

The University of Manchester

Guidance and Procedures for the Quality Assurance of Taught Collaborative Provision

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SECTION ONE

INTRODUCTION

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. Collaborative provision may be defined as all arrangements in which the University makes an award (solely or jointly) or gives credit towards an award on the basis of education provided by another institution or institution in the UK or overseas. Any collaborative activity that results in an award of the University of Manchester is subject to Institutional Approval by the Vice-President (Teaching, Learning and Students) for taught provision and the Vice-President (Research) for research provision. This guidance document focuses on teaching and learning activity.

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.
- A robustness of its overall quality control and assurance procedures at the institutional levels.
- A soundness of its quality management at all levels.
- An adequacy of its overall administrative support for quality assurance at the institutional level.
- An adequacy of its overall provision for academic and pastoral support and guidance and supervision arrangements for research students.
- An adequacy of the overall learning support and infrastructure in relation to the ability to meet requirements for awards.
- An adequacy of overall staffing in relation to the ability to meet requirements for awards.
- Experience of delivering comparable programmes at a similar level or is capable to delivering programmes at that level.
- Where appropriate, it has an acceptable record of partnership with other institutions.
- The prospective partner institution is financially stable.
- The prospective partner institution can contract legally with it.

And, in the case of proposed overseas partnerships, the rationale for these must align with the University's Internationalisation Strategy and follow the principles set out in the procedure and guidance for [Transnational Education](#) in addition to:

- The prospective partner institution understands the current practices of UK HE, e.g. in connection with external examining, assessment arrangements, and quality assurance arrangements.
- Has the capacity to 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.
- That, if instruction and assessment is to be in a language other than English, it has the capacity to provide translation facilities to an appropriate standard. For research degrees, the PhD thesis must be submitted in English.

In addition, 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, negotiate arrangements for collaboration with partner institutions which will enable it to effectively discharge its responsibilities for the academic

standards of awards. The University also requires that these arrangements should be set out in the form of a legally binding agreement or contract, that will be monitored and reviewed periodically. The University reserves the right to terminate the collaboration subject to safeguards for students.

In addition to those links that fall under the definition of collaborative activity, it is also useful to note that there may be other activities, not specifically mentioned here, that need careful consideration under this policy as there may be implied responsibility for standards. For example, the use of teaching space at another institution.

The purpose of this guidance document is to set out appropriate policies, procedures and requirements that will enable the University to fulfil its responsibilities for the standards of its collaborative provision. Advice should always be sought from the Teaching and Learning Officer (Collaborations) in the Teaching and Learning Support Office.

DESCRIPTION OF COLLABORATIVE PROVISION MODELS

Joint Delivery

A Joint Delivery arrangement is one in which one or more partner institutions provide teaching towards a University of Manchester award. Other partner involvement may include marketing and recruitment, provision of student support and learning and teaching accommodation.

A jointly delivered programme usually arises when the proposed partner does not have degree awarding powers. The final award in this type of arrangement is an award of the University of Manchester and the University is accountable for the quality and standards of the provision. The University will also be responsible for administering admissions, registration and other student related processes including the production of the final transcript and degree certificates. The provision (intellectual property) is owned by the University

The student experience in the partner institution should be, as far as possible, equivalent to that of a student undertaking the programme on the University of Manchester campus. Policies and practices will be, and be promoted as being, the same as those for Manchester based students and students will be registered students of the University. University rules, regulations and policies will apply.

The extent of the partner involvement may vary considerably ranging from Marketing and recruitment, provision of student support and learning and teaching accommodation (including laboratories and workshops).

As the final award is a University of Manchester award, the University remains responsible for ensuring that output standards are equivalent to those for the same or a similar award for its other programmes.

Joint Awards

A Joint Award is an arrangement by which the University works with one or more degree awarding bodies for the purpose of programme design, development, delivery, assessment, management and decision-making on student achievement of a programme (usually at PG level) leading to a single joint award and certificate of all institutions involved. The student receives one award and one certificate, which carries the crests/logos of all participating universities.

Responsibilities are subject to individual negotiation. However, there must be clarity in terms of responsibilities for recruitment and selection, the registration of the student, the regulations governing the student including complaints and appeals procedures, the approval of programme design (including any

subsequent amendments) and arrangements for delivery, responsibility for the quality of the student learning experience, and financial matters.

Appendix 3 to this guidance provides a checklist of items for consideration during the development of joint awards.

Flying Faculty

Flying Faculty is an arrangement by which the delivery of provision is usually solely by University of Manchester staff at a partner institution either in the UK or overseas. It often requires a level of support or services/facilities to be provided for students, by the partner institution, especially when University staff are not present at the delivery location.

Any input from a partner institution must be carefully defined from the outset to determine the specific nature of the arrangement and what, if any, approval processes may be required in relation to local support and delivery arrangements. The type of partner support may include the partner contributing to teaching and assessment of students.

Consortium Awards

A consortium arrangement involves two or more awarding institutions, collectively, providing and delivering units on a programme of study. Students are given the option to register at one of the HEIs within the consortium and on completion of the programme the student will receive an award from the HEI they chose to register with (ie., a single award from the registering Institution).

Validation

The process by which the University judges that a programme developed and delivered by another institution is of an appropriate quality and standard to lead to a University award.

The partner institution is responsible for the recruitment and selection of students. Students are normally registered at the partner institution and subject to its regulations in relation to discipline and complaints. The partner institution is responsible for the design of the programme, learning resources, student support, for the quality of the student learning experience, and for financial matters.

The University is responsible for ensuring that the entry standards to the programme are fit for purpose, the design of the programme, arrangements for its delivery, and mechanisms for quality assurance and enhancement.

The University is also responsible for ensuring that the output standards of the award are equivalent to those for the same or a similar award for its own programmes. As the University is the awarding body, students have access to its appeal procedures in the final stages, once they have exhausted the registering institution's processes. These students are 'associate students' of the University, registered with a partner institution and having limited access to University resources.

Split-site and joint PhDs

A split-site PhD is one which leads to a University of Manchester award, and which involves a student undertaking a significant part of their research away from the University, at another organisation and under the supervision of a qualified member of staff at the partner institution. A joint PhD differs from a split-site PhD in that, in addition to conducting research and receiving supervision both in the University and in a partner institution, the candidate receives a joint degree from both institutions.

Progression (Guaranteed and Non-Guaranteed)

This is the process by which a qualification and/or credits from a programme of study undertaken at an approved partner institution is recognised as giving advanced standing for entry to programmes at the University.

The partner institution is responsible for the recruitment and selection of students, the registration and regulation of students (including complaints and appeals procedures), the design of the programme, programme delivery, the quality of the student learning experience, the standards of the credit/award and for financial matters.

The University is responsible for ensuring that the output standards set and achieved by students are equivalent to those set and achieved by University students taking the programme and entering the same stage of their studies.

The University currently has two types of progression arrangements, 'guaranteed' that guarantees progression to the University and this brings with it quality and standards requirements similar to that of a validation arrangement. The second 'non-guaranteed' does not guarantee progression to the University but allows the credits to be considered for advanced standing, through the usual admissions process.

Licensing

In this type of arrangement, programmes of study owned by, and delivered at The University of Manchester, are made available for use by another institution or organisation for a fee, where no award is given by Manchester, and no accreditation or validation is done on behalf of Manchester.

A legal definition of licensing is, 'the granting of permission to use intellectual property (IP) rights (such as copyright) under defined conditions.' Licensing is different from assigning (selling). Licensing is classed by the University as commercialisation.

Licensing is ideally carried out on a non-exclusive basis, i.e. the University remains free to license the material to other parties in the future and can continue to use the material for the University's purposes. UMIP (the University's managing agent to advise on and facilitate the protection and commercialisation of IP) should be contacted for advice and guidance in the first instance.

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 accreditation 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.

TRANSNATIONAL EDUCATION OPPORTUNITIES

One of the key strategies of the University's Internationalisation Strategy is to 'increase our off campus teaching and learning'. It is expected that this will enhance the global reach of the University and provide quality teaching and learning to a greater proportion of the global society. However, there are also potential risks to reputation inherent in some models of delivery. TNE activity from UK HEI's now exceeds traditional campus activity and is predicted to continue to grow at a rapid rate. The University wishes to capitalise on this market demand and develop a substantial, sustainable revenue stream that is complementary to campus-based core activities.

A major TNE opportunity for the University is to grow postgraduate provision delivered either direct or in partnership with other overseas institutions. However, in addition or as an extension there are opportunities for blended, offshore delivery.

Countries

After all considerations, a proposed third target banding for TNE activity for the University is shown below and more detailed information can be provided where necessary.

Country	UoM Student Recruitment Band	UoM International Engagement Band	British Council TNE Band
Band 1			
China	1	1	3
Malaysia	1	3	1
UAE	2	3	1
Band 2			
South Korea	2	1	2
Singapore	2	1	1
Hong Kong	2	1	1
Band 3			
Thailand	2	3	3
India	1	1	3
Brazil	3	1	4
Qatar	4	3	2
Indonesia	2	3	4
Turkey	3	3	4
Vietnam	3	3	4

Popular Subject Areas for TNE activity

Business and Management	Healthcare	Pharmacy	Law
Engineering and Technology	Computer Science	Education	Architecture
Medicine and Dentistry	Nursing	Mass Communications	Biological Sciences

SECTION TWO

Proposed Collaboration:- Validation Arrangements (both UK and Overseas)

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

UK Validation

It is advised that an 'exploratory meeting' take place in the first instance between the School and the proposed partner. After this meeting, if the School wishes to proceed with the proposed collaboration they must inform the Teaching and Learning Officer (Collaborations) within TLD who will provide them with the [Approval to Proceed to Next Steps form](#) (Appendix 1) and [Collaborative Provision Risk Assessment Tool](#) (Appendix 2) which you will need to complete (see Section 4 of the guidance). The Teaching and Learning Officer, (Collaborations) will inform the relevant Faculty Teaching and Learning Office of the School's intentions to ensure that they are involved in the process from the offset.

The contents of the Approval to Proceed to Next Steps form (including finances) should then 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. When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office should have the opportunity to comment.

The completed Approval to Proceed to Next Steps form should be submitted to the Teaching and Learning Officer (Collaborations) in TLD who will arrange an Approval to Proceed to Next Steps meeting, chaired by the Vice-President for Teaching, Learning and Students. This meeting will also include the Dean (or relevant Associate/Vice Dean) from the Faculty, Head of School (or nominee); and the Teaching and Learning Officer (Collaborations). 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 University of Manchester 'Our Future' strategic document
- 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

Following this meeting, The Vice President (Teaching, Learning and Students) will decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, 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. In cases

where prospective partner institutions are known to have, or to have had, previous relationships with other UK awarding institutions, the latter will be contacted by the Teaching and Learning Adviser (Collaborations) to ascertain the standing and effectiveness of the prospective partner, particularly in cases where the awarding institution has withdrawn from the partnership.

The Vice President (Teaching, Learning and Students) will then require a visit to the institution. The visiting team will normally include the Associate Vice President (Teaching, Learning and Students) or the Faculty Associate/Vice Dean for Teaching and Learning and the Teaching and Learning Officer (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and along side the visit to the institution, once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and approve the specific programme(s) to be validated.

The University's programme development procedures should be followed. The approval documentation should include a programme specification and unit specifications. It is recommended that the Faculty Committee responsible for approving the programme(s), also receive a copy of the notes from the Approval to Proceed to Next Steps meeting and report from the approval visit.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

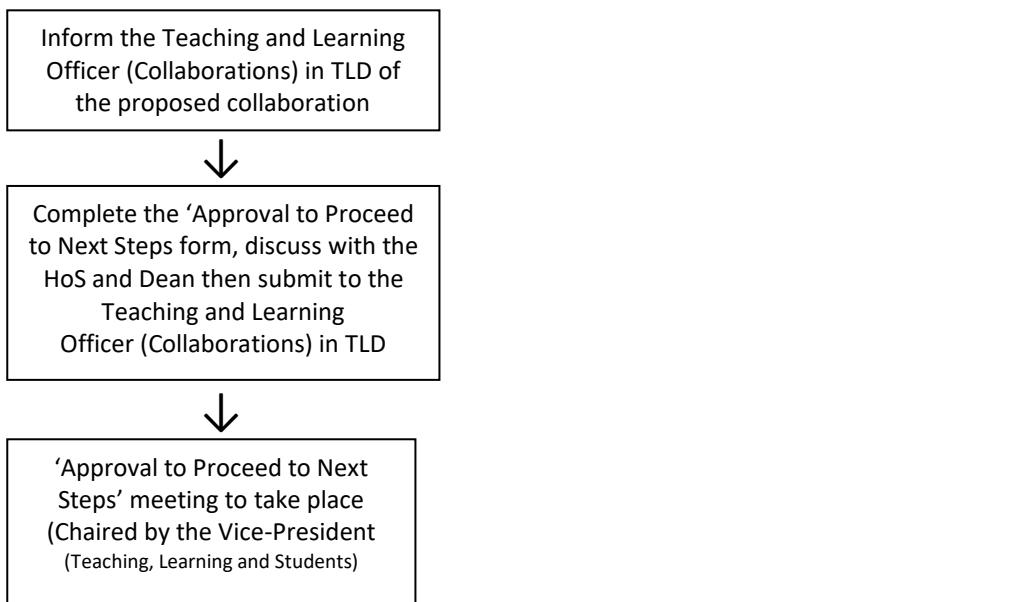
Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final Memorandum of Agreement will be arranged. The University has a standard validation agreement template which has been produced by the University's Contracts Team. The agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- 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
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and

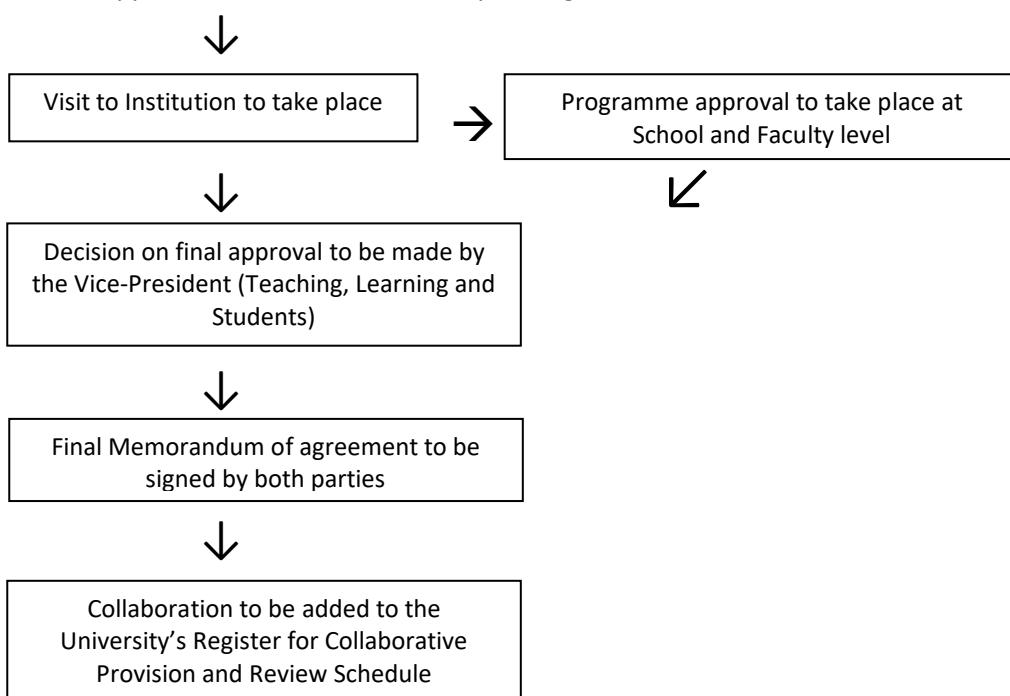
- subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved
- annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaboration) in TLD will contextualise the agreement for the approved partnership and email a copy to the partner for signature by the Principal (or other senior manager). Once the signed copy has been returned to TLD, the University's Registrar, Secretary and Chief Operating Officer will sign the copy. A copy will be retained by TLD and a copy will be sent to the Partner for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

In Summary:



Should 'Approval to Proceed to Next Steps' be given:-



Overseas Validation

Overseas collaborations are usually considered to be a higher risk than UK collaborations and these collaborations must adhere to the University's Transnational Education Procedure and Guidance.

In the first instance, it is advised that the Teaching and Learning Officer (Collaborations) within TLD, the relevant Faculty Teaching and Learning Office and the Director of International Development be informed of the proposed collaboration. The Head of the proposing School should then meet with the relevant Vice-President and Dean of the Faculty to discuss the proposal further. Once the School has the initial support of the Faculty and has received advice and guidance from the Director of International Development, the School should then meet with School and (or) Faculty Accountant to discuss a suitable business model and costing analysis.

Once these initial meetings have taken place, the Teaching and Learning Officer (Collaborations) will provide the School with the [Approval to Proceed to Next Steps form](#) and [risk assessment tool](#) which will need to be completed (see Section Appendix 1 and 2 of the guidance).

The contents of the Approval to Proceed to Next Steps form (including finances) should then be discussed further with the relevant Head of School and Dean (or Associate/Vice Dean) of Faculty who should then sign this to show that they support the proposed collaboration. When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office should have the opportunity to comment.

The completed Approval to Proceed to Next Steps form should then be submitted to the Teaching and Learning Officer (Collaborations) in TLD and once this has been received the Teaching and Learning Officer (Collaborations) will arrange for this to be presented to the Vice-President (Teaching, Learning and Students) who may establish a panel to consider this. If a panel is convened, the relevant Dean (or Associate/Vice Dean) from the Faculty and the Head of School (or nominee) may be asked to attend to present the proposal in more detail. 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 University of Manchester Our Future' strategic document
- 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

The Vice President (Teaching, Learning and Students) will then decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, 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. In cases where prospective partner institutions are known to have, or to have had, previous relationships with other

UK awarding institutions, the latter will be contacted by the Teaching and Learning Adviser (Collaborations) to ascertain the standing and effectiveness of the prospective partner, particularly in cases where the awarding institution has withdrawn from the partnership.

In many countries, it is a requirement that collaborations and programmes are approved by local regulatory bodies. In such cases, the University requires that partner institutions secure the necessary approval(s) prior to the commencement of the collaboration and the programme(s). In addition, Schools should seek additional evidence and advice on the legal, financial and cultural environment (particularly in relation to quality and standards and language issues) from relevant national government offices and agencies, UK bodies with a presence in the country such as the British Council, UK NARIC, UK government offices. Staff in International Development will be able to assist Schools with the collation this information.

The Vice President (Teaching, Learning and Students) will then require a visit the partner institution. The review team will normally include the Associate/Vice Vice President (Teaching, Learning and Students) and the Teaching and Learning Adviser (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all of the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and along side the visit to the institution, once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and, where appropriate, approve the proposal for the specific programme(s) to be validated.

The University's procedure for approving new programmes should be followed and the approval documentation should include a programme specification and unit specifications. It is recommended that the Faculty Committee responsible for approving the programme(s), also receive a copy of the notes from the approval to proceed meeting where the proposed partnership was considered and the report from the approval visit.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

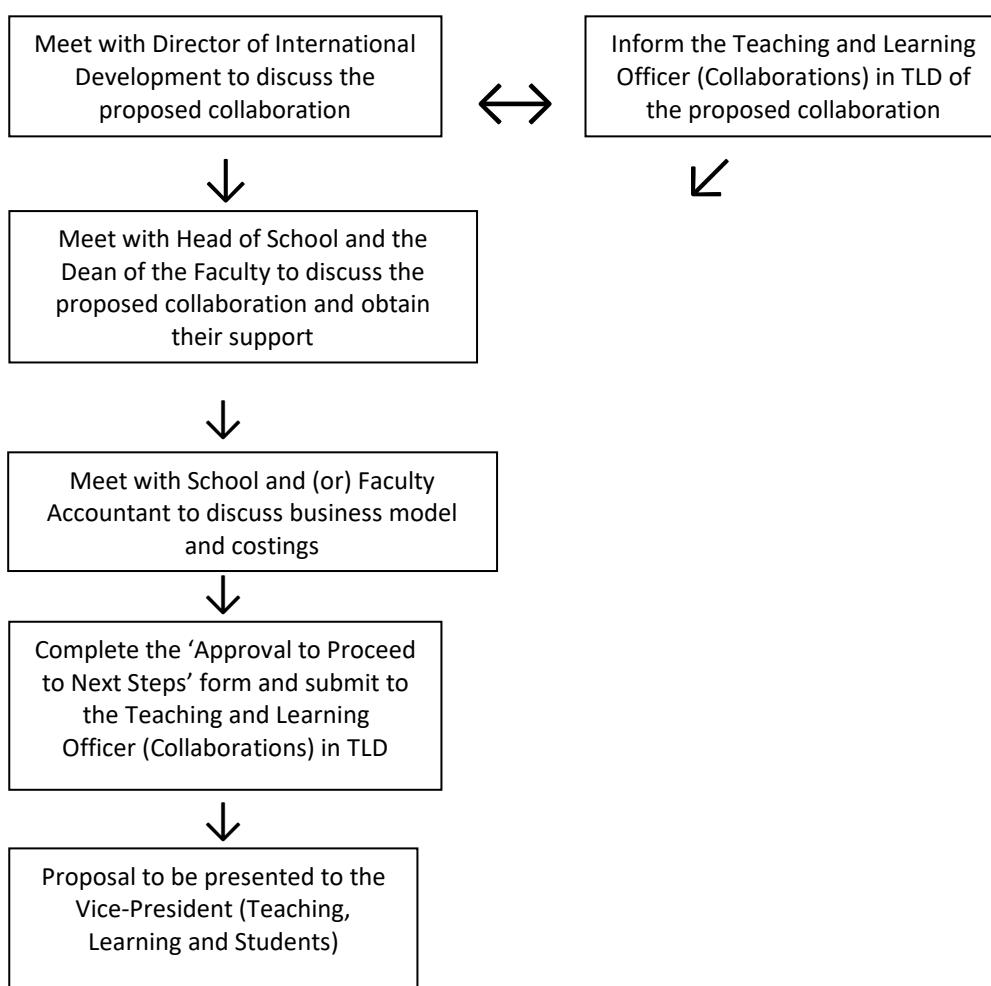
Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final Memorandum of Agreement will be finalised. The University has a standard validation agreement template which has been put together by the University's Contracts Team. The agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- 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;
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it

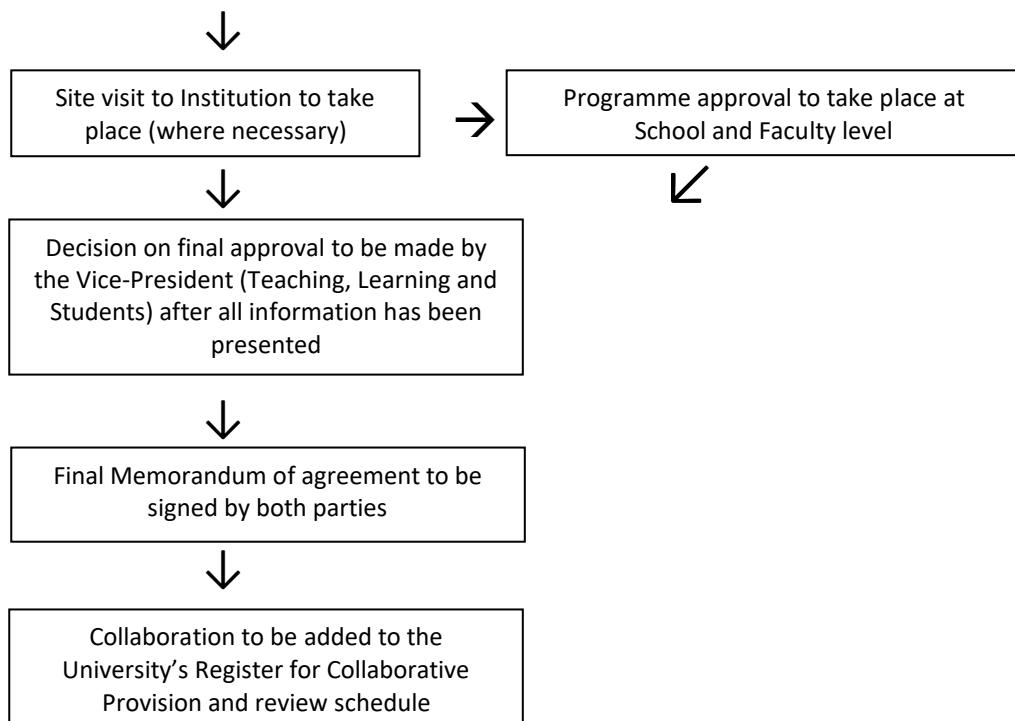
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- The language of instruction and assessment and, in the event that this is not English, responsibilities for the authoritative translation of documents and the quality assurance of translations
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved; annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaboration) in TLD will contextualise the agreement for the approved partnership and send two copies to the partner to be signed by the Principal (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar and Secretary will sign both copies; one will be kept within TLD and one will be sent to the Partner for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

In Summary:



Should 'Approval to Proceed to Next Steps' be given:-



Proposed Collaboration:- Flying Faculty – this type of collaboration typically tends to be overseas

Overseas collaborations are usually considered to be a higher risk than UK collaborations and these collaborations must adhere to the University's Transnational Education Procedure and Guidance. In addition, 'flying faculty' arrangements are considered to be challenging for the staff involved, can be resource intensive and need careful management. A School that wishes to engage in a 'flying-faculty' arrangement should consider the following challenges that would be imposed on staff:

- Staff often have to operate in classrooms and environments that are culturally very different from what they are used to.
- Relationships between 'flying-faculty' and their students; between the students themselves; and between the 'flying-faculty' and other local tutors can also be problematic and often hard to determine.
- Staff often encounter the added issue of working with students who do not have English as their first language; academics have to adapt the style, tone and content of their materials in order to facilitate communication.
- The physical impact on staff engaging in a 'flying-faculty' model should also not be underestimated and carefully considered (long-haul flights, long hours, backlog of work on their return to the University etc etc).

If a School wishes to proceed with a 'Flying-faculty' arrangement, in the first instance, it is advised that the Teaching and Learning Officer (Collaborations) within TLD, the relevant Faculty Teaching and Learning Office and the Director of International Development be informed of the proposed collaboration. The Head of the proposing School should then meet with the relevant Vice-President and Dean of the Faculty to discuss the proposal further. Once the School has the support of the Faculty and has received advice and guidance from the Director of International Development, the School should then meet with School and (or) Faculty Accountant to discuss a suitable business model and costing analysis.

Once these initial meetings have taken place, the Teaching and Learning Officer (Collaborations) will provide the School with the [Approval to Proceed to Next Steps form](#) and [risk assessment tool](#) which will need to be completed (see Section 4 of the guidance).

The contents of the Approval to Proceed to Next Steps form (including finances) should then be discussed with the relevant Head of School and Dean (or Associate/Vice Dean) of the Faculty who should then sign this to show that they support the proposed collaboration. When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office should have the opportunity to comment.

The completed Approval to Proceed to Next Steps form should then be submitted to the Teaching and Learning Officer(Collaborations) in TLD and once this has been received the Teaching and Learning Adviser (Collaborations) will arrange for this to be presented to the Vice President (Teaching, Learning and Students) who may convene an approval panel to discuss the Approval to Proceed to Next Steps. If a panel is convened, the relevant Dean (or Associate/Vice Dean) from the Faculty and the Head of School (or nominee) may be asked to attend to present the proposal in more detail. 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 University of Manchester 'Our Future' strategic document
- 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 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

Following this meeting, The Vice President (Teaching, Learning and Students) will then decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, 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. In cases where prospective partner institutions are known to have, or to have had, previous relationships with other UK awarding institutions, the latter will be contacted by the Teaching and Learning Adviser (Collaborations) to ascertain the standing and effectiveness of the prospective partner, particularly in cases where the awarding institution has withdrawn from the partnership.

In many countries, it is a requirement that collaborations and programmes are approved by local regulatory bodies. In such cases, the University requires that partner institutions secure the necessary approval(s) prior to the commencement of the collaboration and the programme(s). In addition, Schools should seek additional evidence and advice on the legal, financial and cultural environment (particularly in relation to quality and standards and language issues) from relevant national government offices and agencies, UK bodies with a presence in the country such as the British Council, UK NARIC, UK government offices. Staff in International Development will be able to assist Schools with the collation this information.

The Vice President (Teaching, Learning and Students) will then require a visit to the partner institution. The review team will normally include the Associate/Vice Vice President (Teaching, Learning and Students) and the Teaching and Learning Adviser (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all of the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and along side the visit to the institution, once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and, where appropriate, approve the proposal for the specific programme(s) to be validated.

Programmes in 'flying-faculty' arrangements are often existing University programmes and may need to be amended contextually. The usual programme amendment processes will therefore apply.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final Memorandum of Agreement will be finalised. The University has a standard Flying Faculty agreement template which has been developed by the University's Contracts Team. The agreement will clearly set out the following requirements:

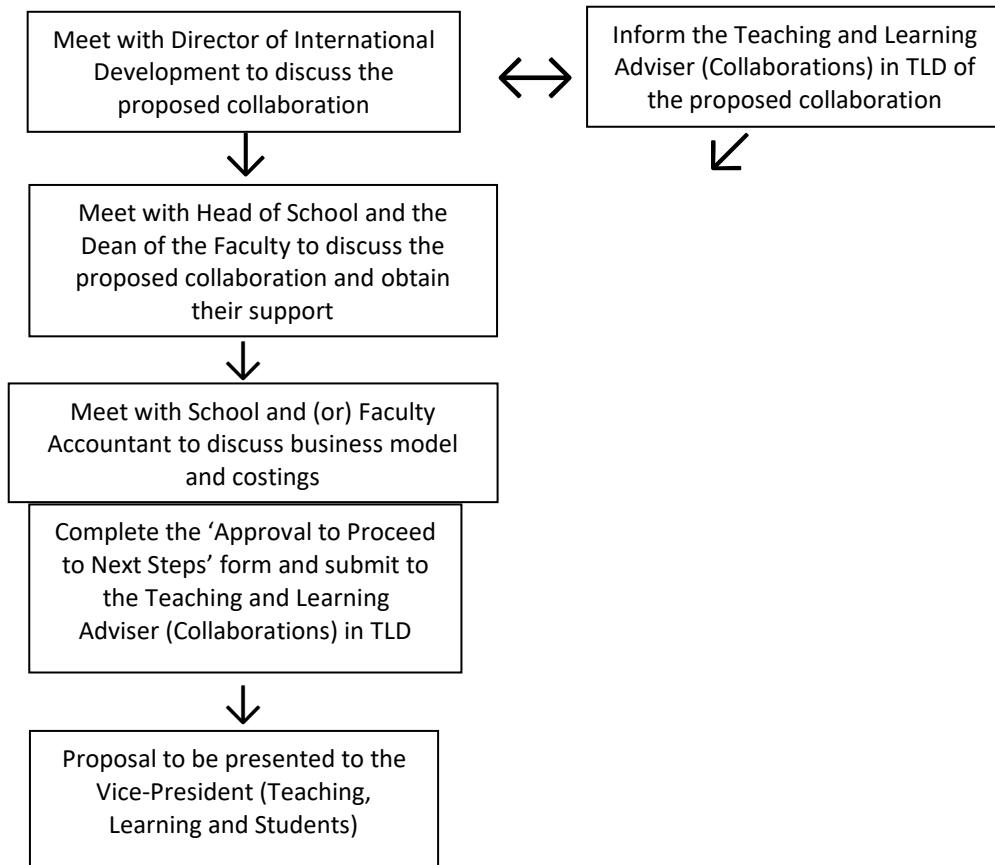
- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry

standards

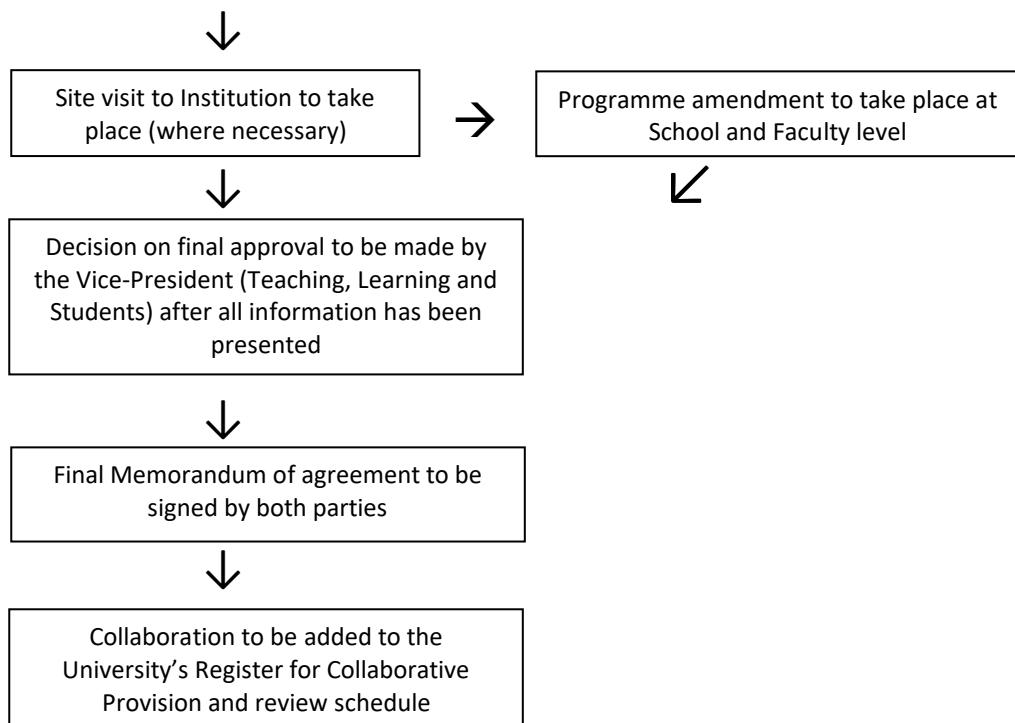
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- Responsibilities for student progression, including the maintenance of student and other designated records during the agreement, after its termination, and in the event of the partner institution ceasing to exist
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- The language of instruction and assessment and, if this is not English, responsibilities for the authoritative translation of documents and the quality assurance of translations
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved
- annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaboration) in TLD will contextualise the agreement for the approved partnership and send two copies to the partner to be signed by the Principal (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar and Secretary will sign both copies; one will be kept within TLD, and one will be sent to the Partner for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule

In Summary:



Should 'Approval to Proceed to Next Steps' be given:



Proposed collaboration: Joint Awards

UK Joint Award

The University has an operational framework for joint awards. Each proposed joint award should be presented to the University's Senior Executive Team in the first instance and then to Senate for approval in principle. Any proposal for a joint award will be considered and approved on a case-by-case basis. The University will consider entering an agreement with another higher education institution to deliver and make specific joint awards only in exceptional circumstances. Such institutions will be world-leading and the proposal must demonstrate clear benefits for the University and for the students on the programme(s) concerned. The proposed programme of study or research programme must be one which will be enhanced by the collaboration of two different high-quality teaching and research environments and cultures. The partnership must support one or more of the University's strategic goals of research, higher learning and social responsibility with the potential to generate a significant financial return, taking into account full economic costing of the programme. The partnership and resulting programme(s) must not risk the University's potential to maximise international student fee income.

To gain strategic approval, The Head of School proposing the joint award (or Heads of Schools in cases where a proposal spans more than one School) must first discuss the proposal with the appropriate Dean(s) of Faculty. If the Dean(s) of Faculty support the proposal then s/he will present a summary to the Senior Executive Team for discussion. The Teaching and Learning Officer (Collaborations) within TLD will provide a template for this and the summary should detail:

- The programme or programmes which would be the subject of the collaboration (including whether these are new or existing programmes)
- The name of the prospective partner institution(s)
- A statement setting out how the partner institution's mission, strategy, quality and ethos are compatible with those of the University of Manchester (this may include reference to ranking tables);
- An indication of the number of students which might be enrolled
- An outline of the business case for the proposal (including the costs of establishing the partnership, details of any visits made possible external examiners etc.)
- The rationale for the proposed partnership and joint award, including how the proposal is consistent with the University's strategic plan

If the Senior Executive Team considers that the proposal should be considered further, then the above information will be presented to Senate for approval or rejection. Senate may give strategic approval for the proposal to start development via the University's institutional approval process.

Once the proposed collaboration has been given approval to proceed by Senate, the Teaching and Learning Adviser (Collaborations) will ask the School to provide information listed in the checklist for the development of joint awards (see Appendix 3 of the guidance) and arrange a further meeting, chaired by the Vice-President (Teaching, Learning and Students). This meeting should also include The Dean (or relevant Associate/Vice Dean) from the Faculty, Head of School (or nominee); and the Teaching and Learning Officer (Collaborations). This Panel will then consider the additional information presented.

Following this meeting, The Vice President (Teaching, Learning and Students) will decide as if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, TLD will invite (where it is deemed necessary) the prospective partner institution to prepare a self-profile with 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.

The Vice President (Teaching, Learning and Students) will then require a visit the institution and the team will normally include The Associate Vice President (Teaching, Learning and Students) and the Teaching and Learning Officer (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and along side the visit to the institution, once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and, where appropriate, approve the proposal for the specific programme(s) to be delivered jointly.

The University's procedure for approving new programmes should be followed and the approval documentation should include a programme specification and unit specifications. It is recommended that the Faculty Committee responsible for approving the programme(s), also receive any relevant supporting documentation.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

It may be beneficial for an Operations Manual to be produced for this type of collaboration which will ensure transparency for staff at both institutions and set out clearly individual roles and responsibilities. The Teaching and Learning Officer (Collaborations) will assist in the development of this.

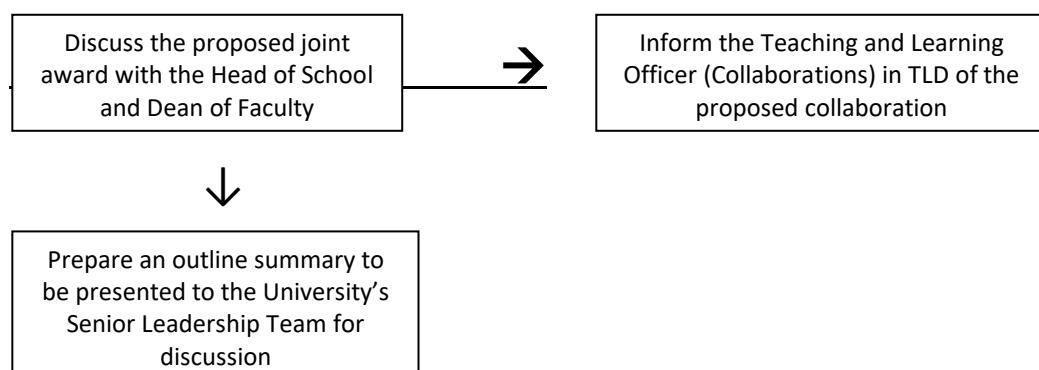
Once the Vice-President (Teaching, Learning and students) has approved the collaboration, the final Memorandum of Agreement will be finalised, and the agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- 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
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the

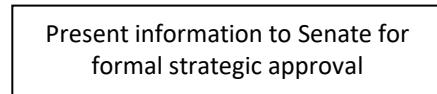
- interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaborations) in TLD will work with the University Contract's Team in establishing the agreement for the approved partnership and send two copies to the partner to be signed by the Principal/Vice-Chancellor (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar, Secretary and Chief Operating Officer will sign both copies; one will be kept within TLD, and one will be sent to the Partner for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

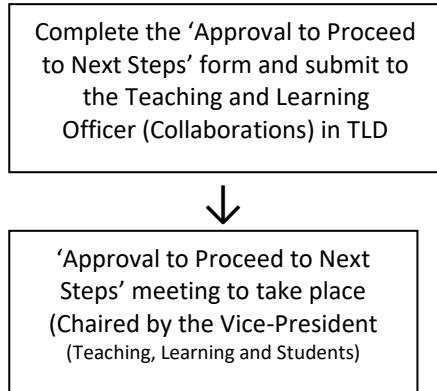
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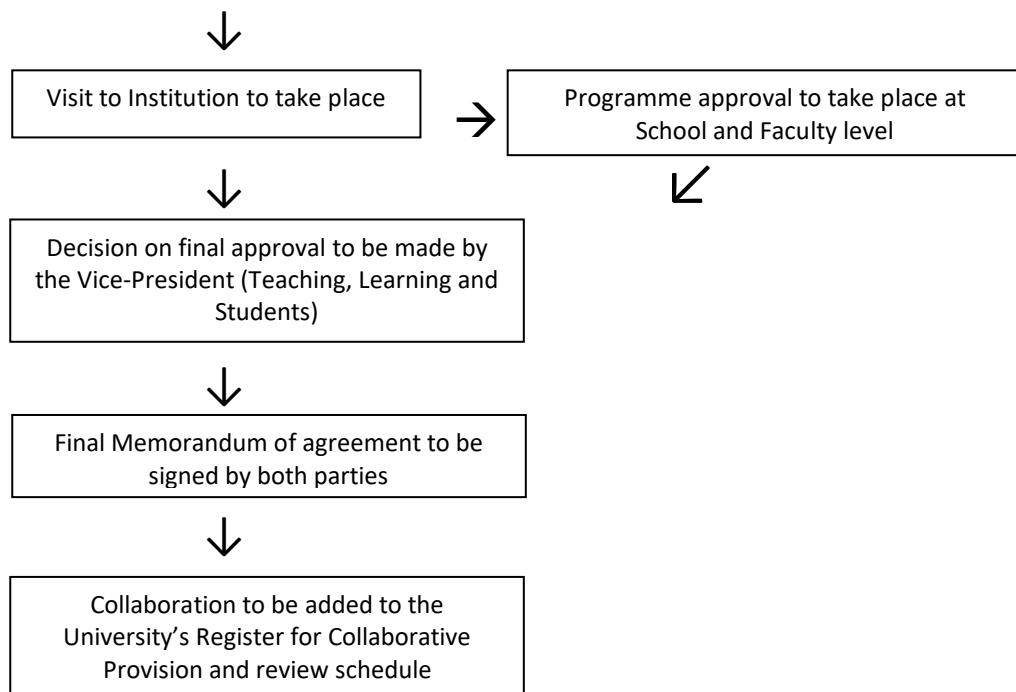
If SLT agree this should be considered further:



Should Strategic approval be given:



Should 'Approval to Proceed to Next Steps" be given:



Overseas Joint Award

The University has an operational framework for joint awards. Each proposed joint award should be presented to the University's Senior Executive Team in the first instance and then to Senate for approval in principle. Joint awards will be considered and approved on a case-by-case basis. The University will consider entering an agreement with another higher education institution to deliver and make specific joint awards only on a case-by-case basis and in exceptional circumstances. Such institutions will be world-leading, and the proposal must demonstrate clear benefits for the University and for the students on the programme(s) concerned. The proposed programme of study or research programme must be one which will be enhanced by the collaboration of two different high-quality teaching and research environments and cultures. The partnership must support one or more of the University's strategic goals of research, higher learning and social responsibility with the potential to generate a significant financial return, considering full economic costing of the programme. The partnership and resulting programme(s) must not risk the University's potential to maximise international student fee income.

Overseas collaborations must also adhere to the University's Transnational Education Procedure and Guidance document.

To gain strategic approval, The Head of School proposing the joint award (or Heads of Schools in cases where a proposal spans more than one School) must first discuss the proposal with the appropriate Dean(s) of Faculty. If the Dean(s) of Faculty support the proposal then s/he will present a summary to the Senior Executive Team for discussion. The Teaching and Learning Officer (Collaborations) within TLD will provide a template for this and the summary should detail:

- The programme or programmes which would be the subject of the collaboration (including whether these are new or existing programmes)
- The name of the prospective partner institution(s)
- a statement setting out how the partner institution's mission, strategy, quality and ethos are compatible with those of the University of Manchester (this may include reference to ranking tables);
- An indication of the number of students which might be enrolled
- An outline of the business case for the proposal (including the costs of establishing the partnership, details of any visits made, possible external examiners etc.)
- The rationale for the proposed partnership and joint award, including how the proposal is consistent with the University's strategic plan, Internationalisation Strategy and Transnational Education Policy
- An evaluation by the Director of International Development of whether it would be appropriate to undertake the proposed collaboration in view of the University's existing collaborative arrangements and other commitments

If the Senior Executive Team considers that the proposal should be considered further, then the above information will be presented to Senate for approval or rejection. Senate may give strategic approval for the proposal to start development via the University's institutional approval process.

Once the proposed collaboration has been given approval to proceed by Senate, the Teaching and Learning Officer (Collaborations) will ask the School to provide information listed in the checklist for the development of joint awards (see Appendix 3 of the guidance) and arrange for this to be presented to the Vice President (Teaching, Learning and Students) who may convene an approval panel to discuss the Approval to Proceed to Next Steps. If a panel is convened, the relevant Dean (or Associate/Vice Dean) from the Faculty and the Head of School (or nominee) may be asked to attend to present the proposal in more detail. At this meeting, the relevant Dean (or Associate/Vice Dean) from the Faculty and the Head of School (or nominee) may be asked to attend to present the proposal in more detail.

Following this meeting, The Vice President (Teaching, Learning and Students) will then decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, TLD will invite (where it is deemed necessary) the prospective partner institution to prepare a self-profile with 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.

The Vice President (Teaching, Learning and Students) will then require a visit the institution and the team will normally include The Associate Vice President (Teaching, Learning and Students) and the Teaching and Learning Officer (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and along side the visit to the institution, once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and, where appropriate, approve the proposal for the specific programme(s).

The University's procedure for approving new programmes should be completed for each programme, and where appropriate, include a programme specification, unit specifications and draft regulations. It is recommended that the Faculty Committee responsible for approving the programme(s) also receive a copy of the notes of the meeting where this has been discussed.

The Vice-President (Teaching, Learning and Students) 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 be given.

The final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and students).

It may be beneficial for an Operations Manual to be produced for this type of collaboration which will ensure transparency for staff at both institutions and set out clearly individual roles and responsibilities. The Teaching and Learning Officer (Collaborations) will assist in the development of this.

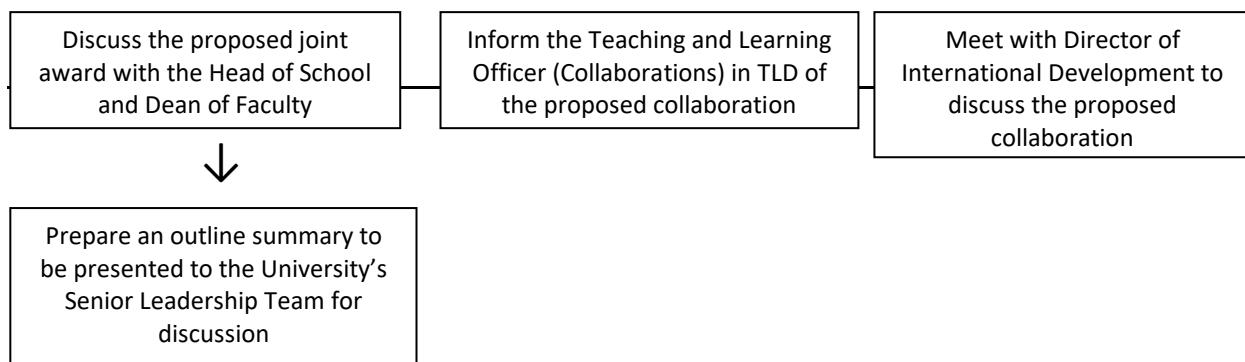
Once the Vice-President (Teaching, Learning and students) has approved the collaboration, the final Memorandum of Agreement will be finalised, and the agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval;
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- Responsibilities for student progression, including the maintenance of student and other designated records during the agreement, after its termination, and in the event of the partner institution ceasing to exist
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners

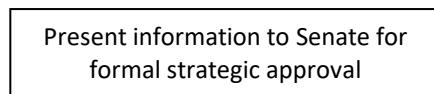
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved
- annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaboration) in TLD will work with the University Contract's Team in establishing the agreement for the approved partnership and send two copies to the partner to be signed by the Principal/Vice-Chancellor (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar, Secretary and Chief Operating Officer will sign both copies; one will be kept within TLD, and one will be sent to the Partner for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

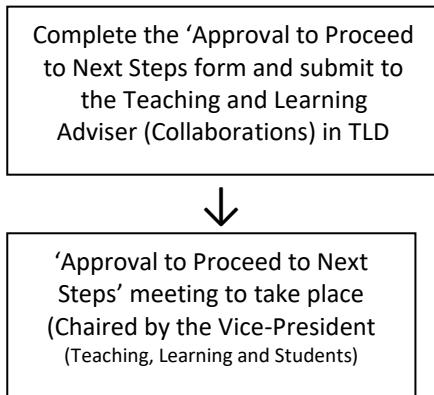
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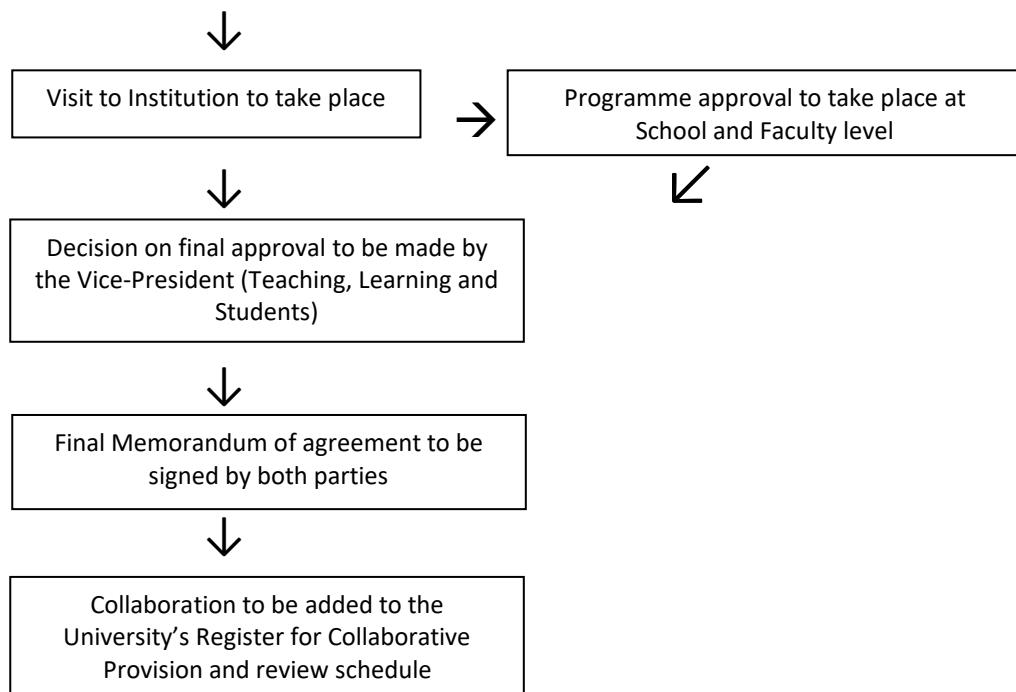
If SLT agree this should be considered further:



Should Strategic approval be given:



Should 'Approval to Proceed to Next Steps" be given:



Proposed Collaboration:- Consortium Arrangements and Joint Delivery (both UK and Overseas)

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

UK Joint Delivery

It is advised that an 'exploratory meeting' take place in the first instance between the School and the proposed partner(s). After this meeting if the School wishes to proceed with the proposed collaboration they must inform the Teaching and Learning Officer (Collaborations) within TLD who will provide them with the [Approval to Proceed to Next Steps form](#) and [risk analysis form](#) which will need to be completed (see Section 4 of the guidance). The Teaching and Learning Adviser (Collaborations) will inform the relevant Faculty Teaching and Learning Office of the School's intentions to ensure that they are involved within the process from the offset.

The contents of the Approval to Proceed to Next Steps form (including finances) should then be discussed in detail with the relevant Head of School and Dean (or Associate/Vice Dean) of the Faculty who should then sign this to show that they support the proposed collaboration. When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office should have the opportunity to comment.

The completed Approval to Proceed to Next Steps form should then be submitted to the Teaching and Learning Officer (Collaborations) in TLD and once this has been received the Teaching and Learning Adviser (Collaborations) will arrange an Approval to Proceed to Next Steps meeting, chaired by the Vice-President for Teaching, Learning and Students. This meeting will also include The Dean (or relevant Associate/Vice Dean) from the Faculty, Head of School (or nominee); and the Teaching and Learning Officer (Collaborations). 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 University of Manchester 'Our Future' strategic document
- 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.

Following this meeting, The Vice President (Teaching, Learning and Students) will then decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, TLD (where necessary) may invite the prospective partner institution(s) to submit further supporting evidence, especially around the institutional structure and arrangements for the assurance of quality and standards. In cases where prospective partner institutions are known to have, or to have had, previous relationships with other UK awarding institutions, the latter may be contacted by the Teaching and Learning Adviser (Collaborations) to ascertain the standing and

effectiveness of the prospective partner, particularly in cases where the awarding institution has withdrawn from the partnership.

The Vice President (Teaching, Learning and Students) will then require a visit the institution(s). The visiting team will normally include The Associate Vice President (Teaching, Learning and Students) or the Faculty Associate/Vice Dean for Teaching and Learning and the Teaching and Learning Officer (Collaborations).

The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and alongside the visit to the institution(s), once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and approve or make amendments to the specific programme(s) where necessary.

The University's procedure for approving new programmes and amendments should be followed and the approval documentation should include a programme specification and unit specifications. It is recommended that the Faculty Committee responsible for approving or amending the programme(s), also receive a copy of the notes from the Approval to Proceed to Next Steps meeting and report from the approval visit.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

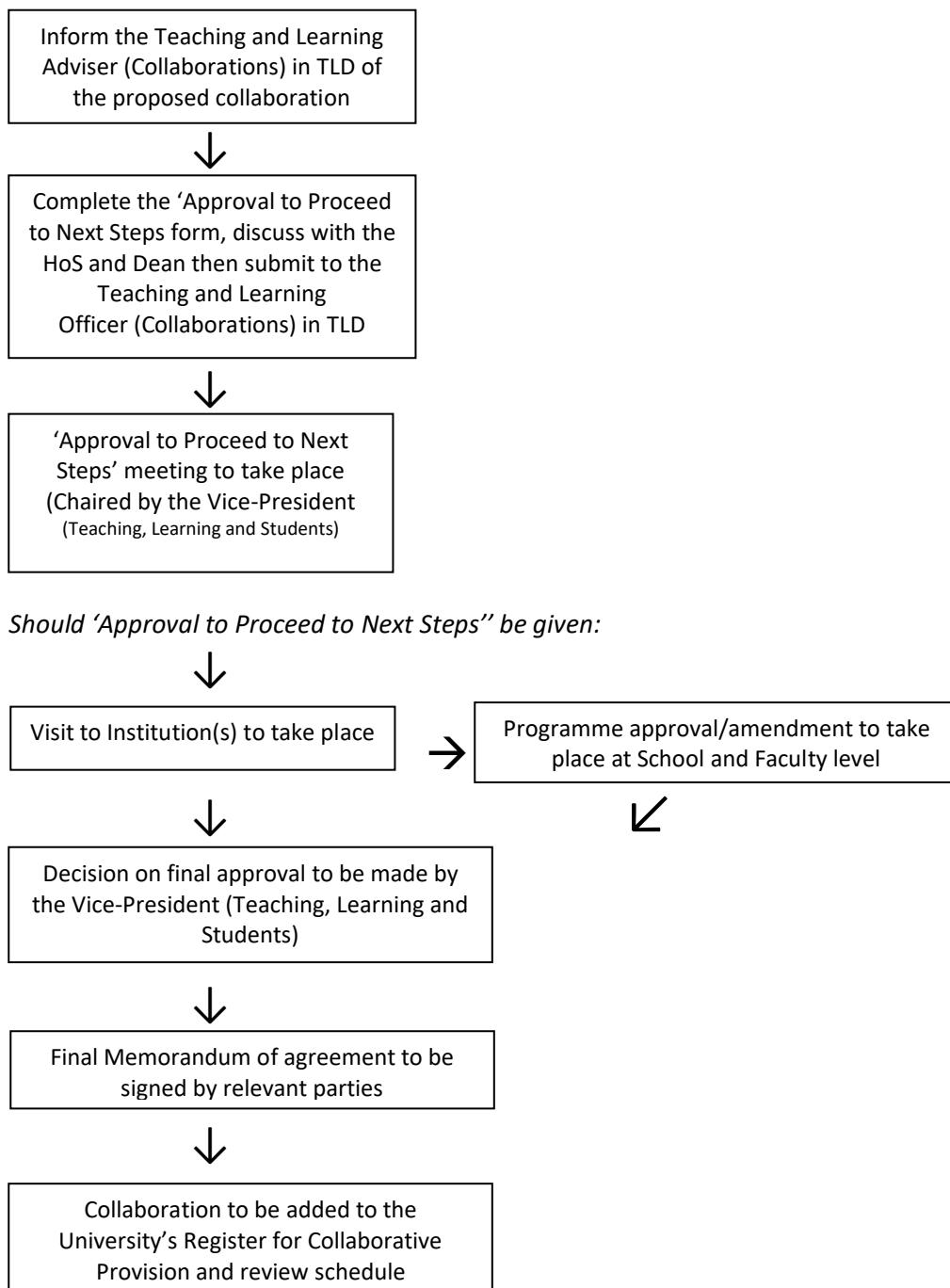
Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final Memorandum of Agreement will be finalised in conjunction with the University's Contracts Team. The agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- Responsibilities for student progression, including the maintenance of student and other designated records during the agreement, after its termination, and in the event of the partner institution ceasing to exist
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved

annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Adviser (Collaboration) in TLD will contextualise the agreement for the approved partnership(s) and send two copies to the partner(s) to be signed by the Principal (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar, Secretary and Chief Operating Officer will sign both copies; one will be kept within TLD and one will be sent to the Partner(s) for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

In Summary:



Overseas Joint Delivery

Overseas collaborations are usually considered to be a higher risk than UK collaborations and these collaborations must adhere to the University's Transnational Education Procedure and Guidance.

In the first instance, it is advised that the Teaching and Learning Officer (Collaborations) within TLD, the relevant Faculty Teaching and Learning Office and the Director of International Development be informed of the proposed collaboration. The Head of the proposing School should then meet with the relevant Vice-President and Dean of the Faculty to discuss the proposal further. Once the School has the initial support of the Faculty and has received advice and guidance from the Director of International Development, the School should then meet with School and (or) Faculty Accountant to discuss a suitable business model and costing analysis.

Once these initial meetings have taken place, the Teaching and Learning Adviser (Collaborations) will provide the School with the [Approval to Proceed to Next Steps form](#) and [risk analysis form](#) which will need to be completed (see Section Appendix 1 and 2 of the guidance).

The contents of the Approval to Proceed to Next Steps form (including finances) should then be discussed further with the relevant Head of School and Dean (or Associate/Vice Dean) of the Faculty who should then sign this to show that they support the proposed collaboration. When discussing the proposed collaboration with the Dean or Associate/Vice Dean, the Faculty Teaching and Learning Office should have the opportunity to comment.

The completed Approval to Proceed to Next Steps form should then be submitted to the Teaching and Learning Officer (Collaborations) in TLD and once this has been received the Teaching and Learning Adviser (Collaborations) will arrange for this to be presented to the Vice President (Teaching, Learning and Students) who may convene an approval panel to discuss the Approval to Proceed to Next Steps. If a panel is convened, the relevant Dean (or Associate/Vice Dean) from the Faculty and the Head of School (or nominee) may be asked to attend to present the proposal in more detail. 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 University of Manchester 'Our Future' strategic document
- 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(s)

In addition, consideration will be given to:

- Whether the outline business 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.

Following this meeting, The Vice President (Teaching, Learning and Students) will then decide if the proposal should proceed to the next steps. Approval at this stage is only 'Approval to Proceed to Next Steps' and is not final approval for the proposed collaboration.

If a recommendation to proceed is agreed, TLD (where necessary) may invite the prospective partner institution(s) to submit further supporting evidence including institutional structure and arrangements for the assurance of quality and standards. In cases where prospective partner institutions are known to have, or to have had, previous relationships with other UK awarding institutions, the latter will be contacted by the Teaching and Learning Officer (Collaborations) to ascertain the standing and effectiveness of the

prospective partner, particularly in cases where the awarding institution has withdrawn from the partnership.

In many countries, it is a requirement that collaborations and programmes are approved by local regulatory bodies. In such cases, the University requires that partner institutions secure the necessary approval(s) prior to the commencement of the collaboration and the programme(s). In addition, Schools should seek additional evidence and advice on the legal, financial and cultural environment (particularly in relation to quality and standards and language issues) from relevant national government offices and agencies, UK bodies with a presence in the country such as the British Council, UK NARIC, UK government offices. Staff in International Development will be able to assist Schools with the collation this information.

The Vice President (Teaching, Learning and Students) will then require a visit the partner institution(s). The review team will normally include the Associate Vice President (Teaching, Learning and Students) and the Teaching and Learning Adviser (Collaborations). The team should gather relevant evidence and present this in a report to the Dean of Faculty. The Dean of Faculty should then evaluate all of the evidence regarding the proposed collaboration and recommend to the Vice-President (Teaching, Learning and Students) whether, or not to proceed to a full Institutional approval.

Where 'Approval to Proceed to Next Steps' has been granted and alongside the visit to the institution(s), once general arrangements for the proposed collaboration have been agreed, it is then possible to consider and approve or make amendments to the specific programme(s) where necessary.

The University's procedure for approving new programmes or amendment should be followed and the approval documentation should include a programme specification and unit specifications. It is recommended that the Faculty Committee responsible for approving the programme(s), also receive a copy of the minutes from the meeting where the proposed partnership was considered and the report from the approval visit.

After being presented with the necessary documentation, The Vice-President (Teaching, Learning and Students) 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 final decision to approve the collaboration will be taken by the Vice-President (Teaching, Learning and Students).

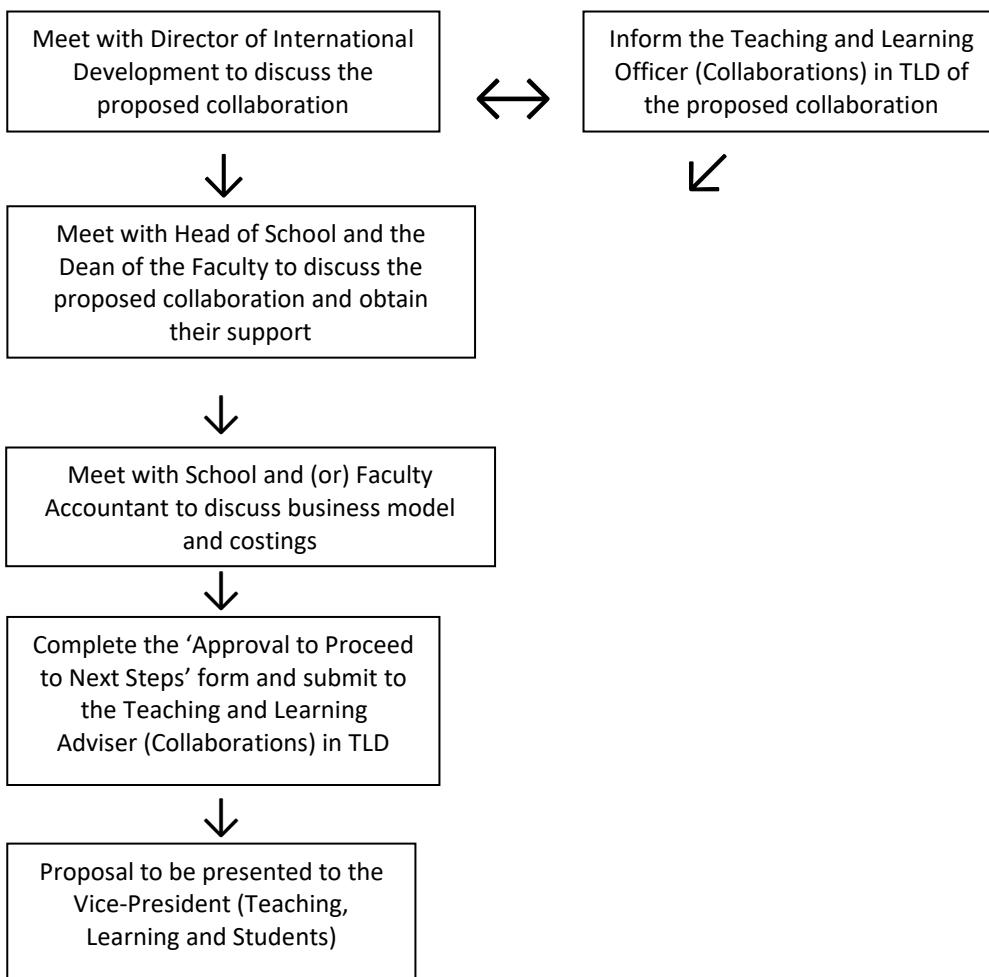
Once the Vice-President (Teaching, Learning and Students) has approved the collaboration, the final Memorandum of Agreement will be finalised in conjunction with the University's Contracts Team. The agreement will clearly set out the following requirements:

- Responsibilities for publicity and marketing and, where appropriate, agreed procedures for University approval
- Responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards
- Responsibilities for enrolment and registration
- Minimum and maximum student numbers (where necessary)
- Responsibilities for student support and guidance
- Responsibilities for student progression, including the maintenance of student and other designated records during the agreement, after its termination, and in the event of the partner institution ceasing to exist
- Responsibilities for student discipline, complaints, and appeals
- Arrangements for the conduct of examination and assessment
- The appointment and role of external examiners
- Quality assurance arrangements
- The duration of the agreement and arrangements to review it
- Provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfil its obligations

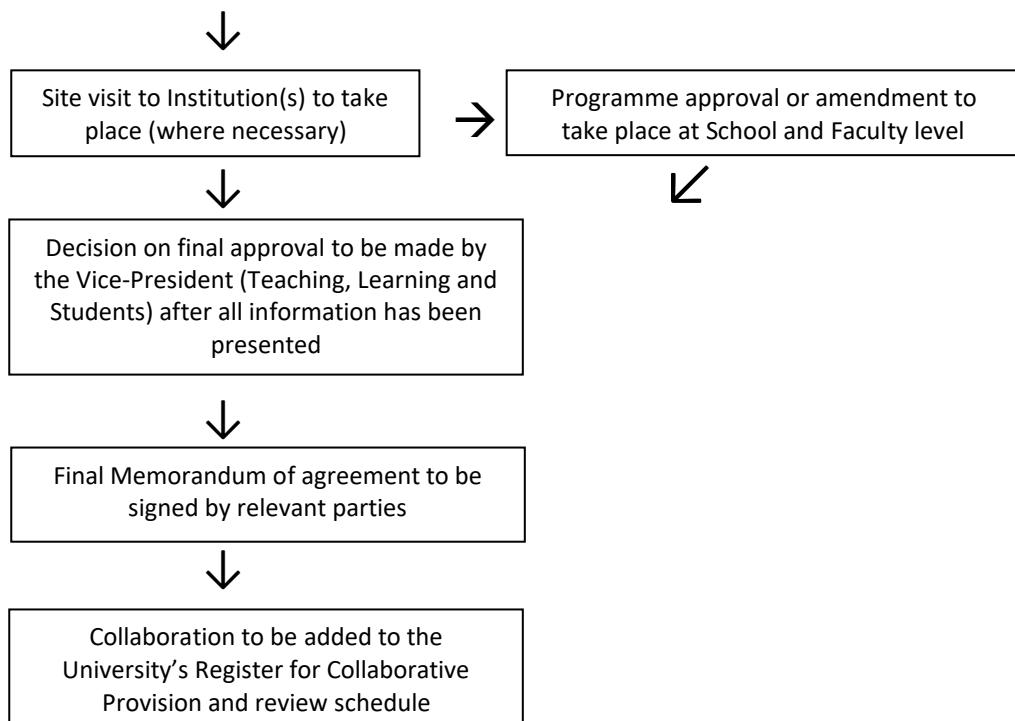
- Residual obligations to students on the termination of the agreement
- Responsibilities for managing and issuing certificates and transcripts
- Mechanisms for administering the collaboration
- The language of instruction and assessment and, in the event that this is not English, responsibilities for the authoritative translation of documents and the quality assurance of translations
- Financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses
- Legal arrangements, including the legal jurisdiction under which disputes will be resolved annexes with details of the programme(s) covered by the agreement

The Teaching and Learning Officer (Collaboration) in TLD will contextualise the agreement for the approved partnership and send two copies to the partner(s) to be signed by the Principal (or other senior manager). Once the signed copies have been returned to TLD, the University's Registrar and Secretary will sign both copies; one will be kept within TLD, and one will be sent to the Partner(s) for their files. The partnership will then be added to the University's Register of Collaborative Provision and the University's review schedule.

In Summary:



Should 'Approval to Proceed to Next Steps' be given:



LICENSING

This is the process by which programmes of study owned by, and delivered at The University of Manchester, are made available for use by another institution or organisation for a fee, where no award is given by Manchester, and no accreditation or validation is done on behalf of Manchester.

A legal definition of licensing is; 'the granting of permission to use intellectual property (IP) rights (such as copyright) under defined conditions.' Licensing is different from assigning (selling). Licensing is classed by the University as commercialisation.

Licensing is ideally carried out on a non-exclusive basis, i.e. the University remains free to license the material to other parties in the future and can continue to use the material for the University's purposes. UMIP (the University's managing agent to advise on and facilitate the protection and commercialisation of IP) must be contacted and they will advise and assist with this.

It is important that the relevant Head of School is notified of the proposed licensing arrangement who should then notify the Dean of Faculty as appropriate. In addition, necessary checks and records should be made regarding:

- ownership of intellectual property (usually copyright and related rights) in the teaching material, including third party contributions. Ownership positions include, sole University ownership, joint ownership with a third party, or sole ownership by a third party.
- any restrictions on use of the teaching material in commercialisation, arising from funding used to create it, and the funder's related funding policies.

It is important to make these checks and take necessary action (see note below on obtaining permissions) to avoid possibility of a claim for infringement of rights, or breach of funding contract, against the University in the future. Once these checks have been made and the Head of School and Dean is satisfied and given the proposal full support, the following must then be done:

- Prepare an outline project plan and forward a copy of this to the Teaching & Learning Officer (Collaborations), Teaching and Learning Delivery. TLD will check that the proposed arrangement satisfies requirements to safeguard the University's interests, as well as academic standards and that licensing is indeed appropriate.
- Should the proposed licence partner be based overseas, you must also contact the Director of International Development to start the process of vetting of the proposed licence partner.
- Start the process of obtaining permissions or licences, for commercial use of copyright or other IP contained in the teaching material, which is owned by 3rd party contributors. It is useful in preparation of your request to a copyright owner, agent or publisher, to set out the intended uses of the teaching material. UMIP should be contacted to assist with this process.
- In ongoing negotiations with the proposed licensee, it is essential to keep records of all communications, and do not promise terms of the arrangement until advice has been taken, IP position has been checked and rights to use IP secured (as appropriate), partners have been vetted, and go-ahead has been obtained from school and faculty as appropriate. Again, UMIP should be contacted to assist with advice in this regard and formulation of licence terms.
- The licence agreement should be drawn up with the assistance of UMIP and(or) the University Contracts Team. The licence should set out how the licensee institution will use the teaching material, and any restrictions on its use.
- The University requires at least the following provisions to be met in the licence arrangement:

- satisfactory description of the course in advertising and appropriate crediting of the University, ensuring no mention is made of the course being 'delivered by The University of Manchester', or of validation or accreditation (unless the partner has undertaken accreditation on their own behalf)
- language provision in the licensee organisation is adequate for the course to be delivered effectively
- at least twice-yearly checks by University of Manchester employees are made on how the licensed programme is progressing, and any resulting problems flagged up and addressed

Access to University of Manchester websites and online resources are not allowed and will not be offered, as students will not be registered with the University and copyright material for University use only may be breached.

Approval process for non-guaranteed progression arrangements

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.

Progression agreements are a useful tool for recruitment because they offer a relatively predictable source of international students. 2+2 agreements can be used to good effect to recruit students from countries with 12-year education systems, e.g. China and Pakistan. Instead of undertaking a foundation year in the UK, students may begin a 4-year bachelor's degree programme in their home country and progress directly to a UK undergraduate course.

The most popular type is at undergraduate level which involves 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). Other arrangements include 2+3 for students who complete two years at a partner institution and progress to an MEng or other integrated Masters degree programme. In both cases, students graduate with a Manchester award.

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. Wherever possible, a representative(s) from the School should visit the partner institution before starting detailed negotiations.

Approval Process

Progression agreements require an internal approval process and should be governed by a written legal contract. 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 the UK. Bear in mind, that students need a minimum of 3 months to obtain a visa.

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 the Faculty and the International Relations Team in the International Office

- d. Contact the International Relations Team who will assess the suitability of the partner and advise how any agreement may impact more widely on recruitment. The Faculty must be kept informed of progress with regards to potential Progressions to ensure that policy and procedure is being adhered to.
- e. Following approval from the International Relations team, obtain formal approval from the Dean of the Faculty and the Head of School to pursue agreement.
- f. At this stage, 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 in English (a list of course unit titles in English is not sufficient).
- 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).

Step 4: Specify academic entry requirements

- i. The academic entry requirements should be in line with existing standard entry criteria.
- j. English language level. Again, this should reflect existing entry requirements and students should be asked to provide evidence of English language ability, e.g. IELTS or TOFEL. NB. For Chinese universities, the local College English Test is not a recognised language qualification. (Note: Higher entry standards would normally be expected for Year 2 entry)

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

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

Step 7: Contract negotiation and signature

- a. When you are satisfied that all the above issues have been agreed, then send the partner a draft agreement (The International Relations Team will provide a template). 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 IR and Contracts teams.
- b. In addition to a detailed Progression agreement, some partners like to sign a Memorandum of Understanding which outlines a general intention to collaborate. A Memorandum of Understanding is not a requirement, however if it is absolutely necessary then it may be agreed at School or Faculty level. It is not possible to sign a University-level agreement.
- c. The agreement should be signed by the Dean of the Faculty and not the Head of School.
- d. Send a copy of the signed agreement to the International Relations team.

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 departure, students should receive information about progression routes to the UK, 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 post-graduate 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.

Further information and advice on Progression agreements is available from the University's International Relations Team within Student Recruitment and International Development.

SECTION THREE

INFORMATION ON MANAGING EXISTING COLLABORATIONS:

Collaborative Academic Advisers

If the collaborative arrangement is that of Validation, 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. 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 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 for the Annual Review of Teaching and Learning. The reports will also be copied to the relevant School, Faculty 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 (see section 4). 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.

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 the 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 remain responsible for the Institutional Review element – for example a flying faculty arrangement, joint delivery and joint award.

The periodic and institutional review will seek to establish:

- Whether the rationale for the collaboration remains valid
- Whether the collaboration remains aligned with the 'Our Future' strategic document
- 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 review is 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 reviews the evidence against the criteria above and, if it is satisfied that they are met, recommends 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 to the Vice President (Teaching, Learning and Students) who will then make the final decision to re-approve a link for a further five years. The University's guidance for periodic review can be found in section 4.

Student Support (including admissions, discipline, complaints and appeals)

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. The responsibility for their support differs accordingly.

- *Registered students* pay fees directly to The University of Manchester and therefore the University provides support and access to learning resources directly.
- *Associate students* pay their fees to a collaborative partner and therefore the partner has responsibility devolved to them to provide support and access to learning resources.

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. disability support cannot normally be provided at a distance).

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 responsibility of the collaborative partner to provide relevant. 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

Academic programme director
Administrative contact

Personal Tutor/Academic Adviser
Personal Development Planning
Peer representation

Institutional level support

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

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

Social support (where appropriate)

Sports facilities
Student societies
Students' Union (or similar)

Admissions

In most types of collaborations, admissions are normally the responsibility of the partner institution, although the University may wish to give guidance on acceptable requirements. 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 agreements.

Discipline, complaints and appeals (specifically for validation arrangements)

The University of Manchester is responsible for the standards of the awards it makes in collaboration with partner institutions whose programmes (especially those in which it validates) and for the quality of the student learning experience they provide. Validated partners must have their own robust and transparent policies and procedures for academic appeals, complaints and matters of misconduct. These policies and procedures must be included in the programme or general handbooks given to students, and accessible as necessary from other sources e.g. online.

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 is the Procedure for hearing appeals or complaints from students registered on validated programmes at partner institutions and this should be included in the programme or general handbooks given 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.
- On receipt of the review request from the student outlining why they do not believe the case to have been handled properly or fairly, the Director Student and Academic Services at the University of Manchester (or nominee) will send a copy to the partner institution asking for a copy of the file relating to the case, 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 check, based on documentary material, that 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 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: www.oriahe.org.uk.]

Assessment, Examinations and External Examiners

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. 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 (see section 4). 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. 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 drawn to the attention of the partner institution, which 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.

Student Academic Representation in Collaborative Provision

The information below sets out minimum expectations for student academic representation that each Partner, in liaison with the appropriate School, can then develop to suit their specific needs. Each partner must, however, ensure that sufficient methods of student representation are available. Mechanisms for student representation should be reviewed in periodic, annual and Institutional review events.

Students form the heart of the University and student academic representation is very important. The University of Manchester is committed to receiving and responding to student feedback to bring about improvement in the quality of the student experience and development of learning and teaching within the institution. The core principle is that all students studying collaboratively should have the opportunity to

contribute to and enhance their experience. It is expected that this also be the case for any of the University's collaborative partners.

Student representation covers a diverse range of activities, structures and student feedback can be provided by different means. For example, through evaluation questionnaires, the academic adviser/personal tutor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation should enable dialogue between students and staff to aid development of programmes of study, the student experience and the quality of the institution. This dialogue can take place in both formal and informal structures and circumstances.

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, Staff-Student Liaison 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, 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, including 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.
- 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 Staff-Student Liaison 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

Receiving Feedback from Students, Employers and Alumni in Collaborative Provision

From Students:

The University has a minimum requirement for gathering feedback, anonymously from students and the University's Student Feedback Policy should be adhered to wherever possible. Feedback must be gained as follows:

- From each unit or module.
- From each Programme.
- From the Institution as a whole, taking into account generic resources such as teaching accommodation, learning resources, catering, careers advice, disability support services, etc.

The format of the gathering of this information will be specific to partners and that smaller partners may combine the programme and Institutional level review into one questionnaire. The University is also receptive to the development of innovations in this area where the use of questionnaires or anonymous feedback is challenged by the mode of study, context of the programme or size of the student 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 students via student/ staff liaison or programme committees.

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.

Certificates and Transcripts

For students on validated Programmes or joint delivery programmes

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 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.

Approval of teaching staff at validated partners and joint delivery partners

All staff who teach on a programme leading to an award or credit of The University of Manchester must be approved 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 need not be approved if they are under supervision of an approved member of staff.

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.

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 eg 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.

Publicity and Marketing

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, in March 2015, the Competition and Markets Authority (CMA) provided guidance to Higher Education institutions that provide undergraduate programmes about their obligations to students in terms of consumer regulations, including the provision of up-to-date, accurate programme information, including full costs of programmes.

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:

<http://documents.manchester.ac.uk/display.aspx?DocID=33053>

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

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 or equivalent; 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(s), 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 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 (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.

Register of Collaborative Provision

Once a written agreement between the University and a partner institution has been concluded and signed, the Teaching and Learning Officer (Collaborations) will enter the collaboration on the University's official Register of Collaborative Provision. The information held on the Register includes:

- 1 the name, address and nature of the partner institution
- 2 the date of the formal agreement or contract, 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 Officer (Collaborations) 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. Where partners indicate an intention to withdraw from the arrangement and/or where it is proposed to contract with a new partner.

SECTION FOUR

USEFUL GUIDANCE DOCUMENTS AND APPENDICES:

TLSD website:

<http://www.TLSD.manchester.ac.uk/>

Transnational Education Procedure and Guidance:

[Transnational Education | StaffNet | The University of Manchester](#)

Teaching and Learning Quality Procedures and Guidance :

[Quality | Teaching and Learning Delivery | StaffNet | The University of Manchester](#)

University information and guidance for the appointment of External Examiners:

<http://www.TLSD.manchester.ac.uk/externalexaminers/forms-and-guidance/>

University guidance for continuous monitoring:

[Continuous Monitoring and Review | Teaching and Learning Delivery | StaffNet | The University of Manchester](#)

University guidance for periodic review:

[Continuous Monitoring and Review | Teaching and Learning Delivery | StaffNet | The University of Manchester](#)

University's Assessment Framework:

<http://www.TLSD.manchester.ac.uk/map/teachinglearningassessment/assessment/assessmentframework/>

Policy on Feedback to Undergraduate and Postgraduate Taught Students:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518>

APPENDIX 1: Approval to Proceed to Next Steps Form

University of Manchester - Proposed Collaborative Activity Approval to Proceed to Next Steps

School	Collaborative Partner(s)
Faculty	
Proposal summary <i>(to be provided by the School)</i> <i>(You should refer to the Guidance and Procedures for the Quality of Taught Collaborative Provision and include information on the arrangements under the headings below. You may also seek advice on what is required from the Teaching and Learning Officer (Collaborations) in TLD)</i>	
Description of the proposed collaborative activity, further information on the partner(s), the programme(s) and the estimated student numbers.	
Are there any in-country or local restrictions or licencing requirements for the partner(s) to be able to deliver HE programmes that the University should be aware of?	
Learning resources available <i>(including IT provision available with bandwidth speeds, library provision, laboratories etc).</i>	
Partner's strategic compatibility, with reference to ' Our Future '	
Previous links with the partner.	
Results of the assessment of risk <i>(see Appendix 2).</i>	
Results of the costing exercise <i>(a full costing exercise for the proposed partnership must be included and the relevant School and Faculty Accountant should be involved in all stages of this).</i>	
Arrangements for agreeing the formal agreement <i>(attach a draft where possible).</i>	

WHERE APPLICABLE, PLEASE PROVIDE THE FOLLOWING INFORMATION:

Proposed arrangements for assessment.

Proposed arrangements for dealing with appeals and complaints.

Proposed arrangements for dealing to academic malpractice.

Proposed arrangements for the assurance of quality (*proposed arrangements for annual monitoring, periodic review, student feedback, external examiners etc*).

Nomination of an Academic Lead

Nomination of a School Professional Services Lead

Nomination of a Collaborative Academic Adviser (usually for validation arrangements only)

Attach copies of the NPP1 (*and 2, if available*).

Approval to proceed to next steps supported by the School:

Head of School	
Please include any comments to be considered:	
Name:	Date:
Signature:	

Approval to proceed to next steps supported by Student Recruitment and International Development (as appropriate):

Director of Student Recruitment and International Development	
Please include any comments to be considered:	
Name:	Date:
Signature:	

Approval to proceed to next steps supported by the Faculty: (ideally this should be the Dean or relevant Vice/Associate Dean)

Name:	Position:
Please include any comments to be considered:	
Signature:	Date:

Vice President (Teaching, Learning and Students)	
Please include any comments to be considered:	
Name:	Date:
Signature:	

APPENDIX 2: Collaborative Provision - risk assessment tool

Student language

UK or overseas; English first language	1
UK-based: English second language	2
Overseas: English second language	3

Cultural and educational context

UK	0
Commonwealth	1
EU (Socrates/Erasmus)	1
Other European	2
Other	3

Partner's status

University/polytechnic, UG and PG	1
Polytechnic UG only	2
Publicly-funded FE college	3
Private college/institution	3

Partner's strength

Large well-resourced	1
Small well-resourced	2
Any size with limited resources	3

Role of partner

Administrative centre (for distance or e-learning)	1
Teaching space only for UoM programme	1
Learner support centre (for distance or e-learning)	2
Teaching centre (franchised programme)	2
Teaching centre (Joint award or joint delivery)	2
Teaching centre (validated programme)	3

Staff base to support the proposed programme

Solid team of appropriately qualified staff	1
Some appropriately qualified staff	2
Limited number of appropriately qualified staff	3

Partner's expertise in this field

Programmes at this level	1
Programmes at lower level	2
No experience in this field	3

Partner's previous collaboration with UK HEIs

At this level	1
At lower level	2
None	3

Home School's experience of collaboration

Overseas and local	1
Local	2

None	3
------	---

Home School's track record on quality

Very secure	1
Secure	2
Less secure	3

Programme

Established collaborative programme	1
Established at University only	2
New programme	3

Credit level

Level HEO	1
Level HE1, HE2	2
Level HE3, M, D	3

Add up the individual scores: 1= low risk; 2= medium risk; 3= high risk

Assess the overall score as follows:

<19 potentially low risk;

19-26 medium risk;

>26 high risk

APPENDIX 3: Checklist of items for consideration for the development of joint awards

Language of delivery

Staffing

Programme administration: roles, responsibilities and procedures for recruitment and admissions, registration, fee payments, assessment and examinations, progression, skills training, submission pending (for PGR programmes), production of transcript (single or joint). Will there be a lead institution for the purposes of programme administration?

Programme regulations and policies – which institution's regulations and policies will apply? Or do a special set of joint regulations need to be developed? How will the academic requirements of both institutions be met?

Arrangements for the provision for academic and pastoral support and guidance

Supervision including arrangements for any joint supervision

Availability of appropriate learning support and infrastructure (including arrangements for any disabled students. This will include access to resources such as Blackboard and eProg.

Arrangements for periods of residence at both institutions (as appropriate)

Arrangements for the appointment of External Examiner(s)

Arrangement for considering student appeals and complaints

Arrangements for student feedback and student representation

Responsibility for approving new units, amending the programme once approved, annual monitoring and periodic review

Arrangements for dealing with any potential differences in cultures and expectations between UK and overseas HE systems

Ownership of teaching materials

Draft agreement setting out joint and individual responsibilities