensate for a higher degree. Although postgraduate teaching certificates may indicate training in the methods and practice of teaching and learning, they are not in themselves adequate and must be supported by appropriate subject-specific qualifications.

Assessment and Examinations

To maintain standards, there must be clarity about responsibility for the setting of assessments and examination papers, marking, and about the conduct of assessments and examinations. In practice, these will vary according to the type of collaborative provision, but arrangements will be detailed in the Memorandum of Agreement. TLD can provide advice on what is appropriate and will refer to the University's Assessment Framework.

For research degree collaborations the Graduate Education Team can provide advice and refer to the University's code of practice for research degrees.

External Examining

The University is responsible for the selection and approval of External Examiners. The TLD website offers guidance on how to nominate and appoint External Examiners for taught programmes and the Examinations policy sets out requirements for research degrees.

The University retains overall responsibility for the selection and appointment of External Examiners. In this it uses the same criteria for selection of externals of programmes delivered on campus as set out in its Code of Practice for External Examiners. Additionally, it requires that:

1. Prospective External Examiners must have had no recent connections (in the previous five years) with the partner institution
2. In the case of overseas collaborations, that Externals have a clear understanding of the UK HE system, including the role of Externals
3. In the case of overseas collaboration where the language of instruction and/or assessment is not English, that Externals have the necessary language skills

The University formally issues contracts to Externals and is responsible for their fee. In the case of Joint awards, there should be clarity on the responsibilities of the University and the partner institution regarding External Examiner appointments and fees set out in the Memorandum of Agreement. Within this overall framework, the University has a procedure whereby the partner institution can nominate potential Externals.

The role of External Examiners

External Examiners fulfil the roles set out in the University's Code of Practice for External Examiners. This Code of Practice should be brought to the attention of the partner institution, who must agree that the External Examiners will carry out their roles as determined by the University.

Preparation for External Examining

The University retains responsibility for preparing External Examiners to undertake their role. As well as providing them with the University's Code of Practice for External Examiners, it is responsible for providing programme specifications, (if appropriate) benchmark information and public and statutory body requirements, and information on the collaborative arrangement.

Within this framework, the University may wish to involve the partner institution in the preparation of external examiners, particularly in informing them about the partner institution, and responsibilities in this regard should be clear.

Reporting arrangements

The External Examiner formally reports to the University, but mechanisms are required for any concerns raised to be transmitted to the partner institution and for a response to be made to the University. Arrangements for dealing with any concerns raised by Externals should be agreed with the partner institution.

Certificates and Transcripts

For collaborations that result in University of Manchester Award

As the awarding body and being assisted by the partner institution, the University is responsible for ensuring that certificates are accurate and that they are only issued to those who have satisfied the assessment and examination requirements for the award.

The University will issue the certificates, but it is usually the responsibility of the partner institution to issue the transcripts unless otherwise agreed. The University will offer guidance on the information required in a transcript of results through TLD.

Both the certificate and the transcript must record the name of the partner institution and the language of instruction and/or assessment if this is not English.

The University will need to be assured that the printing of transcripts will be secure, and access will be limited to designated individuals.

It is the responsibility of the partner institution to maintain records of who has been issued with a transcript and to make appropriate enquiries in the event of a request for a duplicate.

For students on joint award programmes

As the two institutions have equal standing with regards to both reputation and branding as well as development, delivery and assessment; the production of final award certificates and academic transcripts should form part of the discussion and negotiations on split of responsibilities when the partnership is agreed.

Student Support

The University of Manchester is responsible for the standards of the awards it makes in collaboration with partner institutions and for the quality of the student learning experience they provide. It is therefore concerned to define what student support should be provided by collaborative partners where it does not provide that support itself.

In collaborative provision, two types of students are distinguished: *registered* and *associate* students. Whether the student is registered with the University, or an associate student, will be dependent on the type of collaboration (see Collaboration Types in Section Two), and must be clearly outlined in the Memorandum of Agreement. The responsibility for their support differs accordingly:

- *Registered students:* The University of Manchester provides support and access to learning resources directly.
- *Associate students:* the partner has responsibility devolved to them to provide support and access to learning resources. However, the University maintains ultimate responsibility for the quality of the student experience, and so the University must maintain appropriate oversight of student support arrangements through effective ongoing monitoring and evaluation.

Support by the University of Manchester for Registered Students:

The University will provide ***registered*** students on collaborative programmes with relevant support equivalent to that provided to registered students on other programmes i.e. on-campus or distance learning. Support may however be subject to geographical constraints (e.g. not all disability support can normally be provided at a distance and so certain arrangements may be devolved to the partner institution).

Support by the University of Manchester for Associate Students:

Associate students do not have access to support services supplied by the University and it will be the responsibility of the collaborative partner to provide relevant support. Nevertheless, they can use the Careers Service resource centres and some areas of its website, and those who are able to visit the Library can borrow books and can access on-line resources for one day.

Support by Collaborative Partners for Associate Students:

The following defines the minimum set of roles and services the University expects to find as support for ***associate students*** at a collaborative partner. The University will seek assurances of a partner's ability to provide such roles and services during institutional approval and review. The University accepts that because of the different sizes and structures of institutions, there may not be posts or offices that carry exactly the specified title and that a variety of staff and units may provide the specified roles and services.

Programme level support	**Institutional level support**
- Academic programme director - Administrative contact - Personal Tutor/Academic Adviser - Personal Development Planning - Peer representation	- Library resources and learning resources support - Information Technology resources and support - Disability support - Counselling support - Accommodation advice - Financial advice - Careers advice - Central oversight of administration and records
Information	**Social support (where appropriate)**
- Programme Specification - Student Handbook, including programme regulations and mitigating circumstances procedures; Academic malpractice policy; Appeals and complaints procedure - Notice boards/Website - Advice on Data Protection and Freedom of Information legislation - Transcript of results/Diploma Supplement - Information about the University and the nature of the partnership	- Sports facilities - Student societies - Students' Union (or similar)

Academic Appeals, Complaints, and Discipline

University of Manchester Awards

As the awarding institution, the University of Manchester is responsible for the standards of the awards it makes in collaboration with partner institutions and for the quality of the student learning experience they provide. The University will be satisfied that the partner institution has robust mechanisms for handling complaints, appeals, and misconduct. Students who are not satisfied will retain the right to escalate complaints to the University of Manchester.

Validated partners must have their own robust and transparent policies and procedures for academic appeals, complaints and matters of misconduct. Policies and procedures for academic appeals complaints and academic misconduct must be included in the programme or general handbooks given to students, and accessible as necessary from other sources e.g. online. For validated partnerships, the University has a standard procedure for clarifying roles and responsibilities regarding handling complaints, appeals and misconduct with the partner institution. This procedure should be included in the programme or general handbooks provided to students:

- Partner institution appeals and complaints procedures are approved and reviewed via the procedures for institutional approval and review conducted by the University. The University will not write appeals and complaints procedures on behalf of partner institutions but may offer guidance and recommendations as to their content.
- Following completion of the partner institution's procedures, a student may write to the Director of Student and Academic Services at the University of Manchester to request a review in connection with the appeal or complaint if they feel that their case has not been handled properly or fairly. The University of Manchester must receive a review request from the student outlining why they do not believe the case to have been handled properly or fairly within twenty working days of the date on which the partner institution formally notified the student of its decision. Further information can be found in the University's Partner Institution Procedures for Complaints, Appeals and other internal processes.
- On receipt of the review request from the student, the Director of Student and Academic Services at the University of Manchester (or nominee) will send a copy to the partner institution asking for the student's file, including communication made with the student and for their comments, as appropriate, on the student's review request.
- The Director of Student and Academic Services (or nominee) will review, based on documentary material, if the investigation was conducted properly and fairly, and that the published procedures were followed correctly but will not reinvestigate the appeal or complaint afresh. The University may seek to apply the principles contained within their own similar appeals and complaints regulations in considering any procedural issues to be applied to the consideration of the review request. In conducting the review, the University may, if necessary, seek further information from the partner institution and/or the student as appropriate.
- In instances when the appeal or complaint raises serious or complex matters which require further investigation and enquiry, the review request may be considered by a panel of an appropriate composition within the University, and the student shall be updated accordingly.
- The Director of Student and Academic Services (or nominee) will write to the student to inform them of the outcome of the review and the reasons for the decision, normally within forty working days of receipt of the student's request for a review. Potential outcomes may include recommendations for the partner institution to implement, a requirement for the partner institution to reconsider the matters raised by the student or dismissal of those matters as being without foundation.

- There are no further stages in the appeals or complaints procedure beyond those detailed above and the University of Manchester shall issue the student with a Completion of Procedures letter. Students who believe that their case has not been dealt with properly by the partner institution or by the University or that the outcome is unreasonable may be able to complain to the Office of the Independent Adjudicator for Higher Education (OIA) if the complaint is eligible under its rules and once all the above procedures have been concluded. [*Note:* information about the role of the OIA and the procedure for submitting complaints can be obtained from the OIA website.]

Joint Awards

in the case of Joint Awards, there needs to be absolute clarity regarding the responsibilities of the University and the partner institution in matters of student discipline and complaints and appeals procedures. This will be clearly set out in the Memorandum of Agreement, and all students will be made aware of which aspects of the partnership should be complained about to each partner.

Student Voice in Collaborative Provision

Student Voice is a priority for the University of Manchester, and is a critical, foundational, component for creating a dynamic, responsive and student-centered academic environment. Mechanisms for gathering feedback may be specific to each partner based on their size, the cultural context in which they operate, and the context of the programme, but these mechanisms must be based on the guiding principles of the Student Voice Strategy, namely:

- All students will feel a sense of belonging to their academic community.
- All students will feel empowered to feedback their diverse experiences, confident that their experiences will be listened to, and acted upon.
- Change is embraced, celebrated and tracked so that students can see how their voice has affected positive change.
- Students are active participants and co-designers of their academic experience, working in partnership with staff.

Evidence of student voice mechanisms, student satisfaction, and the impact of student voice on affecting positive change at the partner institution will form an integral part of continuous monitoring and periodic review. Actions resulting from feedback should be fed back to the students via Student Voice or programme committees.

Student Academic Representation in Collaborative Provision

Arrangements for student academic representation in collaborative provision must meet the minimum expectations set out by the University of Manchester. However, in liaison with the appropriate School, partner institutions may develop these arrangements to suit their needs, providing they continue to meet the minimum requirements. Mechanisms for student representation should be reviewed in periodic, annual and Institutional review events.

Minimum requirements for Student Academic Representation

Student Academic Representatives (Reps) will be defined as those students on a particular programme of study who have been chosen by their peers to represent the interests of their peer group on Programme Committees, Student Voice Committees, other School or Faculty committees or other appropriate groups.

There should be forums which enable discussion between students and staff at each of the following levels and which are suitable to the particular structures inherent within the levels:

- Programme or Discipline (dependant on number of programmes)
- Partner Institution
- University (through annual, periodic review)

All students should be able to contribute to and enhance their experience while studying at the partner institution. All students should have an opportunity to become a student rep to represent their programme or institution and there should be a democratic process to select student representatives.

Student reps should always be invited to relevant meetings. If a student rep is unable to be present, the Chair should feedback information to the rep by use of email, etc. If the Chair is aware that a rep is unable to attend a meeting which has specific student matters on the agenda, the Chair may wish to contact the student rep prior to the meeting to request any comments or suggest sending an alternative rep in their place.
Partners should assign a member of staff to act as Student Representation Co-ordinator to be the first point of contact for students and reps on representation issues.

Consideration should be given to those students who are either part-time, postgraduate students, on multidisciplinary programmes or away from their normal place of study on placements. Mechanisms should be put in place to ensure that these students have access to representation structures. Meetings should be planned at times/dates which would not unduly prevent these particular students from attending.

Administration and co-ordination of student rep processes is delegated to a partner institution for certain collaboration types where the student is an associate student of the University, and responsibilities should be clearly outlines in the Memorandum of Agreement. This includes development of documentation, guidance, recruitment and training. Partner staff should ensure that open, fair elections are organised, with all students having an equal opportunity to put themselves forward to become representatives.

It is suggested that the partner provides the following (where appropriate) to student reps:

- a notice board (this may be online).
- specific information on the committee/body that they are a member of
- adequate notice of meeting dates and ensure that relevant papers are distributed to Student Representatives
- the support of a Student Representation Co-ordinator within the partner.

The Role of a Student Representative

The main duties include to:

- Liaise between students and staff on matters of mutual interest or concern
- Attend Student Voice Committee, Programme Committee or other relevant meetings
- Voice student views to staff involved in programmes
- Provide two-way feedback on the quality of units, programmes and teaching
- Promote active student involvement in the development of programmes

Feedback from Alumni and Employers:

The format of the gathering of this information will be specific to partners. The University is receptive to the development of innovations in this area where the use of questionnaires or anonymous feedback is challenged by the context of the programme, size and location of the student alumni population.

Developments and innovations should be brought to the attention of the University through annual monitoring and periodic review. Actions resulting from feedback should be fed back to the alumni and employers whenever possible.

Collaborative Academic Advisers

For validated programmes, a Collaborative Academic Adviser from the relevant School must be allocated to each collaborative programme (or group of). An Adviser is appointed by and reports to the relevant Head of School and the Vice-President (Teaching, Learning and Students). They should be available to deal with queries and advise on the development of programmes and to assist the University in ensuring the maintenance of quality and standards at the validated partner. A Collaborative Academic Adviser should have experience of operating within the University's framework for academic quality, with experience of programme administration and/or external examining/quality assurance.

It is expected that an experienced member of staff within the school will perform this role and be appointed by the Head of School. It is also expected that they will be able to operate as a subject specialist. The Head of School, in liaison with the appropriate Heads of Subject Area and TLD, are responsible for ensuring that the functions of a Collaborative Academic Adviser are undertaken in an appropriate and timely manner. As part of continuous monitoring and ongoing due diligence, the Collaborative Academic Adviser should have responsibility for the following;

- To play a key role in helping the University to manage the standards and quality of its collaborative programmes.
- To provide the initial academic advice on content of programme proposals and then continuing advice on programme development.
- To advise on and check the operation of assessment and examination practices/ procedures and monitor the operation of the examinations procedure on an annual basis.
- To advise on comparability with other similar programmes in the University and offer advice on the QAA Academic Infrastructure.
- To advise on the suitability of staff in the partner organisation to teach on the collaborative programme.
- To visit the partner at least annually and undertake activities as specified in the visit agendas, which feed into the annual report and the school committee structure.
- To annually review the publicity material and note in the annual report that this has been deemed suitable for publication.
- To receive minutes of any partner quality committee or equivalent where reviews/approvals/ amendments are to be considered and act as a scrutineer to the documentation for reporting to the relevant School and Faculty committee.

Collaborative Academic Advisers will be asked to provide an Annual Report / Exam Board report which will be received by TLD on behalf of the Vice-President (Teaching, Learning and Students). The reports will be reviewed by TLD in a similar manner to External Examiner Reports and will inform an executive summary as part of the annual academic assurance cycle. The reports will also be copied to the relevant School, Faculty

Teaching and Learning team and collaborative partner so that they can form part of the continuous monitoring process.

A Collaborative Academic Adviser should make a visit to the collaborative partner at least once per year and ideally should also attend examination boards where necessary and possible. During visits, and where appropriate, the Adviser should complete areas of review and moderation required by the University to ensure standards of the provision. It is recognised that it may not be feasible for Collaborative Academic Advisers to visit overseas collaborative partners more than once per year.

Collaborative Academic Adviser visits

Advisers are normally required to visit a partner twice in an academic year, but it is appreciated that some partners (because of distance) may only receive one visit per year.

The first visit should take place during the first semester, the second at the end of the academic year to coincide with examination boards. It is the responsibility of the School to ensure University representation at the board and if the Adviser is unable to attend, then an alternative representative must be provided from the School.

The first semester visit must include the following activities: programme development and review of action plans and activities from continuous monitoring or institutional/periodic review (if applicable). There must be a general review of resources during this visit as well as meetings with staff and students. This should also be seen as an opportunity for staff development events to take place should they be needed.

Attendees (whether that be the Collaborative Academic Adviser or an alternative representative) at the examination board must ensure that the University's regulations are complied with, that there is an external examiner present and that all students are treated fairly and equitably. During this visit they must also take the opportunity to review programme information to students for the following academic year, discuss the approval of new teaching staff, annual monitoring arrangements and the approval of publicity material for the following year.

Agenda (visit 1)

1. Programme Development.
2. Review of Action Plans:
    - Continuous monitoring.
    - Periodic Review (where applicable).
    - Institutional Review (where applicable).
3. Review of Resources.
4. Staff Development Events (as applicable).
5. Meeting with Staff.
6. Meeting with Students.
7. Any other Business.

Agenda (visit 2)

1. Attendance at Examination Board.
2. Approval of new Teaching staff.
3. Approval of student information for next academic year.

4. Approval of publicity material for next academic year.
5. Preparation for continuous monitoring.
6. Consideration of results.
7. Programme Development.
8. Any other Business

Continuous Monitoring

Collaborative partners are expected to engage in continuous monitoring for any programmes which culminate in a University award and the findings should be reported through the relevant University School Committee (and then through the relevant Faculty Committee). The Faculty Committee is responsible for identifying any issues of concern, taking them up with the School, evaluating their responses, and monitoring the implementation of action plans.

The University's guidelines on continuous monitoring should be referred to with regards to this. The University sees annual monitoring as a process of reflection on the previous academic year and action planning for the coming academic year. It should therefore be driven by the reflection of the staff delivering a programme or group of cognate programmes. The University's approach to annual monitoring is based on a "conversational, not confrontational" approach; honest evaluations based on evidence of what has worked well and what has worked less well. The overall purpose of annual monitoring is to ensure that the standard of programmes is being maintained and to improve the experience of students as appropriate. Each Faculty Teaching and Learning team should complete the Annual Monitoring form for all partnerships leading to a University of Manchester award, documenting any issues so that the appropriate follow up actions may be undertaken. Franchised/Subcontracted Arrangements that do not lead to a University of Manchester award should complete the Annual Monitoring- Non-UoM Award form.

If, in its consideration of continuous monitoring documentation, the School or Faculty perceive that quality and/or standards of the award are threatened and the partner institution is unable or unwilling to take remedial action, it should immediately notify TLD who will then liaise with the Dean of Faculty and the Vice-President (Teaching, Learning and Students). TLD will conduct a full investigation of the matter and if the threat is confirmed, and subject to safeguards for students, the Vice-President (Teaching, Learning and Students) on the advice of TLD and the Dean of Faculty may recommend that the agreement should be suspended pending remedial action, or that it should be terminated.

Periodic and Institutional Review

It is also required that collaborative programmes are periodically reviewed every five years (or in some instances less) and this should be a Periodic Review of the programme(s) culminating in an Institutional Review of the partner. The Institutional Review will focus on the partnership and its strategic importance rather than programme specific issues which are covered in the Periodic Review.

Where delivery is fully devolved to a partner institution (i.e. a validation arrangement) TLD will organise a single review event. Where delivery is joint/shared between a School or centre, Faculties will remain responsible for the Periodic Review of the programme but TLD will be responsible for the Institutional Review element – for example for joint awards.

Together, the Periodic and Institutional Reviews will seek to establish:

- Whether the rationale for the collaboration remains valid
- Whether the collaboration remains aligned with the Manchester 2035 strategy
- Whether the collaboration remains appropriate in the context of the University's commitments
- Whether it continues to command the support of the School, Faculty and senior managers in the University and the partner institution
- Whether the partner institution retains appropriate academic, financial, and legal status
- Whether the programme will continue to meet the appropriate academic standards and offer students the learning opportunities and experiences necessary to achieve them
- Whether the arrangements for collaboration will continue to enable it to effectively discharge its responsibilities for the academic standards of awards and the quality of the student learning experience
- Whether the business case remains valid

The University's standard Periodic Review process will be applied to Collaborative partners; however, it is essential that each review is carried out with consideration of the cultural context in which the partnership operates. For example, when reviewing the curriculum, the University should consider whether any adaptations are needed to ensure the learning remains relevant for students, while still maintaining the distinctiveness of a Manchester degree. Similarly, when evaluating engagement with and the effectiveness of student support mechanisms, cultural factors must be taken into account to identify where processes may need to be adapted.

A Due Diligence Refresh should be undertaken at least 6 months in advance of the Institutional Review, to gather relevant documentation from the partner to inform the discussions during the Institutional Review.

The Institutional Review may be carried out at the same time as the Periodic Review. A common approach is to conduct both reviews as part of a single event during a visit to the partner institution. For large, complex, or international partnerships, the event may be scheduled over two days, with one day dedicated to the Periodic Review and the other to the Institutional Review. The University has an example agenda that may be used for the Institutional Review and Periodic Review. However, it is recognised that these may need to be adapted to meet PSRB requirements and satisfy any additional local requirements.

The reviews are undertaken on behalf of the Vice-President (Teaching, Learning and Students). A panel will be convened with representatives from the relevant Faculty and School, a representative from another Faculty, a representative external to the University of Manchester and a member of TLD.

The panel will review evidence against the criteria above and, if it is satisfied that they are met, recommend that the collaboration be re-approved. If the panel is not satisfied but considers that the criteria could be met after improvements are made, it may recommend that the collaboration continue for a defined period, following which it is subject to further review. If, either initially or after further review, the panel is not satisfied that the criteria have been met, it will recommend that the agreement be terminated subject to safeguards for students and the programme removed from the Register.

The panel reports to the Head of School and Dean of the Faculty who will recommend continuation of the link by completing the Re-approval of Collaborative Provision Form and submitting to the Vice President (Teaching, Learning and Students) who will then make the final decision to re-approve a link and renew the Memorandum of Agreement for a further five years.

Withdrawing from a collaboration

A collaborative agreement may come to an end for various reasons: a partner institution may successfully achieve degree-awarding powers; a partner may decide to cease offering a programme; or the University may decide, following a review, that the collaboration no longer fits with its strategic plan.

Withdrawal must be carefully managed to ensure that academic standards and the quality of experience are maintained for remaining students.

Both the University and the partner institution continue to have responsibilities until all students have completed or have left the programme or programmes, the following will apply:

- The University will continue to appoint External Examiners; continue to provide a Collaborative Academic Adviser (as required); and continue to convene a forum for the University and partner staff to meet in order to discuss issues relating to the programme or programmes;
- The partner institution will continue to undertake continuous monitoring in accordance with the University's current procedures.
- The University will continue to undertake periodic review(s) in accordance with the University's current procedures.
- The partner institution will continue to apply the approved procedures for the assessment of students.
- The partner institution will continue to pay fees to the University as previously agreed. Special arrangements may be made for students who interrupt their programme or repeat a year.

In all cases, the withdrawal decision must be communicated promptly to the University by the partner institution or to the partner institution by the University. Communication of the decision must allow sufficient time for detailed arrangements to be discussed and agreed.

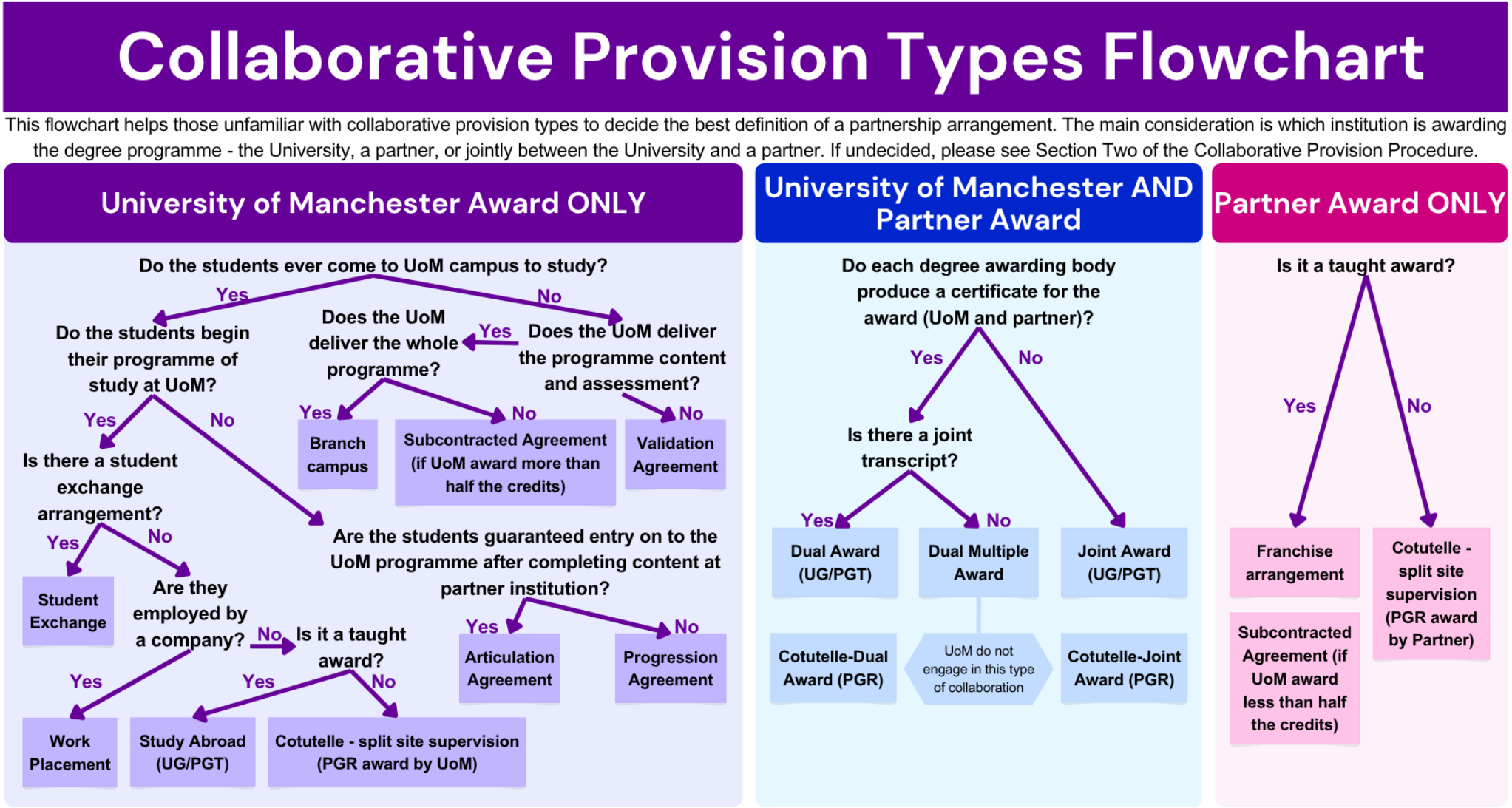
An action plan must be agreed via a meeting of the appropriate Dean (or nominee), one or more senior representatives of the partner institution, the Collaborative Academic Adviser (if relevant), and the Director of Teaching and Learning Support (or nominee). In the case of postgraduate research collaborations, the meeting will also include the Head of Graduate Education, Research Office (or nominee). The notes of this discussion plus the action plan should serve as the exit agreement. The Office of the Independent Adjudicator (OIA) has provided best practice guidance for Managing the impact of higher education provider closure which should be consulted when creating an action plan for the withdrawal of the agreement.

The action plan must include an agreed date for final student admissions to the programme or programmes that are the subject of the collaborative agreement. The partner institution will prepare a programme withdrawal form for submission to the appropriate Faculty Teaching and Learning team (as detailed in the University's procedure for programme withdrawal).

Following the completion or departure of the final students, the University will write to the partner institution to confirm the termination of the collaborative agreement.

A timeline for completion of the withdrawal will be agreed by the University with the partner institution on a case-by-case basis.

Appendix I: Collaborative Provision Types Flowchart



Appendix II- Risk Matrices

Initial Partner Approval Risk Matrix

The Initial Partner Approval Risk Matrix been designed to provide senior leadership and signatories responsible for approving a proposal with guidance as to the appropriate mitigations to offset risks, when considering whether to approve a potential partnership. It has been developed following best practice guidance from the OIA: Putting students first: Managing the impact of higher education provider closure. Senior leaders responsible for approving new collaborations should use the scoring criteria when completing this matrix. If after mitigation, there is a score of 15 or higher in any one category, the proposal should not be approved.

Initial Partner Approval Risk Matrix							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
Strategy and Finance	The partner's values are aligned to the values of the University: openness, integrity and social responsibility. The partner clearly understands the complexity of its organisation and has standard financial regulations, systems and records in place. Reporting cycles are appropriate for the financial structure of the partner, and the senior executive tracks student recruitment, progression and retention through real-time reporting mechanisms.	The partner's values and mission statement generally align with the University's, and the partner demonstrates a broad understanding of its organisational complexity and core financial requirements. Basic regulations, systems and records are in place. However, management of information is not consistently able to support decision-making, and reporting cycles do not always align to operational risk points. Senior leaders track recruitment, progression and retention, but the data is periodic and therefore not always able to support anticipating issues.	There is no evidence that the partner's values are aligned with those of the University. The partner has limited understanding of its organisational complexity and weak compliance with financial regulations. There is evidence of inadequate systems, poor-quality record keeping and inadequate reporting. Student recruitment, progression and retention are not actively monitored (or are monitored using incomplete data), meaning a higher risk emerging risks are identified late, and decisions are made without an accurate view of financial sustainability.			Ensure robust partnership oversight is in place. The Memorandum of Agreement must include clear and timely programme related reporting, with defined escalation points and enhanced early monitoring alongside proportionate financial safeguards. Market Insight Reports provide confidence that there is appetite for the proposal, and there are no reputational risks associated with entering into the partnership. *There are no circumstances in which the high-risk scenario can be mitigated to an acceptable level. The combination of weak financial controls, poor or unreliable reporting, limited senior oversight, and inadequate understanding of organisational complexity represents a fundamental and unmanageable risk to the University's financial sustainability and reputation.*	

Initial Partner Approval Risk Matrix							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
Legal and Governance	A culture of openness, ethical leadership and curiosity. Strong governance practices are in place, with clear communication to governing bodies that allow for timely consideration of issues. There is good record keeping of challenge and approval of decisions. Observable proactive risk management, including critical appraisal and challenge of the Risk Register.	Leadership is ethical and open, but communication to the governing body may be uneven, with key papers sometimes arriving late or lacking sufficient detail for meaningful consideration. Records show decisions and approvals, but the extent of challenge is not consistently captured. Risk management is in place, but the Risk Register appears to be reviewed more as a compliance exercise than a tool for proactive oversight and strategic discussion.	Concerns there may be a closed culture where challenge is discouraged and/or ethical concerns are not surfaced or are minimised. Governing bodies receive limited or selective information, often late, preventing proper scrutiny and informed decision-making. Minutes and decision records are incomplete, inaccurate, or missing, with little evidence of approvals, conflicts of interest being managed, or actions being followed up. Risk management is weak or absent; the Risk Register is out of date, not critically appraised, and significant risks do not appear to be escalated or mitigated.			Ensure strong partnership governance is place with structured oversight meetings. The Memorandum of Agreement must include requirements for timely and transparent information sharing, and clear expectations around recording key decisions and defined escalation points. If the partner is regulated by a recognised provider, this may provide additional reassurance. *There are no circumstances in which the high-risk scenario can be mitigated to an acceptable level. The lack of transparency, weak governance practices, and absence of meaningful oversight present risks that cannot be addressed through partnership level controls alone, and therefore the partnership should not be pursued.*	
Operational	Robust Health and Safety standard operating procedures are in place. Business continuity plans exist, including IT and data contingency plans, and a payroll contingency plan that could be applied if needed in an insolvency procedure.	Evidence of business continuity plans, but these are not up to date or appropriate.	No evidence of business or continuity planning or appropriate Health and Safety procedures.			Ensure robust business continuity plans and standard operating procedures, including Health and Safety procedures, are in place, and arrangements outlined in the Memorandum of Agreement.	
Academic Standards and Quality	The partner has robust academic governance structures, with clear and effective processes for	Academic governance structures are in place but inconsistently applied, leading to variability in programme oversight.	Weak or unclear academic governance arrangements. Assessment policies lack transparency, do not align with			Ensure strengthened academic governance and clearer quality assurance processes, including defined reporting requirements, enhanced	

Initial Partner Approval Risk Matrix							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
	programme approval, monitoring, and review. There is evidence of strong academic standards and regulatory compliance. Assessment policies are transparent, consistently applied, and aligned to sector expectations.	Assessment practices show occasional inconsistencies or delays, and quality assurance processes require more systematic application.	University requirements, and/or are applied inconsistently. Programme monitoring and review processes are ineffective or absent, creating significant risk to academic standards and regulatory compliance.			monitoring in early years of the partnership, additional scrutiny of assessment practices, and targeted support from internal quality and academic teams. Quality and standards experts within the University are confident that measures put in place are able to mitigate the risk to an acceptable level.	
Partner staff base to support the collaboration	Solid team of appropriately qualified staff	Some appropriately qualified staff	Limited number of appropriately qualified staff			Ensure there is overall confidence in the partner senior leadership and programme team, and local programme team. The Memorandum of Agreement must include robust arrangements to maintain working knowledge of the partnership in the event of staffing changes.	
Partner's experience of this type of collaboration	Programmes at this level	Programmes at a lower level only	No experience in this field			Consider adopting a phased approach towards the approval of the partner's input into programme design and delivery (where appropriate).	
Home School's experience of this type of collaboration	Overseas and local	Local	None			Ensure the Memorandum of Agreement includes robust monitoring arrangements and clear escalation routes. Ensure there are arrangements in place for mentoring, support and guidance from internal teams experienced in similar collaborations. Consider a phased approach of implementing less complex collaboration types in the first few years	

Initial Partner Approval Risk Matrix							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
						of the partnership before considering progressing to more complex collaboration types.	
Cultural and Educational Context	UK, Commonwealth, EA/EU +Switzerland	Other European	Other			Ensure there is overall confidence in partner senior leadership and programme team in ability to manage legislative, regulatory and cultural differences, supported by clear, agreed arrangements set out in the Memorandum of Agreement.	
						Total Score:	

Ongoing Partnership Management Risk Matrix- Early Warning Signs

The Ongoing Partnership Management Risk Matrix is designed to support senior leadership and signatories by identifying early warning signs that may require immediate University action, as well as outlining appropriate mitigations. It has been developed following best practice guidance from the OIA, which also provides a more detailed Framework for actions to mitigate risk and prepare for provider closure: Putting students first: Managing the impact of higher education provider closure. Senior leaders responsible for the ongoing monitoring of a partnership should refer to the matrix during the Annual Monitoring process and use the scoring criteria when completing the matrix. If after mitigation there is a score of 15 or higher in any one category, or a score of 10 in 2 or more categories, this highlights serious concerns with the partnership and justifies commencing withdrawal procedures in line with arrangements set out in the Memorandum of Agreement.

Ongoing Partnership Management Risk Matrix- Early Warning Signs							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
Strategy and Finance	Standard financial regulations, systems and records are in place, and the previous year's audited financial statements are complete and have	Warning signs are beginning to emerge, for example, the financial statements show trends are tracking downwards.	Serious concerns are raised about financial stability of the organisation. for example, trends have continued to tracking downwards: ratios of liquidity, solvency, profitability,			Move from routine oversight, such as Annual Monitoring, to more regular enhanced oversight meetings. Establish or activate a formal escalation route to senior leadership for deteriorating indicators. Require	

Ongoing Partnership Management Risk Matrix- Early Warning Signs							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
	highlighted no cause for concern.		efficiency, and coverage and/or breaches are expected or have occurred of bank covenants, and/or OfS enhanced monitoring is in place (if applicable).			the partner to submit action plans to address areas where performance is trending downward. Document all decisions, follow up actions, and deadlines to ensure accountability. Prepare for the withdrawal of the collaboration if pre-agreed thresholds are met.	
Legal and Governance	There is clear evidence of transparent and ethical leadership, supported by strong governance practices. Communication with the governing body is timely and comprehensive, enabling appropriate scrutiny of partnership related matters. Records of decisions, challenges, and approvals are complete and accurately maintained. Risk management processes are active and regularly reviewed, with the Risk Register used as a meaningful tool for oversight and assurance.	There is an increase in concerns raised by stakeholders, including staff and students. Reviews of the effectiveness of the governing body have highlighted deficiencies. There may be insufficient financial and legal expertise in the governing body, potentially due to staffing changes. Records of decisions and challenge are maintained inconsistently, reducing confidence in the robustness of oversight. Risk management processes appear procedural rather than proactive, and the Risk Register is reviewed irregularly or without meaningful discussion, limiting the ability to identify and escalate issues promptly.	There are concerns about transparency, with governing bodies receiving limited, selective, or delayed information that prevents effective oversight. Minutes and decision records are incomplete, inaccurate, or missing, with little evidence of challenge, conflict of interest management, or follow through on actions. Risk management is weak or absent: the Risk Register is outdated or incomplete, and significant risks are neither escalated nor mitigated. Stakeholders, such as staff and students, have raised significant concerns with the effectiveness of the governing body. These deficiencies create a high-risk environment with the			Move from routine oversight, such as Annual Monitoring, to enhanced governance monitoring through more frequent and structured partnership level meetings. Require the partner to provide timely, comprehensive, and auditable information, including updated governance papers, accurate minutes, and a refreshed Risk Register with clear ownership and escalation routes. Implement a formal governance action plan to address identified weaknesses, with progress tracked through defined milestones. Establish contingency plans if governance concerns escalate, including invoking contractual escalation clauses, strengthening reporting requirements within the Memorandum of Agreement, or preparing for withdrawal from the collaboration	

Ongoing Partnership Management Risk Matrix- Early Warning Signs							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
			potential for unmanaged legal, regulatory, and reputational consequences.			should minimum governance standards not be met.	
Students	There is meaningful engagement with Student Representatives and the Students' Union (if applicable). Regular Student Voice Committees, or other relevant meetings, are regularly held and provide opportunities for any issues to be addressed and the feedback loops to be closed. Any complaints are dealt with in a timely fashion and according to policy. The student records systems in place are fit for purpose and accurately record student progression (credits and assessment) and fees.	Student satisfaction trends begin to decline, and the number of complaints increases. Student Voice Meetings are held inconsistently, and actions taken in response to feedback are not reported reliably.	Student satisfaction surveys show declining trends, accompanied by an increasing volume of complaints. There is little evidence of meaningful engagement with Student Representatives or the Students' Union (if applicable). There is insufficient action being taken to address issues raised through complaints. There are no reliable mechanisms in place for reporting actions taken in response to feedback.			Prioritise student wellbeing with compassionate, transparent, pro-active communication that includes an enquiry route that has an SLA, ensuring the Students' Union (SU) is engaged as soon as possible. Prioritise existing student complaints and appeals, particularly those with a professionally regulated element. Prepare for withdrawal of the Collaboration if pre-agreed thresholds are met, including enacting agreed deliver-out arrangements. Particular care should be given to identify students that may require personalised support in the event of a withdrawal such as students with particular support needs, international students with a Student Visa, and PGR students with continuing supervision requirements.	
Academic Delivery	Robust arrangements for curriculum management are in place, including continuous monitoring and programme enhancement. There are processes in place for	Student progression, retention, and completion rates begin to decline, indicating emerging concerns in academic performance. External examiner reports and quality	Student progression, retention, and completion rates have continued to decline, indicating serious concerns in academic performance. External			Move from routine oversight, such as Annual Monitoring, to enhanced academic monitoring, ensuring early identification of concerns. Require the partner to develop and implement a targeted action plan addressing	

Ongoing Partnership Management Risk Matrix- Early Warning Signs							
Risk Level / Risk	Low	Medium	High	Risk Likelihood	Risk Impact	Mitigation (remove one point from final score if mitigation has been applied)	Score (after mitigation)
	ensuring compliance with CMA, and any professional body requirements. Student progression, retention, and completion rates show an upwards trend.	assurance outcomes show a decline in standards, either across the institution or within specific programmes. Overall, the institution compares poorly with sector norms and key performance indicators, suggesting a downward trend that requires close monitoring and timely intervention.	examiner reports and quality assurance outcomes highlight significant concerns in standards, either across the institution or within specific programmes. Overall, the institution falls significantly below sector norms and agreed key performance indicators.			areas where academic performance indicators are declining. Increase the frequency of programme review discussions and external examiner report scrutiny, ensuring actions are tracked and completed. Establish clear escalation points for significant quality assurance concerns and begin contingency planning for alternative delivery arrangements if required, including mapping curriculum with potential alternative providers and identifying implications for any professionally accredited provision or PGR supervision.	
						Total Score:	

Risk Matrices Scoring Criteria

Likelihood Score	Description
1	Rare. 0-5% extremely unlikely or virtually impossible.
2	Possible. 6-20% Low but not impossible.
3	Likely. 21-50% fairly likely to occur.
4	Very likely. More likely to occur than not.
5	Almost certain. >80% Almost certainly will occur.

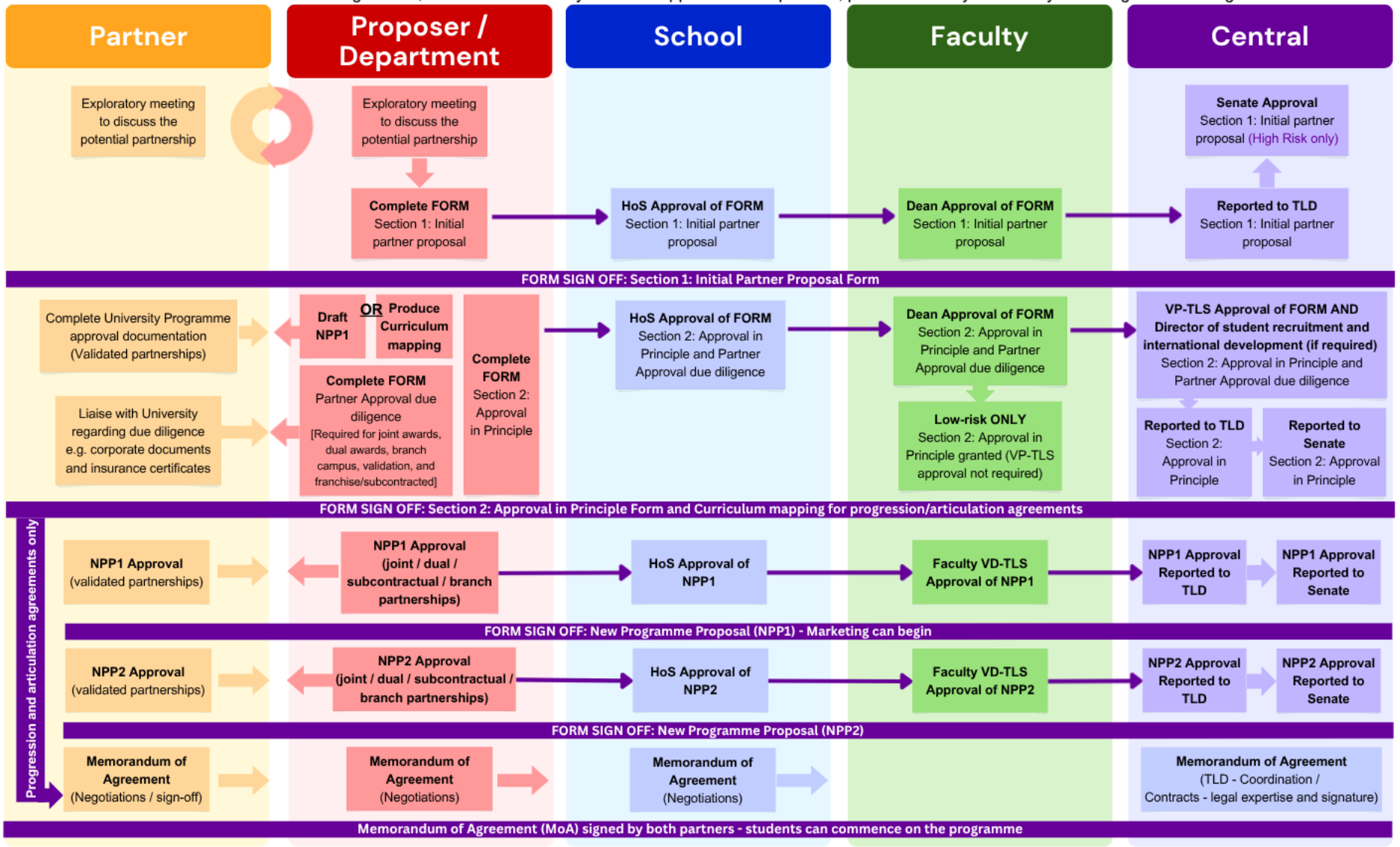
Impact Score	Description
1	Low Impact: Issue is isolated, infrequent, and has limited consequences
2	Moderate Impact: Issue affects a broader group or has potential to escalate, but risk remains limited
3	High Impact: Issue is isolated to a small group of students and/or their educators with live/current risk safety/well-being of students and/or their educators.
4	Critical Impact: Issue is systemic and has a serious or ongoing effect on education quality, student progression, or institutional compliance.

IMPACT \ LIKELIHOOD	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20

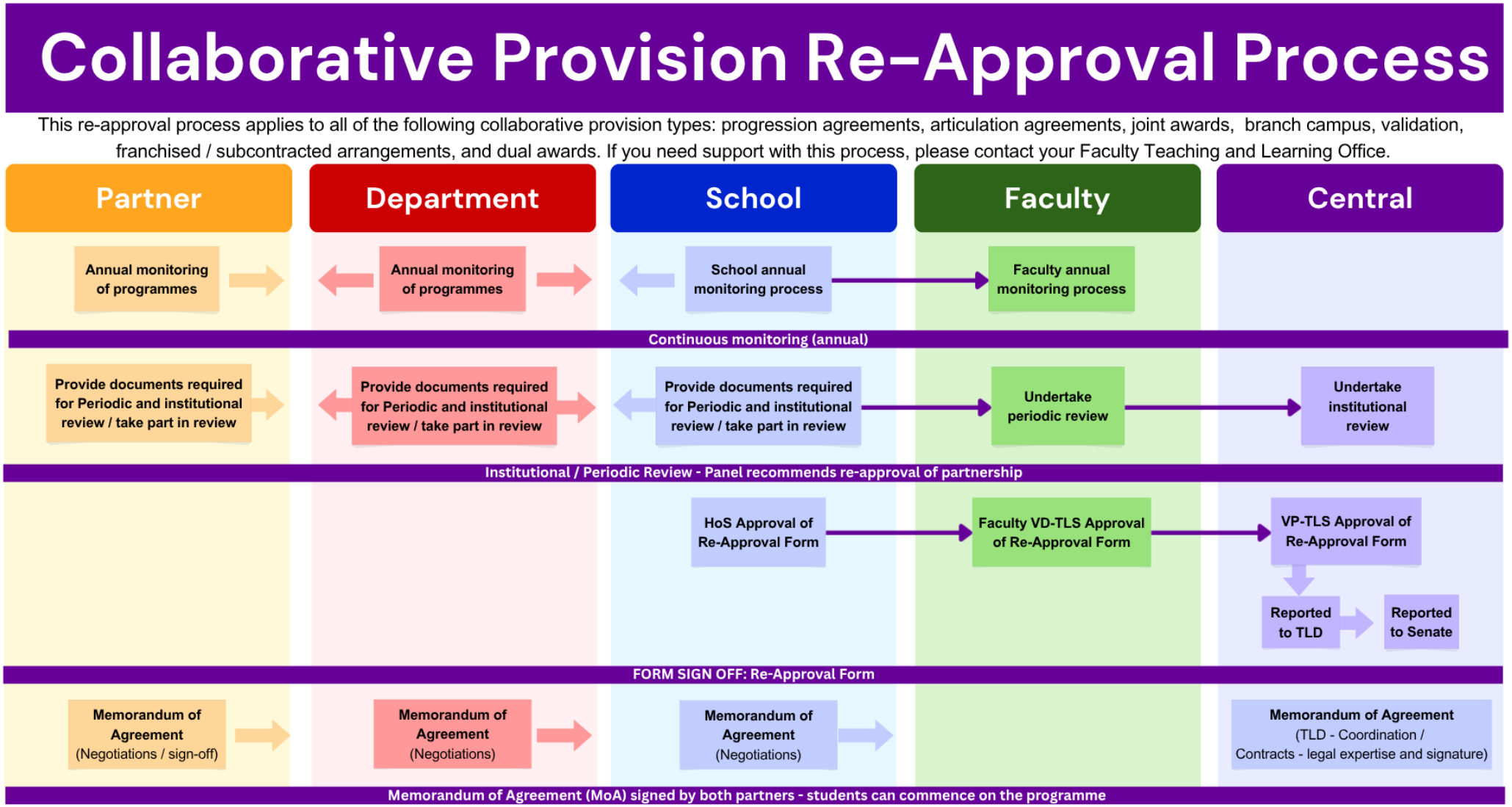
Appendix III- Collaborative Provision Approval Process Diagram

This diagram shows approval processes for collaboration proposals. **Proposers should ensure that Faculty TLSE teams are consulted in the initial stages of proposal development.**

This approval process applies to all of the following collaborative provision types: progression agreements, articulation agreements, joint awards, branch campus, validation, franchised / subcontracted arrangements, and dual awards. If you need support with this process, please contact your Faculty Teaching and Learning Office.



Appendix IV- Collaborative Provision Re-Approval Process Diagram



Appendix V-Collaborative Provision Template Certificates

The following collaborative provision types are available at the University of Manchester. The majority leading to awards will use the standard certificate template, exceptions are noted below:

- **Work placements**, **study abroad**, and **student exchange** are all part of a degree programme. Where an award is made by The University of Manchester, the standard certificate is used
- **Progression agreements** and **articulation agreements** are part of the admissions process onto a University programme. Where an award is made, the University of Manchester's standard certificate is used.
- **Branch campus** is where a student is registered at the University of Manchester but studying at a branch campus – we currently have branch campuses in Dubai, Hong Kong, Shanghai and Singapore. Where an award is made, the University of Manchester's standard certificate is used.
- **Franchised / subcontracted arrangements** have varying practices. For franchised programmes, the University does not award the programme so certificates are the responsibility of the partner. For subcontractual arrangements, the University of Manchester's standard certificate is used when the University award more than half the credits (if the University award less than half the credits then the partner will award the degree programme).
- **Joint awards** are a single award with the University and one or more partner with degree awarding powers. Where an award is made, the certificate must have each University's crest and follow the template for joint awards.
- **Dual awards** give students two degree certificates – one from the University of Manchester and one from a partner (must have a combined transcript). The University's award must follow the template for dual awards i.e. noting this was a dual award.
- **Validation agreement** is where the University validates a partner's degree programmes and students receive a University of Manchester award having been taught and assessed by a partner institution that does not have degree awarding powers. The validated partnership template must be followed.

Standard certificate

Used where an award is made by the University of Manchester in connection with any of the following collaborative partnerships: work placements, study abroad, student exchange, progression agreements, articulation agreements, branch campus, and subcontractual partnerships.

University crest and name

By virtue of the powers granted to it by the Charter and Statutes and the authority of the Senate the University has this day awarded the Degree of

[DEGREE TITLE]

in the Faculty of…

[SUBJECT]

To

[STUDENT NAME]

Who has satisfied the Examiners in the Final Examination for the Degree

Date of Award

University digital signature

Joint awards

- New layout with University crest on top left-hand corner and partner crest top right corner
- Instead of the usual text ‘by virtue of the powers granted to it by the Charter and Statutes and the authority of the Senate the University has this day awarded the degree of…’ this is amended to ‘by virtue of the powers granted to it in accordance with the Regulations for the Academic Awards of both Universities has this day awarded jointly the degree of…’

University crest and name

Partner crest and name

By virtue of the powers granted to it in accordance with the Regulations for the Academic Awards of both Universities has this day awarded jointly the Degree of

[DEGREE TITLE]

[SUBJECT]

To

[STUDENT NAME]

Date of Award

University digital signature

Partner digital signature

Dual awards

- Standard certificate layout
- Additional line added ‘a Dual Award with the University of X’

University crest and name

By virtue of the powers granted to it by the Charter and Statutes and the authority of the Senate the University has this day awarded the Degree of

[DEGREE TITLE]

a Dual Award with the University of [X]

[SUBJECT]

To

[STUDENT NAME]

Who has satisfied the Examiners in the Final Examination for the Degree

Date of Award University digital signature

Validated partnerships

- Standard certificate layout
- Additional line added following the degree title ‘after a programme of study at [partner name]’

University crest and name

By virtue of the powers granted to it by the Charter and Statutes and the authority of the Senate the University has this day awarded the Degree of

[DEGREE TITLE]

after a programme of study at [partner name]

[SUBJECT]

To

[STUDENT NAME]

Who has satisfied the Examiners in the Final Examination for the Degree

Date of Award University digital signature

Version amendment history: Guidance and Procedures for the Quality Assurance of Taught Collaborative Provision		
Version	**Date**	**Reason for change**
2.0	July 2026	Creation of New Procedure for Collaborative Provision to align with QAA Principle 8 guidance.

Document control box	
Policy / Procedure title:	Procedures for the Quality Assurance of Taught Collaborative Provision
Date approved:	24 June 2026
Approving body:	Senate
Implementation date:	1 July 2026
Version:	2.0,
Supersedes:	Version 1.0, October 2020
Previous review dates:	N/A
Next review date:	31 July 2031
Related Statutes, Ordinances, General Regulations / Policies	https://www.manchester.ac.uk/about/governance/foundations/ordinances/#d.en.928391
Related Procedures and Guidance:	TLD website Education Development (formerly Transnational Education) Procedure and Guidance Teaching and Learning Quality Procedures and Guidance University information and guidance for the appointment of External Examiners University guidance for continuous monitoring University's Assessment Framework Policy on Feedback to Undergraduate and Postgraduate Taught Students
Policy owner:	Head of Student and Academic Services
Lead contact:	Teaching and Learning Manager (Taught Programme Enhancement), Division of SAS *For any queries or questions relating to this document, please direct your email to quality@manchester.ac.uk*