UNIVERSITY OF
CHICHESTER

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CELEBRATING
180 YEARS
OF HIGHER
EDUCATION

Quality and Standards Handbook

Section E: Academic Partnerships

CONTENTS

SUMMARY

Section E outlines the procedures for establishing, maintaining and terminating an academic partnership.

The only way in which an arrangement for teaching of a programme in collaboration with the University can be formed is through the completion and signing of a Memorandum of Agreement (MoA), which is formally approved by the Academic Board. The Agreement must be executed within one month of the meeting of the Academic Board and teaching must commence within 12 months of the signing of the Agreement otherwise the partnership is likely to be dissolved.

The procedures outlined below are intended to establish: the degree of risk involved in the potential partnership, the compatibility of the partner organisation with the University's mission, policies and subject expertise; the good standing of the partner organisation; substantial educational benefits for both organisations; mutual ownership of the programme and a commitment to quality; and a student learning experience which is appropriate to higher education and consistent with that of the University.

An academic partnership rests within the responsibility of the University Academic Department which provides a Link Tutor to support the arrangement.

Any proposal for a new academic partnership must be sponsored by the Department (or University itself) and agreed by the Vice-Chancellor's Group (VCG). The approval process hinges on a successful partner approval activity and successful programme approval, which will involve formal Due Diligence procedures. Such will precede the signing of a legally binding agreement (the Memorandum of Agreement) between the University and the partner institution. All academic partnerships are listed on the University's register of academic partnerships and are subject to specific approval, monitoring and review procedures.

GENERIC PROCESS SUMMARY

A typical university approval process is usually a two-stage process along the following lines:

Stage 1: Strategic and business aspects (VCG)
- An initial evaluation of the strategic, financial and legal/contractual aspects of the partnership must be undertaken in order to establish a prima facie case for moving to stage two. This initial evaluation will include:
  - an assessment of the benefits and risks of the proposal to our University and alignment with our strategic aims;
  - due diligence to ensure that the organisation is reputable, financially sound, and has the legal capacity to enter into a contractual arrangement; and,
  - an outline business case.

Stage 2: Academic and quality assurance aspects (Academic Board)
- Once strategic approval has been granted, a full evaluation of the academic and quality assurance aspects of the proposal will be undertaken via an institutional validation process.

The UoC process typically follows the above general structure.

- Once a new partner is identified, the Head of Academic Partnerships, along with the appropriate UoC host academic unit and assisted by AQSS, will clarify the proposed partnership arrangements (e.g., programmes, numbers of students, type of partnership,

fees, etc.). If the proposal is considered viable at this stage, it will be passed to CPG for review.

- CPG reviews and, if successful, passes back to AQSS to co-ordinate and undertake the necessary due diligence and detailed business case reporting involving further clarification of the proposed partnership (e.g., firmer numbers, fees, reputational risks, company accounts).
- A complete report, including the outputs of the due diligence report, is re-submitted to CPG for review.
- If successful, the proposal and due diligence is forwarded to VCG by CPG (AQSS) for review and final approval of the detailed business case.
- If successful, academic due diligence is completed by an approval event organised and conducted by AQSS.
- If successful, the proposal is forwarded to Academic Board for review and final approval of the academic case.

The University reviews all partnerships on a regular basis, typically annually. In order to monitor the success of existing partnerships, the Director of Quality and Standards and the Head of Academic Partnerships will produce an annual review on commercial viability for CPG to consider and will include a RAG rated assessment of performance of each partner. Recommendations shall include continuation, modification or termination of the partnership and should then be passed to VCG in a timely manner.

DEFINITIONS

The University defines academic partnerships as the management of academic standards and the learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.

Higher education qualifications are awarded by degree-awarding bodies. The power to award UK degrees has been granted by a Royal Charter, or an Act of Parliament or, since 1992, by Order of the Privy Council (a formal body of advisers to the Queen). This right to award UK degrees is legally protected and only those bodies recognised by the UK authorities for this purpose may award their own degrees. Those organisations granted the authority to award higher education degrees are referred to as Recognised Bodies. A full list of these is published by the UK Government. The authority to award academic credit at higher education levels also derives from these powers.

Types of arrangements for offering learning opportunities to which this handbook applies are:
- Franchised programmes delivered by non-degree-awarding bodies;
- Validated programmes delivered by non-degree-awarding bodies;
- Joint[1], dual/double or multiple awards granted by one or more other awarding bodies;
- Articulation arrangements (whereby all students who satisfy academic criteria on one programme are automatically entitled on academic grounds to be admitted with advanced standing to a subsequent stage of a programme);
- Study abroad, including exchanges;
- Provision of learning support, resources or specialist facilities;

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[1] The University does not currently engage in the awarding of joint qualifications.

- 'Flying faculty' arrangements (Off campus delivery / 'flying faculty' arrangements denote delivery of provision solely by University of Chichester staff at an off-campus location either in the UK or overseas);
- Distance learning.

Arrangements managed elsewhere include:

a) **Recruitment arrangements** (entry to the start of a programme), managed by the International Office and Admissions Office.

b) **Turing Scheme and study abroad arrangements** which are reciprocal exchange agreements between the University and other overseas higher education providers that allow students to attend another institution for credit-bearing study as part of their 'home' award on exchange visits of varying length are not usually considered to be true academic partnerships.

c) **Placement learning such as primary/secondary or teacher education provision** leading to professional recognition/registration with specialist providers.

The University works with partner institutions and organisations in such ways that do not always involve the other party teaching or assessing for a University award or credit.

These arrangements will not normally be subject to the full approval process which applies to academic partnerships, but are still subject to appropriate approval processes, and the formulation of an appropriate agreement.

Academic partnerships may fall into one of several categories and, depending on the type of collaboration, different levels of quality assurance (dependent on risk to the University), legal and administrative support will be required. If the type of collaboration proposed in a new venture does not fall into one of the categories described above, or you are unsure, such should be discussed with the Academic Quality and Standards Service (AQSS).

UNIVERSITY GUIDING PRINCIPLES FOR ACADEMIC PARTNERSHIPS

Responsibility

The University of Chichester is responsible for the academic standards of all awards and credit granted in its name. Academic partnerships will be negotiated, agreed, and managed within the formal policies and procedures of the University.

Institutional Reputation: The academic standards of all awards made under an academic partnership must be equivalent to those of comparable awards made for programmes that are delivered at the University itself, and compatible with any relevant external framework recognised within the UK. Where the University does not deliver a comparable award, the Academic Board must be assured that the standard of the award delivered in partnership is compatible with benchmark standards that apply to the subject and that the award is comparable in standard to similar awards delivered elsewhere within the higher education sector.

Visibility and Impact: The proposed partnership will in time create opportunities for the University to be more visible. There is the potential for development of staff and student exchanges, and opportunities for shared research activities.

Student Experience and Outcomes: The learning opportunities available to students should be of an appropriate quality, even where it is recognised that the learning environment will be different from that on a University campus. It will not be appropriate for students following a partnership programme to be significantly disadvantaged relative to the requirements for enabling them to meet programme outcomes. Equality, diversity and inclusivity is considered.

Enhancement: The relationship between the University and a partner organisation should be based on a mutual commitment to the interests of students and their ability to progress through their programme of learning. The ethos underlying a partnership requires that senior management of both the University and partners have a duty of care to the students involved. Where a partner organisation has little or no previous experience of higher education provision or direct appreciation of UK higher education expectations, the University will adopt a developmental stance in promoting the higher education ethos of a self-critical academic community in the partner organisation. The University must also observe where necessary the requirements of the Office for Students in providing funding and in requiring statutory returns, including (but not limited to) HESES, HESA (student stream and Graduate Outcomes stream), the Postgraduate Taught and Postgraduate Research Experience Surveys and the National Student Survey (NSS).

Growth and Sustainability: The proposed partnership activities will have the potential to bring notable growth in educational and research activities. Educational opportunities will exist in relation to possible student exchanges and the potential for collaborative course learning that will add value to the University offer. There will also be the potential for staff research collaboration. Education for Sustainable Development is considered.

Diversification and Innovation: Whilst the programme portfolio is well-matched to existing subject provision within the University, the specific programme routes, nature of delivery, and geographical target market for potential students means that there is not a risk of cross-over with the University's existing programme provision from a competitive perspective.

STUDENT STATUS

The University currently defines the status of students who are studying for a University award as either 'contractual' or 'non-contractual'.

Students on partnership programmes who are **enrolled only (and do not have a contractual relationship with the University)** have limited status as students of the University but they are subject to the University's standard academic regulations and associated policies. The University's responsibility for these students relates to registration for the award, the quality and standard of their programme of study, and the conferment and certification of their award. Students have no automatic entitlement to any of the University's learning or support resources (unless this has been separately negotiated and costed as part of a specific agreement). Such students are not able to join the Students' Union. All resource requirements are provided by the partner institution. The University holds a partial student record containing basic details for the purposes of conferring the award.

Students on partnership programmes who are **fully registered (and do have a contractual relationship)** have full status as students of the University and the University has the same contractual relationship with them as it does with students studying on the University's campuses. They are entitled to membership of the Students' Union (unless otherwise agreed in the Memorandum of Agreement).

DETERMINING STUDENT STATUS

It is critical to determine at the earliest opportunity the status of students on any proposed partnership. Students are usually designated as non-contractual unless agreed by the Vice-Chancellor's Group as otherwise requiring a contractual relationship with the University.

INTRODUCTION

The other four main sections of the University's Quality Handbook describe the processes and procedures for *Programme Approval, Minor Change, Annual Monitoring and Periodic Review.* The partner should complete their own annual monitoring action plan, for example, with support from their Link Tutor, and submit it to the relevant University 'home' Department.

Academic partners preparing to undertake the University of Chichester's procedures for *Programme Approval, Minor Change, Annual Monitoring or Periodic Review* are advised to not only work with the University's appointed Link Tutor but should also work with the Academic Quality and Standards Service.

Where the partnership arrangement envisaged will involve more than one partner (for example a three-party arrangement), the procedures outlined below for due diligence will and the partner approval will apply to each partner. The Director of Quality and Standards will make a determination of the reasonable and proportionate approval activity required for the approval of those partners given their level of involvement and the risk posed to the partnership.

PROPOSING A NEW PARTNERSHIP

NEW ACADEMIC PARTNERSHIPS

Before embarking upon a new academic partnership, the University's Vice-Chancellor's Group will undertake an initial risk assessment and consider an outline proposal to clarify how such a development contributes to the University Strategy, including the business case for the proposal.

An indication of approval costs for a partnership and an annual fee will be shared with the proposed partner. Any direct costs, such as flights, must be paid for upfront, ahead of any activity occurring.

A Memorandum of Understanding may be completed ahead of this consideration. (See Appendix 21).

A proposal to create a new partnership should be submitted at least 12 months prior to the intended start date of the partnership. Where there is a compelling rationale to launch a partnership within a shorter timescale, VCG will consider such a proposal no later than its January meeting for the following academic year.

Departments will need to provide and complete the following documents to propose a new collaboration:
- an outline proposal (Appendix 1);
- risk assessment (Appendices 2a - UK or 2b - Overseas);
- form 1b (Appendix 3) for any academic partnerships;

- a detailed proposal from the partner itself.

The documents will need to be provided to VCG via AQSS. The documents provide important information on the rationale for choice of partner institution and how such a development contributes to the University Strategy.

The outline proposal should reference the following:
- That the University and prospective partner have compatible and complementary missions;
- That there is a sound business case;
- That the timeline for introduction is realistic, providing enough time to complete the necessary due diligence and quality assurance processes;
- That the partner institution offers an ethos and environment for teaching and learning appropriate to UK higher education and to the particular proposed collaboration;
- The commitment of both partners to ensuring that each cohort of registered students will be able to complete programmes satisfactorily;
- That in an international collaboration, account has been taken of local conditions which might affect the Partner Organisations' ability to comply with the principles of UK higher education. It may be necessary for the Partner Organisation, for instance, to secure government approval for the collaboration.

VCG will then determine whether or not the identified level of risk can be accommodated and if so will authorise the process of resource allocation. Should VCG give authorisation to proceed with the partnership, this will trigger the start of approval processes.

New academic partnerships are subject to either partner approval and programme approval (where the partner has developed their own programme or amendments to a University award are considered too significant to fall into the minor change procedure) or partner approval and approval to teach (where the human and physical resources of a partner are reviewed alongside a bespoke version of the University's student programme handbook and the partner's approach to its higher education community).

- Partner approval (for new partners);
- Programme approval (approval of a new programme);
- Approval to teach (where a partner is approved to teach and assess an extant, approved University programme of study).

PARTNER APPROVAL

DUE DILLIGENCE

Where a new partner has been proposed, AQSS will conduct due diligence on that partner once VCG has authorised the development of a new partnership. The purpose of due diligence is to confirm to the University that the prospective partner is of good standing; that the prospective partner has capacity in law to contract with the University; that the prospective partner is able to fulfil its role in the arrangements; and that the arrangement is likely to be financially viable.

Such information may be gained from:
- The prospective partner;
- Government offices or quality assurance agencies of the country in which the prospective partner is located;

- The British Council or UK NARIC, and any relevant PSRBs;
- Other UK institutions with which the prospective partner has an arrangement.

Due diligence documentation will be sought in four areas:

Financial due diligence

The prospective partner should supply:
- An annual report or equivalent;
- A set of audited annual accounts (for at least the last two years).
- The University's Financial Controller will be asked to comment on the financial standing of the proposed partner.

Academic due diligence

The prospective partner should provide:
- Copies of the annual assurance report provided to the partner's governing body or any accreditation reports from the in-country equivalent of quality agency or Ministry of Education (The University also needs confirmation as to whether this is for a fixed period);
- Information may be sought from the British Council, UK NARIC and/or reports from quality assurance agencies, such as Ofsted;
- References from other UK awarding institutions, including Pearson where applicable;
- Copies of external examiner reports, partner and programme approval reports and annual monitoring reports from the same;
- Notification of any occasion on which a partnership was terminated by another university together with the reasons given for the termination.

The University may also seek information (or references) from third parties as to the suitability of a potential partner, for example, where the partner works with other UK HE institutions, or professional societies, or regulatory bodies. AQSS would also usually undertake additional due diligence for higher risk partnerships, i.e. overseas. A template is available at Appendix 25 to facilitate this process.

Legal due diligence

The prospective partner should provide confirmation of their capacity in law to contract with the University for the arrangement. For example:
- Evidence of incorporation (e.g. registered company no.);
- Letter from a solicitor or attorney confirming capacity to contract;
- An affidavit from the institution declaring their capacity to contract.

Reputational due diligence

Searches will be undertaken, as appropriate.

Other documentation required:

- A briefing note providing key points for discussion at the approval event, prepared by AQSS, based upon due diligence documentation such as staff CVs;
- A brief self-evaluation from the partner;
- The University's Academic Regulations;
- Section E of the University's Quality Handbook;

- If the panel has also been tasked with approving one or more programmes, the panel will also be provided with Section A of the University's Quality Handbook as well as all handbooks for the proposed programme(s).

Documentation provided by the prospective partner for scrutiny:
- Brief history of the institution;
- List of people with whom the panel will meet (names, job titles, roles);
- Mission statement/strategic plan;
- Prospectus;
- Organisation chart/committee structure diagrams, where appropriate;
- Overview of student numbers/staffing establishment;
- Staff CVs;
- Policies relating to reasonable adjustments to assessments for students who demonstrate the need (e.g. those with dyslexia, health conditions, Specific Learning Difficulties).

Reciprocal due diligence:

The University is aware that the due diligence process is sensitive, and that the investigation will be undertaken with tact and diplomacy. Nevertheless, the University is required to undertake such an investigation and in order to act in a transparent way the University is happy to reciprocate and provide documents to the proposed partner on a reciprocal basis.

Outcome of due diligence process:

Following the receipt of the above documentation, AQSS will review the information provided and complete a risk assessment report to inform the institutional approval process. This will be reviewed by the approval panel to ensure the level of risk can be accommodated. The relevant pro forma can be found in Appendix 23 of this handbook.

APPROVAL

Once initial due diligence has been completed, partner approval then needs to be undertaken. The University is accountable for the quality and standards of awards made in its name. The purpose of partner approval is to confirm to the University that a prospective partner is judged to be a suitable institution with which to engage in a partnership and that proposed arrangements for the assurance and maintenance of standards and enhancement of quality will meet the requirements of, and be comparable to, those of the University. Partner approval is a pre-requisite to any programme approval. It may be helpful to allocate lines of enquiry to Panel members on:

- Context
- Admissions
- Learning and teaching
- Student support
- Staffing and staff development
- Learning resources
- Management of the partnership
- Quality enhancement

Approval panel

The approval panel will normally comprise:
- A Chair (normally a Head or Director of Academic Department or Institute from the University);

- A representative of AQSS;
- An external adviser with expertise in academic partnerships.

In the case of overseas approvals, individuals will be required to organise their own visa, where required (although the University will source any approval letters required).

A summary report will be prepared as at Appendix 5, and Academic Board will be provided with the full partner approval report as well as the summary, partner approval checklist, approval for teaching report and draft memorandum of agreement.

Programme approval will consider whether a high-quality academic experience is provided, taking account of:
a. each higher education programme is up-to-date; (will be assessed by reference to: i. the time period within which any of the developments described in the definition of up-to-date have been in existence; ii. the importance of any of the developments described in the definition of up-to-date to the subject matter of the higher education course; and iii. the time period by which it is planned that such developments described in the definition of up-to-date will be brought into the higher education course content and iv. representative of current thinking and practices in the subject matter to which the higher education course relates, including being appropriately informed by recent: i. subject matter developments; ii. research, industrial and professional developments; and iii. developments in teaching and learning, including learning resources);
b. each higher education programme provides educational challenge ("educational challenge" means a challenge that is no less than the minimum level of rigour and difficulty reasonably expected of the higher education course, in the context of the subject matter of the course);
c. each higher education programme is coherent ("coherent" means a higher education course which ensures: i. there is an appropriate balance between breadth and depth of content; ii. subjects and skills are taught in an appropriate order and, where necessary, build on each other throughout the course; and iii. key concepts are introduced at the appropriate point in the course content.);
d. each higher education programme is effectively delivered ("effectively delivered", in relation to a higher education course, means the manner in which it is taught, supervised and assessed (both in person and remotely) including, but not limited to, ensuring: i. an appropriate balance between lectures, seminars, group work and practical study, as relevant to the content of the course; and ii. an appropriate balance between directed and independent study or research, as relevant to the level of the course); and
e. each higher education programme, as appropriate to the subject matter of the course, requires students to develop relevant skills ("relevant skills" means: i. knowledge and understanding relevant to the subject matter and level of the higher education course; and ii. other skills relevant to the subject matter and level of the higher education course including, but not limited to, cognitive skills, practical skills, transferable skills and professional competences).

Actions:
The member of AQSS with responsibility for managing the approval of an academic partnership will ensure that all actions emanating from a partner approval event (and any related programme approvals or approvals to teach) are followed up. Conditions must be met prior to any report submission to any committee, recommendations must be completed prior to commence of teaching.

PROGRAMME APPROVAL

INTRODUCTION

In relation to approval of a new programme, University procedures as outlined in **Section A: Programme Approval** will usually apply**.** It is a requirement that any programme taught and assessed by a partner institution under their agreement with the University must have been approved prior to teaching.

Where the partner institution wishes to run a currently approved programme but make minor changes, these will be considered in accordance with **Section C: Minor Change** and full programme approval need not take place.

In all cases the approval activity required will be at the discretion of the Director of Quality and Standards, and will be proportionate to the potential risks to the institution.

APPROVAL TO TEACH

In addition to the need for a programme to have been approved, usually via the normal requirements of **Section A: Programme Approval**, partners are required to be approved to teach awards of the University. The purpose of this approval is to ensure that the partner has the resources, capacity, and expertise to deliver the proposed programme to a comparable standard to the delivery of higher education programmes in the UK and at the University.

The Director of Quality and Standards will assess the level of risk posed by the partnership and will ensure proportionate approval activity is conducted. Normally this will require a visit to the partner institution, which may or may not be combined with other visits.

A partner will be approved to deliver a programme at a specific site and via a specific mode of delivery. Any variation or change to either the site or mode of deliver may require re-approval.

The focus of the event is on ability to deliver the programme in such a way as to achieve the intended learning outcomes; that staff have appropriate experience and expertise; that resources have been appropriately committed to the programme; and that responsibilities outlined in this handbook can bet met. The remit of the panel is to review the documentation provided; check that criteria have been met; conclude on actions required; and provide a report to the relevant University authority.

Approval panel

The approval panel will be formulated according to risk attributed to the arrangement. For high risk activities, a site visit is required by a member of AQSS and an external adviser with expertise in academic partnerships.

For medium risk activities, a panel should normally comprise a nominee of AQSS with confirmation to be provided through a visit by the external examiner and/or link tutor. This might be where an approved partner is to deliver an approved programme which is new to the partner, for example.

For low risk activities, normally the link tutor should visit the partner with confirmation to be provided through a visit by the external examiner. A low-risk activity may be an additional teaching site for an existing partner with an existing programme, for example, or where credit, rather than an award in its entirety will be delivered.

The panel or nominee of the University will visit the partner and complete a Programme Approval Report (Appendix 6) which will be submitted to the Academic Standards Committee with a recommendation regarding the approval of the partner to teach and assess that programme.

It is recognised that this is something of a continuum, reflecting both an approved partner with an approved programme with staff approved to teach that programme wishing to deliver from a new site as well as an approved partner with a programme approved by the University but not approved for that partner and with staff therefore not approved to teach that programme. The key elements are resources, learning and teaching strategies and progression.

The written report will consider (the following list is neither exhaustive nor prescriptive):
- The site itself – location, context;
- Teaching and learning – what materials are provided to support learning, are they equivalent to those at other sites, strategies to engage students, feedback, how quality of teaching is maintained i.e. peer observation of teaching, teaching methods;
- Learning resources – staff development, strategy for LR, technical support, are teaching spaces suitable, are there appropriate book stocks, IT equipment;
- Progression – strategy for student support, including tutorials, pastoral support, students with disabilities, academic guidance, study skills.

Site approvals need to include a meeting with staff (and any students who may already be studying there) as well as a tour of resources, with an agenda/schedule for the day.

MEMORANDUM OF AGREEMENT

The Memorandum of Agreement is a formal written agreement that is intended to be legally binding. It sets out how the academic partnership will ensure that a high-quality programme leading to a University award will be delivered through the partnership. This includes agreement about how the obligations to students will be met if the partnership arrangements fail or are discontinued.

The MoA is a contract at institutional level which is normally signed for a period of up to five years. It therefore covers the higher-level aspects of the academic partnership, including funding arrangements. The MoA is drawn up by AQSS, in consultation with the partner.

The MoA will include a clause detailing procedures relating to the use of the University's logo or name in the partner's marketing and publicity materials, ensuring that approval is obtained from the University before use and also ensuring that the University is given due prominence in online and print media relating to the provision delivered in collaboration with the University.

Where a partner has been approved to teach additional programmes since the original MoA was signed, the MoA will be updated as and when required to include those additional programmes.

QUALITY AND STANDARDS FOR ACADEMIC PARTNERSHIPS

EXTERNAL EXAMINING

The University procedures outlined at *External Examining at the University of Chichester* apply. The external examiner will be required to visit any overseas partner or any oversee site of delivery at least once every 4 years.

ANNUAL MONITORING

The University procedures outlined at **Section C: Annual Monitoring** apply. The partner must complete their own annual monitoring action plan for each academic subject area, to be submitted to the Head of Academic Department at the University.

MINOR CHANGE

The University procedures outlined at **Section B: Minor Change** apply. The partner must consult with the University link tutor before proposing a minor change to any programme as this may have consequences for other provision run by the University.

PERIODIC REVIEW

The procedures outlined at **Section D: Departmental Periodic Review** will apply to the partner institution as though it were a part of its home academic department.

PARTNER RE-APPROVAL

Partners will be approved for a period of five years. It is considered good practice to schedule an informal review of the arrangement within the first year, but formal re-approval will take place on or before the 5th anniversary of the last partner approval.

Panel for re-approval

The re-approval panel should comprise an external advisor with expertise in academic partnerships; and a member of AQSS to act as officer to the event. A report will be prepared.

Documents required

Documentation to be provided for the re-approval should include:
- A brief report from the partner institution, covering the last five years, reflecting on experience to date and referencing any future proposals, an analysis of strengths and areas for development (such as curricula, assessment; resources, teaching and learning strategies, student support);
- Annual monitoring reports;
- External examiner reports;
- A due diligence update;
- New MoA, to be prepared by the University;
- The previous partner approval report and action plan.

The panel should meet with staff, with students, and should have opportunity to tour the facilities.

The panel should consider:
- The rationale for the partnership;
- The continued good standing, financial stability and legal status of the partner;
- The continued compatibility of missions, ethos and environment;
- The efficacy of governance procedures;
- The identification of any potential risks;
- The continued efficacy of the venue and resources.

The review panel should determine whether or not a recommendation is made to the University to re-approve the arrangement.

LINK TUTOR

Each partnership programme will have a Link Tutor identified by the academic department responsible for the programme at the University. The Link Tutor is the link between an Academic Department and a partner programme.

They are also the internal link with Admissions and Academic Registry and will facilitate introduction to relevant partner administrative contacts.

The role of the Link Tutor is very important in supporting academic partners to enhance and maintain quality and standards in these programmes. The Link Tutor is expected to advise and support partners on curriculum and programme development, quality assurance and enhancement, staff development, enhancement of learning and teaching approaches and management of programmes.

A full description of the Link Tutor role can be found in Appendix 8.

ACADEMIC PARTNERSHIPS FORUM

The Academic Partnerships Forum has been established to draw together Link tutors and University managers to assist in the support to partners regarding the University's academic partnerships. Academic partnerships offered by partner SCITTs (School Centred Initial Teaching Training) are managed by the Institute of Education, Health and Social Sciences.

The Forum meets three times a year in November, February, and June. At the November and June meetings, Link tutors are asked to produce a report to the Forum (see example at Appendix 8).

- An annual report will be provided to the Forum's February meeting providing an overview of academic partnerships for the previous academic year. The purpose of this document is:
- To provide the Forum with an overview of the current portfolio of academic partnerships and to demonstrate how the partnerships portfolio has contributed to the University's strategic plan in the preceding academic year.
- To provide the Forum with an overview of the activities relating to the maintenance of quality and enhancement of standards in relation to each academic partnership during the previous academic year.
- To provide the Forum with an overview of activities and issues relating to the enhancement of the student learning experience in academic partnerships during the previous academic year.
- To provide the Forum with an overview of trends and patterns with academic partnerships that either require action to improve performance, or which ought to be disseminated further as examples of good practice.
- To provide the Forum with an overview of the comments of external examiners in relation to academic partnerships from the preceding academic year.
- To provide recommendations for the development of the academic partnerships portfolio and existing academic partnerships.

OPERATIONAL MEETING

Following the establishment of a new partnership, the University will organise an operational meeting. This meeting brings together key members of staff from both institutions to discuss the operational detail of the running of the partnership. A template agenda can be found in Appendix 7. Where the new partner is based overseas, arrangements may be made for this meeting to be attended by internal colleagues only, or alternatively video conferencing may be used to assist colleagues at the partner to join the meeting virtually.

Following the operational meeting an Operations Manual for the partnership will be jointly agreed by the University and the Partner which will be updated annually. This Operations Manual will include an annual calendar.

ANNUAL PROCESSES

A number of process are administered each year by the Academic Quality and Standards Service to ensure the ongoing maintenance of standards and to comply with legislative requirements. At the beginning of each academic year, the Academic Quality and Standards Service will require the following documents to be provided to the University for approval:

- Curricula Vitarum for new members of staff and confirmation of the staff team delivering programmes.
- Any marketing material relating to the partnership for approval by the University's Marketing team.

PROCEDURES FOR WITHDRAWAL

Background

Withdrawal from academic partnership arrangements, whilst not a regular occurrence, may take place following:

- the usual University procedures for the review of academic partnership arrangements;
- a strategic decision by the University;
- a mutual decision that the existing legal agreement should not be renewed;
- breach of the legal agreement.

Withdrawal must be carefully managed in order to ensure that:

- academic standards and the quality of experience are maintained for any remaining students;
- an appropriate strategy is developed for dealing with individual issues;
- the risk to the University's reputation is minimised.

Withdrawal can be complex, and while each case will be unique, the following general procedures should apply.

- Prompt Notification to relevant departments and services;
- No withdrawal from a legal agreement should be undertaken without first consulting VCG;
- Communication must allow sufficient time for detailed arrangements to be discussed and agreed.

Withdrawal will also need to be considered in conjunction with other AQSS, Planning, Finance, Marketing and Registry, working as a team, possibly throughout the withdrawal process and in accordance with the University's Student Protection Plan and the partner's Student Protection Plan.

Approval Procedure

Approval of the withdrawal from an academic partnership arrangement must be through the relevant department and formal mechanisms including the following information:

- the background to the academic partnership;
- the rationale for the withdrawal;
- how the withdrawal process will be managed to ensure that any potentially prejudicial effects on the students are avoided or minimised;

- whether there will be any staffing issues, both within the University and the partner;
- how any programme issues, Intellectual Property Rights (IPR) and Confidential Information will be handled
- the financial arrangements;
- the proposals/recommendations;
- the potential issues and consequences of the proposals/recommendations and extract from the legal agreement concerning withdrawal, as an appendix.

Action Plan and Managing Expectations

An action plan should be agreed, in order to manage expectations, and should include:
- the last date for admission of students;
- the formal notice of withdrawal, usually one year, must comply with the legal agreement. The notice will be drawn up by AQSS, in consultation with the department;
- an exit agreement/protocols/transfer protocol should set out the responsibilities and residual obligations of each party, financial arrangements, specific responsibilities for students, adequate arrangements for preservation of information and records following termination, IPR and Confidential Information, together with any other information pertinent to the particular withdrawal;
- a communications plan for staff and students in order to keep them informed, including what withdrawal will mean for students, and the arrangements to be put in place to assist students to deal with the consequences;
- timescales including informal/formal notice of withdrawal to be served on the partner organisation.

APPENDIX 1 – OUTLINE PROPOSAL FOR NEW ACADEMIC PARTNERSHIP

OUTLINE PROPOSAL FORM

Name of proposer:
Department / Institute:
Name and address of proposed partner organisation:
Type of Provider: (delete as appropriate) Overseas UK HEI or FE college Private provider
Proposed Status of Students: (delete as appropriate) RA = non-contractual, access loans/funding via partner (or self-funding) OP = contractual student, access loans/funding via the University (included on Student Protection Plan)
Please indicate if the partner's students may wish to attend graduation, dependant on space? Y/N
Confirmation that tier 4 international students will not be recruited.
Confirmation of link tutor allocation.
Outline details of proposed programme (if already identified): (e.g. title; start date; teaching venue; mode of delivery)
Academic rationale for proposed partnership:
Business case for the proposed partnership:

The above proposal has been approved by CPG for consideration by the Vice-Chancellor's Group:

Signature: *(Head of Department)*

Name: *Date:*

APPENDIX 2A – UK INITIAL RISK ANALYSIS TOOL

PROPOSAL TO CONSIDER AN ACADEMIC PARTNERSHIP WITH:
PROPOSAL submitted by (Academic Department)

Please complete by circling the relevant number.
1 = Low Risk, 2= Medium Risk, 3 = High Risk

Risk	Level
Language of delivery	
English first language	1
Other Language	3
Status of Partner Institution	
University	1
FE College/HEI	2
Private Provider	3
Resource Status of Partner Institution	
Large, Well resourced	1
Small, Well resourced	2
Any size, but limited/poorly resourced	3
Strategic 'fit' with the University of Chichester's Strategic Plan	
Good – close fit, highly relevant curriculum	1
Medium – partial fit, the curriculum has some relevance to the Chichester portfolio	2
Poor – no fit, no relevance to the Chichester curriculum	
	3
Partner's Expertise within the Proposed Subject Area, if relevant	
Extensive	1
Moderate	2
Minimal	3
Partner's Previous Experience of Collaboration	
At this level	1
At lower level	2
None	3
Department's Experience of Collaboration	
Overseas	1
UK	2
None	3
Programme, if relevant	
Established Collaborative Programme already offered elsewhere	1
Existing Programme at the University, to be delivered by the new partner	2
New Programme, to be delivered by the new partner	3
Credit Level of proposed programme	
N/A	1
Undergraduate, FHEQ 4,5,6	2
Postgraduate, FHEQ 7,8	3
Has the University an existing or previous collaboration with the partner?	
Existing	1
Previous	2
None	3
Type of partnership	

Flying Faculty	1
Standard	2
Dual/Joint	3
Legal/PSRB Requirements	
No licensing	1
Licensing required by local/national government or equivalent	2
Licensing/accreditation required by Professional Society/Regulatory Body	3
Total Score	

Scores 12-20 = Low Risk, 21-29 = Medium Risk, 30-36= High Risk

The completed *Risk Assessment Tool* should be considered VCG which will make the initial decision on whether or not the University could accommodate the level of risk involved, before approving that the proposal moves to the next stage (*Due Diligence).*

Application signed by *Head of Department /* *Director of Institute*	
Date	
Risk confirmed as acceptable/not acceptable (delete as appropriate) on behalf of CPG for forwarding to VCG	
Signed on behalf of *VCG*	
Date	

APPENDIX 2B – OVERSEAS INITIAL RISK ANALYSIS TOOL

PROPOSAL TO CONSIDER AN ACADEMIC PARTNERSHIP WITH:
PROPOSAL submitted by:

Please complete by circling the relevant number.
1 = Low Risk, 2= Medium Risk, 3 = High Risk

Risk	Level
Language of delivery	
English first language	1
Other language	3
Location of Partner Institution	
EU	1
Non-EU	2
Other	3
Status of Partner Institution	
University	1
FE College/HEI/Other Public Sector	2
Private Provider	3
Resource Status of Partner Institution	
Large, Well resourced	1
Small, Well resourced	2
Any size, but limited/poorly resourced	3
Strategic 'fit' with the University of Chichester's Strategic Plan	
Good – close fit, highly relevant curriculum	1
Medium – partial fit, the curriculum has some relevance to the Chichester portfolio	2
Poor – no fit, no relevance to the Chichester curriculum	3
Partner's Expertise within the Proposed Subject Area, if relevant	
Extensive	1
Moderate	2
Minimal	3
Partner's Previous Experience of Collaboration	
At this level	1
At lower level	2
None	3
Department's Experience of Collaboration	
Overseas	1
UK	2
None	3
Programme, if relevant	
Established Collaborative Programme already offered elsewhere	1
Existing Programme at the University, to be delivered by the new partner	2
New Programme, to be delivered by the new partner	3
Credit Level of proposed programme	
N/A	1
Undergraduate, FHEQ 4,5,6	2
Postgraduate, FHEQ 7,8	3
Health and Safety (See FCO)	

Minimal risk	1
Medium Risk	2
High Risks	3
Current local political conditions	
Very stable	1
Stable	2
Unstable	3
Has the University an existing or previous collaboration with the partner?	
Existing	1
Previous	2
None	3
Type of partnership	
Flying Faculty	1
Standard	2
Dual/Joint	3
Legal/PSRB Requirements	
No licensing	1
Licensing required by local ministry of education or equivalent	2
Licensing/Accreditation required by Professional Society/Regulatory Body	3
Total Score	

Scores 16-27 = Low Risk, 27-35 = Medium Risk, 36-45 = High Risk

The completed *Risk Assessment Tool* should be considered by Curriculum Planning Group which will make the initial decision on whether or not the University could accommodate the level of risk involved, before approving that the proposal moves to the next stage (*Due Diligence).*

Application signed by *Head of Department / Director of Institute*
Date
Risk confirmed as acceptable/not acceptable (delete as appropriate) on behalf of VCG by
Signed on behalf of *VCG*
Date

APPENDIX 2C – PROGRAMME PROPOSAL TEMPLATE

UNIVERSITY OF CHICHESTER

CURRICULUM PLANNING: NEW PROGRAMME PROPOSAL INFORMATION

Use this form to submit essential information related to a proposal for a new programme. Please complete the form as fully and accurately as possible, indicating where any section is not applicable (using N/A). Please use standard formatting. All NPPI forms must be signed. Any forms not signed will not be submitted to the Curriculum Planning Group. Please return signed, completed forms to Robert Herniman, r.herniman@chi.ac.uk

PART 1 (ACADEMIC)

GENERAL INFORMATION

1. Programme Name	
2. Award Type	
3. Campus	
4. Institute	
5. Department	

6. Is this a partnership proposal?	

7. If Yes, partnership organisation and please indicate if UK or overseas	

8. Academic Year from which Programme will start to	• *Recruit*	
	• *Admit*	
	• *Register*	

9. Planned Semester(s) of Entry	Semester 1	Semester 2	Other i.e. trimester for postgraduate provision
• First Intake			
• Second Intake			

10. If non-standard, planned start dates for teaching (dd/mm/yy)	D	D	M	M	Y	Y
• First Intake						
• Second Intake						

Please indicate if the programme dates will align with the standard undergraduate semester pattern, including formal assessment periods (where applicable)?
Please indicate that for PGT that this programme will align to the standard start of the academic year?

11. General Level of programme (e.g. UG, PGT, PGR)	

	Last name	First name
12. Programme Co-ordinator		
13. Link Tutor Responsible for Programme		

ACADEMIC INFORMATION

	Full time	Sandwich	Part time	Online
14. Semester(s) from when modes of study will be offered				
15. Length for programme/mode in months or weeks (specify unit)				
16. Length for programme/mode in calendar years				

17. Home target numbers for mode in first year of operation(headcount)			
18. Overseas target numbers for mode in first year of operation (headcount)			
19. Home target numbers for mode in second year of operation (headcount)			
20. Overseas target numbers for mode in second year of operation (headcount)			
21. Home target numbers for mode in third year of operation (headcount)			
22. Overseas target numbers for mode in third year of operation (headcount)			

23. Indicative maximum new entrant population size for the resources available for the programme

24. If programme is offered in Sandwich (SW) mode, in what year(s) of programme will students undertake the placement (1, 2, 3, 4 etc)?

25. If programme has a Sandwich Year, is this a (F)ull year placement or (H)alf year placement?

26. Is programme (S)ingle subject, (J)Joint or (M)ajor/Minor Combination?

27. Does programme lead to a recognised Teacher Training Qualification?

28. Please identify all Professional, Statutory or Regulatory Body accreditation for Programme (if applicable)

29. If the proposed language of instruction is not English, please state here in which language the Programme is to be taught and assessed

30. Please provide the academic and professional rationale for the proposed programme
Please include the University/ Institute/Partner key strategic objectives that will be met by the programme.

31. Where the proposed programme is significantly similar to an existing programme, in terms of the profile of modules delivered either by the Institute/Department or by another Institute/Department within the University, or at the Partner, please:
(a) highlight the similarities and differences (including shared modules),
(b) clarify the differing markets for the programmes,
(c) explain the consultation between the Institutes/Departments and
(d) give the rationale for introducing another similar, cognate programme (and whether it replaces any existing provision).

Please state what the impact of introducing this programme might be on applications and enrolments of any existing programmes that have been identified.

Please give expected timetabled hours per week and also explain what other complexities are involved in the curriculum e.g. streaming within modules, extra curricula activities that will need to be timetabled etc.

32. Which of the University key strategic objectives are met by the proposed programme i.e. education for sustainable development / the inclusive curriculum / employability?

33. The University's Strategic Plan has a target to diversify intake. If this proposal is for a new programme of study please provide a breakdown for the national profile of the % of the intake by ethnicity and age. This data is available through the Planning Office.

34. For all proposals, please show draft programme structure, indicating NEW and EXISTING modules.

FHEQ Level	Programme Title and Number of Credits	(N)ew/(E)xisting

FUNDING INFORMATION

35. Major source of funding for programme (Employer Sponsorship/SLC/ESFA)

36. If the programme has specific additional requirements, please also indicate them here (For example, if the programme requires a Police and/or Medical check to be satisfied as part of the entry requirements), or if it is anticipated that the programme will carry a non-standard fee, the rationale should be included.

MARKETING INFORMATION

37. Please provide a description of the programme, of around 250 words, including its aims, which will be used for the prospectus entry.

38. For internal provision only, provide a list of the UCAS subject areas that would be relevant to potential applicants searching for this programme

39. Please detail the entry requirements (including country specific requirements and other qualifications outside of UCAS points)

Applicants should have:

MARKET INTELLIGENCE

40. Statement of the target student group(s) and indicators of demand for the programme

Please provide qualitative and quantitative internal and external evidence of market demand for the programme from the perspective of potential students and employers of graduates from the programme.

Evidence might include student and employer focus group reports, enquiry/application statistics from the Planning and Statistics and Marketing Offices, HESA growth trends for the subject area, reports from relevant trade associations or professional bodies, relevant Sector Skills Councils etc. How have discussions with the Marketing Department informed the submission? In the first instance statistics should be available on the Planning and Statistics website.

41. In-Country Information *For International academic partnership proposals only*
Please outline the size of the country, the size of the population educated to secondary level (or equivalent) and the percentage of the population that speak English.

42. List of competitor and comparable programmes in the country of delivery (and for internal programmes, especially within Greater London and the South East)

Please identify competitor programmes in the table below, considering alternatives from a potential student's perspective.

You should include information on all relevant programmes. MRAC will be able to advise where necessary.

Institution	Programme title	No of places on programme (if known)	Fee (if known)	Entry criteria

43. What are the projections for applications and enrolments for the first 3 years of this programme*?*

Provide details in the table below.

Year	*Expected number of applications*	Expected Conversion Rate **(from applications to enrolments)**	*Rationale*

44. Identify the start-up costs for the new programme (including marketing and staff development)

Please note that new programmes cannot be launched effectively without resources being expended on marketing materials, advertising and public relations. For internal programmes, or for any other programme where there will be initial University start-up costs, Indicative costings and plans are available from the Marketing Office.

45. What are the specific space requirements for the programme? (*internal provision only*)

46. Please specify any additional specialist or pooled teaching space requirements (i*nternal provision only*).

47. Are there additional resource requirements other than any space/pooled room requirements listed above: for example additional staff, books, online resources, hardware or software (*internal provision only*)?

If 'Yes', please specify	

C. INFORMATION ABOUT DELIVERY AT A PARTNER
(Complete this section for ALL partner programmes)

48. Is the partner	New?	
	Established?	
49. Type of partnership	Franchise of existing University of programme	
	Franchise by online learning of an existing University of programme	
	New programme for approval as University of award	
50. Type of Award	Single Award (University only)	
	Dual Award	
	Hosted by other Faculties?	
51. Name of Proposed Link Tutor		

SUBMISSION INFORMATION

I confirm that this curriculum development has been discussed and agreed by the Department

Signature of Head of Department   *Tel Number*

Name:

Date of submission

Have the following managers been consulted and confirmed their support for the programme proposal?

	Yes/No	**Signature* (or attach email endorsement)**
Chief Marketing Officer		
Academic Registrar		
University Librarian		
Finance Business Partner		

PART 2 (FINANCIAL)

Financial Summary

This table should show the underlined incremental financial impact of the programme if approved

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Total Student FTE (intake & cont.					
Tuition fee income					
Other income (please specify)					
TOTAL INCOME					
Established staff costs					
Associate Lecturer					
Marketing costs					
Library costs					
Operational costs (please specify)					
TOTAL COSTS					

Capital investment required	YES / NO
If YES, please specify estimated costs (including VAT) and expected timescale	

APPENDIX 3 – BRIEFING NOTE / DUE DILIGENCE REPORT

Academic and Corporate Due Diligence Check for a Proposed Partner (UK)

Information about the proposed partner organisation

1	Registered name and address of organisation
2	Main contact
3	Website Address
4	UKPRN Number Please state the organisation's UK Provider Reference Number.

	This will be available at https://www.ukrlp.co.uk
5	**Strategic Objectives/Mission Statement of Proposed Partner** Please provide details of the organisation's main strategic objectives or Mission Statement.
6	**Portfolio** Please provide a summary of the organisation's portfolio, including its educational provision.
7	**Previous Experience of Academic Partnerships** Please state whether the organisation has previously offered the collaborative activity, or similar collaborative activity, with another Higher Education Institution, including the date that this relationship ended.
8	**Current Experience of Academic Partnerships** Please state whether the organisation currently delivers other programmes/projects in collaboration with other Higher Education Institutions. Please indicate whether current partners have been informed of the proposed partnership. Please provide full details of the relationships

Information about the proposed activity

9	**Partnership Activity** Please state the partnership activity proposed (i.e. collaborative delivery of programme/course, recognition of mutual interests, student or staff exchanges etc.)
10	**Anticipated Commencement Date**
11	**Student Completion under University Authority in event of Withdrawal of Proposed Partner** Please outline the proposed mechanisms in the event of termination of the partnership for allowing registered students to complete the award.

12	**Legal Status**
	Please confirm the organisation's legal status (e.g. corporation, company or charitable trust).
	• Please provide relevant supporting documentation e.g. Memorandum of Agreement, charter and statutes, or instrument and articles of governance and association.
	• Please note the organisation's registered charity number or registered company number (if applicable).
	Companies House: https://www.gov.uk/get-information-about-a-company
	Register of Charities: http://apps.charitycommission.gov.uk/showcharity/registerofcharities/RegisterHomePage.aspx
13	**Legal Proceedings/Arbitration/Prosecutions/Investigation/Complaints**
	Please record here whether any of the following is current, or is known to be pending:
	• Any legal or arbitration proceedings (whether as a claimant or a defendant)
	• Any prosecution
	• Any investigation or inquiry by a government or official body
	• Any internal or external formal complaints
14	**Please record here whether within the last five years any court has made a finding of discrimination against the organisation**
15	**Please record here whether the organisation has had any contract terminated for breach of contract by another organisation in the last five years**
	Please also include any contract which has caused a delay in any existing or previous higher education provision.
16	**Insurance**

	Please provide copies of policies pertaining to the organisation's insurance cover, and the extent of that cover, including: • Public Liability, • Employer Liability • Professional Indemnity
	Data Protection Please state the organisation's Data Protection Registration Number.

Financial governance (to be completed by Director of Finance or nominee)

17	**Please confirm that the organisation is financially viable; financially sustainable; has the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them; and has the necessary financial resources to continue to comply with the Agreement with the University.**

Academic governance (to be completed by Director of Q&S or nominee)

18	**Quality management** Please list the quality assurance processes relevant to the partnership and provide evidence where available.
19	**Operational Structures** Please record the operational structures and record-keeping structures in place to support learning delivery and/or assessment in a valid, reliable and robust manner.
20	**Professional, Statutory and Regulatory Body** Where a Professional, Statutory and Regulatory Body has approved or recognised a programme, please confirm the procedure for informing or consulting with the PRSB with regard to the programme being delivered within a new partnership.

	Where a Professional, Statutory and Regulatory Body has approved the organisation, please confirm the need and procedure for informing or consulting with the PRSB with regard to partnership
21	**Register of Sponsors Licensed Under the Points-Based System (UK partners only)** Please confirm whether the organisation is licensed under the UKVI Points-Based-System, stating Tier and Rating. This can be checked against the Register of Sponsors (https://www.gov.uk/government/organisations/uk-visas-and-immigration)
22	**Organisational Structure** Please provide details of the organisation's structure, including any committee structures and senior management team (composition and role).
23	**Complaint Procedures (including Student Complaint Procedures)** Please provide the organisation's complaints procedure, including any student complaints procedure.
24	**Accredited/Recognised Status** Please confirm the organisation's accredited or recognised status accorded by the relevant authorising bodies.
25	**Equality and Diversity Policy** Please provide the organisation's Equality and Diversity Policy Statement. If the organisation does not have an Equality and Diversity Policy please state how the needs of students with protected characteristics are met.

Reputational Standing (to be completed by CMCO or nominee)

Please confirm the reputational standing of the proposed partner organisation drawing on the following performance indicators:	

26	**Public Information**
	Please provide details of how the organisation ensures that information released about partnership activity is accurate and complete.
27	**External reports**
	Please highlight any issues which may require further consideration by the University.
28	**Web Search**
	Please confirm that a web search has been conducted on the proposed partner. Please detail any negative reports found regarding the proposed partner for the University's further consideration.

Details of Due Diligence Form Completion/Approval

29	**Finance Review:**
	Name and Position of Individual who has reviewed the Financial sections of the Due Diligence Form on behalf of the Finance Department
	Comments
	Date of review

30	**Legal Review:**
	Name and Position of Individual who has reviewed the Legal sections of the Due Diligence Form on behalf of the University Solicitor's Office
	Comments
	Date of review

31	Reputational Review:
	Name and Position of Individual who has reviewed the reputational information available for the Due Diligence Form on behalf of the University CMCO
	Comments:
	Date of review

32	Quality & Standards Review
	Name and Position of Individual who has reviewed the Due Diligence Form on behalf of the Quality and Standards
	Comments:
	Date of review

Summary of Considerations

33	References from Current/Previous HEI partners AQSS has written to previous and current HEI(s) partner(s) to ascertain the experience of other providers who have collaborated with the proposed partner organisation. A summary of comments is provided.

34	Considerations for the Approval Panel Please provide a summary of the considerations which should be reflected upon by the Panel during the Approval Event.

Please return form to Katie Akerman, AQSS (k.akerman@chi.ac.uk) for forwarding to CPG

B R I E F I N G   N O T E   /   D U E   D I L I G E N C E   R E P O R T   (t o   b e   c o m p l e t e d   o n c e   V C G   h a v e   a g r e e d   t o   p r o c e e d   t o   a p p r o v a l)

Background:

Staff and physical resources:

Operational and/or regulatory framework:

D E P A R T M E N T   /   I N S T I T U T E

Department/Institute:

 Programme titles:

 Proposed start date for programme:

Agreed date(s) for approval(s):

UoC lead:

Demonstrate the consistency of the proposal with the University Strategy

This meets the Core Strategic Aim of: We will increase external academic engagement, meeting regional needs and securing national and international recognition.

Confirm VCG and CPG approvals, as appropriate (with dates)

Does the proposal relate to new or established programmes?

Established ☐
New ☐

1   **Does the programme lead to a UoC award?**   Yes   ☒
                                                      No   ☐

2   **Does it lead to the award of UoC credits?**   Yes   ☒
                                                      No   ☐

3   **Specify the credit values at each of the following levels:**

Level 1		Level 5	
Level 2		Level 6	
Level 3		Level 7	
Level 4		Level 8	

4   **Will the programme have professional body recognition?**

     Yes   ☐

                                                      No   ☐

5   **Specify the professional body**

     ☐

6   **What action will be required to achieve professional body recognition?**

     ☐

7   **What are the target intakes? (Give PT and FT student numbers):**

8   **What are the maximum and minimum intake numbers?**

     ☐

9   Are there any features of the proposal that may have implications for student access and/or consequences for students with additional needs?

Yes ☐
No ☐

10   What are these implications, and how will they be addressed?

☐

11   To what extent (and how) will the provision employ 'flexible learning' arrangements? In responding to this question, you should recognise that the term 'flexibility' encompasses the recognition of prior and concurrent learning (APL, work-based learning/placements) and curriculum design (student negotiated programmes of study), as well as modes of delivery (distance and e-learning, Learning Through Work) and accelerated programmes.

☐

12   To what extent does the delivery team possess the capacity and experience to develop and deliver these flexible learning arrangements?

☐

13   Is there similar or related provision within the University?   Yes ☐
No ☐

14   Will the programme be taught and/or assessed exclusively in English?

Yes ☐
No ☐

15   Specify the language(s) of delivery and/or assessment and provide details of the action necessary to assure the quality and standards of the programme.

☐

SECTION B: THE PARTNER ORGANISATION AND PARTNERSHIP

1   Does the University currently maintain any collaborative arrangement with the proposed partner organisation?

    Yes   ☐
    No   ☐

2   Specify the provision, date of approval (and, if appropriate, termination) and the responsible Department.

    ☐

3   Drawing upon annual monitoring, external examiner reports and other evidence, briefly identify any issues (positive or negative) that have emerged in the course of the University's relationship with the partner organisation. Indicate any remedial action that has been taken.

    ☐

4   Describe the nature, character and objectives of the organisation, including the compatibility of its mission with that of the University.

5   What is the public and legal standing of the partner organisation?

    ☐

6   Evidence relating to the financial stability of the partner organisation must be attached to this document.   What conclusions may be drawn from this evidence?

    ☐

7   Has the organisation (either currently or in the past) maintained a partnership with any other HEIs?

    Yes   ☐
    No   ☐

8   Give details (and attach the evidence) of the enquiries that you have made to these other HEIs. What conclusions may be drawn from these enquiries?

    ☐

9   Are there any published reports of external quality assurance agencies (e.g. QAA, Ofsted/ALI, PSB reports etc) relating to the work of the proposed partner organisation?

    Yes   ☐
    No   ☐

10 **Give details of these reports and the conclusions that may be drawn from them.**

☐

11 **Give details of the organisation's prior experience of delivering higher education, training or employee development programmes – in general <u>and</u> in the proposed area of collaboration.**

☐

12 **Provide a brief account of the resources (accommodation, library, IT and staffing) available within the organisation to support the proposed programme.**

☐

13 **Provide brief details of the Department's experience of managing collaborative provision, and of any issues that have arisen which may reflect on its ability to handle its responsibilities for the proposal.**

☐

14 **Will the Department require any additional resources or support to enable it to manage its responsibilities for the proposal?**

☐

15 **In the case of proposals for overseas collaborative provision: what are the current legislative and cultural requirements of the country in which the programme will be delivered; are these likely to change; and what are their implications for the University and its proposed partner?**

☐

16 **Use the following table to describe the allocation of responsibilities between the University and the partner organisation. The table can be annotated (with endnotes using the 'notes' column) to clarify the division of responsibilities. It is particularly important that you provide this clarification for entries made in the 'both' column.**

Responsibilities for …	… are located with			
	UoC	Both	Partner	Notes
Design of the programme	☐	☐	☐	
Proposal of changes	☐	☐	☐	
Approval of changes	☐	☐	☐	
Marketing, promotion and recruitment	☐	☐	☐	
Setting the criteria for admission	☐	☐	☐	
The selection of candidates for admission	☐	☐	☐	
Consideration of claims for RPL/advanced standing	☒	☐	☐	
The enrolment of students	☐	☐	☐	
Induction of new students	☐	☐	☒	
Student support	☐	☐	☒	
Programme teaching	☐	☐	☐	
Where will teaching be located?	☐	☐	☒	
Production of student information (including handbooks)	☐	☐	☒	

	Col 1	Col 2	Col 3
Setting of assignments	☐	☐	☒
Marking of assignments	☐	☐	☒
Moderation of assignments	☒	☐	☐
Where will assessment take place?	☐	☐	☐
The administration of assessment	☐	☐	☒
Where will assessment boards be located?	☒	☐	☐
The nomination of external examiners	☒	☐	☐
The consideration of student appeals	☒	☐	☐
The consideration of alleged academic offences	☐	☐	☒
The consideration of student complaints	☐	☐	☒
The employment and management of teaching staff	☐	☐	☒
Staff development and induction	☐	☒	☐
Performance review	☐	☐	☒
Peer review of teaching	☐	☐	☒
Library provision	☐	☒	☐
ICT provision	☐	☐	☒
The provision of accommodation	☐	☐	☒
The quality management arrangements are those of …	☒	☐	☐
Who will gather, evaluate & report on student feedback?	☐	☐	☒
Programme committees	☐	☐	☒
The assessment and appeals regulations are those of…	☒	☐	☐
The complaints procedures are those of …	☐	☐	☒

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SECTION C: SUMMARY RISK ASSESSMENT

</div>

1   Assessment of risk potential:

☐

2   Identification of risk factors:

☐

3   Issues arising from recent annual monitoring, periodic review, validation, external examiners' and statistical reports that have a bearing on the proposal:

☐

4   Assessment of the quality of recent annual monitoring reports, and the confidence that can be placed in the ability of the team and the Department to manage the risks associated with the proposal:

☐

5   Are there any actions, circumstances or developments within the University, or within the partner organisation which could – now or in the future – impact on the quality, standards and viability of the proposal?

☐

6   Issues to be considered in the development and approval process:

Procedures for complaints, for example, quality handbook, operational management of the provision.

APPENDIX 4 – OPERATIONAL MANAGEMENT

Key:
Adm = Admissions
AQSS = Academic Quality and Standards Service
AR = Academic Registry

CPG = Curriculum Planning Group
HoAD = Head of Academic Department
LT = Link tutor

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
The initial approach	Responding to an internal or external proposal Completion of Outline Proposal, Risk Analysis and Form 1b for CPG's consideration	HoAD	CPG makes a judgement, informed by initial risk assessment, on the likely viability of the proposal. CPG will take particular account of the proposed start date, of both the partnership and any associated programmes. Any proposal must include a realistic schedule to ensure that finance, due diligence and quality assurance processes can be completed. Proposals to create a new partnership should be submitted at least 12 months prior to the intended start date of the partnership. Where there is a compelling rationale to launch a partnership within a shorter timescale, CPG will consider such a proposal at its January meeting, for the following academic year.	The University is drawn into a proposal insufficiently connected with its strategic priorities; lack of strategic fit. Department extends its commitments beyond capacity to manage. University is drawn into expensive approval process for a proposal for which there is unlikely to be a sustainable market. University makes financial agreement that does not benefit it. Partnership emerges from a personal connection and will be reliant on this to be maintained.	The University should be prepared to walk away from collaborative proposals at any time in the 'set-up' if it is felt that to go ahead would not benefit the University. This is the easiest point to say 'no'. For a new partnership, an agreement should be made to pay money 'upfront' to finance due diligence and approval processes. This can be taken from income once the programme has started but agreement early on will discourage potential partners from 'kite-flying' at the University's expense. The Department should be clear with partners

Operational Management

	Action	By whom	Description	Risks	Notes
			The HoAD completes the template for the strategic approval and risk analysis and submits it to CPG for agreement to proceed to the next stage. The proposal's compatibility with the University's strategic direction, provision and capacity to manage the partnership effectively within one of the University Academic Departments will be taken into account. This may involve preliminary meeting(s) with the partner. These early discussions are also the best point to discuss financial expectations. For example, whose student numbers would be used and on what basis will the apportionment of fees be made? Are bursaries payable and who pays these?		that, whatever has been said at preliminary meetings regarding the security of the decision, the agreement must go through institutional processes before agreement is finally secured and that a Memorandum of Agreement will have to be signed before students are registered.
Due Diligence (documentation)	Proposal template is passed by CPG to AQSS. Due diligence procedure is triggered.	AQSS in liaison with HoAD	Due diligence takes two forms: first the scrutiny of documentation, second and visit.	Potential partner is not a sound financial organisation, not legally authorised to deliver education and or training, has an insufficient management structure to deliver the partnership. Potential partner does not meet Equal Opportunities requirements, has an unsatisfactory approach to Health and Safety or has	This scrutiny will need to be particularly searching where the potential partner is a private sector company, outside the conventional educational sector. However, the scrutiny should be sensitive to

Operational Management					
	Action	By whom	Description	Risks	Notes
				been the subject of negative reports from external quality assurance bodies.	the differences of organisational culture.
Visit (part of due diligence process)	An approval visit to the potential partner	Arranged by AQSS who will report to appropriate committees.	The visit explores the compatibility of the two organisations and the capacity of the potential partner to deliver the named programme or suite of programmes. The visit may be combined with a programme approval event if the partnership involves the approval of a new programme. In the case of a potential overseas partnership, an External Adviser, with expertise in international collaboration, will be fully involved and will be expected to attend the institutional visit (which may be held in the partner institution).	Visit insufficiently rigorous to establish capability of the potential partner to deliver the programme(s).	The visit will need to demonstrate the capacity of the University to support the partner, including curriculum development and staff development. The event should strike a peer-based supportive tone rather than appearing inspectorial. The partner should share the University's concern to secure a high quality of student experience through an appropriate environment.
Memorandum of Agreement	The Memorandum of Agreement must be signed and forwarded to Academic Board for approval.	Director of Quality & Standards	Signed copies of MoA and Financial Schedules need to be lodged with AQSS and copied to the Director of Quality and Standards. The Director of Quality and Standards to develop the MoA.	The MoA is not signed before the students begin their programme.	

Operational Management

	Action	By whom	Description	Risks	Notes
New Programmes in an existing partnership	A new programme is developed in an existing partnership. An existing partner is extending the delivery of the programme into a new venue.	HoAD	All steps above will be completed apart from the documentation element of Due Diligence. A visit should take place and will focus on the capacity to deliver a particular programme.	Partner develops programmes for which no market has been proven to exist.	To prevent partners developing programmes, 'on spec' an 'upfront' charge should be made for programme approval (that can be reclaimed when the students appear).
External Examiners	Arrangements for the appointment and use of External Examiners are the same for collaborative programmes as they are for all other University provision.	Appointing - AQSS in Liaison with HoAD Engagement of External Examiner – HoAD, Link tutor	Nomination and appointment of External Examiners made by the Academic Department through the Director of Quality and Standards (or nominee). The Department will need to establish expectations for the use of the External Examiner by the partner programme. If the language of tuition is not English, the University will engage an External Examiner who is bilingual.	External Examiner not appointed in a timely fashion. Student work not subject to external moderation so award cannot be made.	AQSS remain responsible for the operation and maintenance of the external examiner system but Academic Departments must ensure that partner programmes (who may have no experience of using the system) know when and how to send student work.

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
Maintaining the partnership					
Appointment of a Link tutor	A Link tutor is appointed and inducted.	HoAD	The programme is the responsibility of the Department within the framework of the University. The Link tutor should be made aware of the responsibilities as defined in this handbook. The Academic Department should arrange for the LT to be inducted with the participation of AQSS. Resource schedule costing should include a notional amount for the LT duties, which will vary depending on the nature of the provision and whether the partner is in the UK or overseas.	Link tutor drawn into the process late and does not share Department enthusiasm for the partnership. LT feels they have insufficient time for the role. Department unconvinced it receives financial credit for time of the LT.	The Link tutor is primarily the curriculum support for the partner programme. They are the first point of contact for the partner, or the cp administrator in their absence. They should visit the partner organisation, meeting students and attending Programme Boards and the examination meeting.
Admissions	CP students who are included in UoC statutory returns must be admitted via standard procedures. CP students who are not returned by UoC will be admitted via the process agreed in	LT/Head of Admissions and Student Recruitment	Partner organisations may operate through direct admissions or via an appropriate partner contact to the institutions where the students are UoC contracted numbers. The Director of Admissions and Student Recruitment works with the LT and partner contact to ensure that the procedures are fully understood and acted upon. In this scenario the student application is the start of the process of tracking progress through our organisation.	LT or partner contact do not understand the procedures, which need to be followed, which could result in delay in capturing student information in a timely way which could impact upon other University processes such as registration (where applicable), boards of examiners and graduation. Delays in the admissions process means student may not have access to IT facilities and e-resources (where applicable).	Admissions and Academic Registry colleagues need to be involved in discussions at an early point following approval of collaborative programmes to enable efficient planning. Identification of partner contacts are an important point here.

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
	discussion with the LT and partner contact. This approach will ensure the right access for IT facilities and e-resources.		Where the students are not our contracted numbers the LT will clarify with the Director of Admissions and Student Recruitment what data needs to be collected and in what format to enable students to be admitted to our programmes. It is important to note that Partner organisations are responsible for generating CAS (Certificate of Acceptance for Studies) and compliance matters for any international (i.e. outside EEA and Switzerland) students that require a Tier 4 visa under the UKVI Points Based System for immigration.		
Registration of new Students and on-line (via ChiView) re-registration of continuing students	All new students must have a current registration status at the start of their programme and annually.	Academic Registrar	Academic Registry (Student Records) will liaise with the LT and/or contact at the partner institution to ensure formal registration of students is completed. The process to be followed will depend on whether the students are contractual (UoC registration process) or non-contractual (data collection process).	If students are not registered in a timely way, this could impact on the work of Planning and the submission of statutory returns. In respect of 'contractual' students, if they do not have a current registration this may impact upon any student loan they are eligible to receive.	It is important to embed processes at the earliest opportunity to minimise the risks involved.
Induction	All new students must	Programme Co-ordinator supported	Induction should ensure that students know how to access all		

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
	be properly inducted to their programme and the facilities and the Academic Regulations of the University	by Link tutor and AQSS.	University facilities of relevance to their course. Students on partner programmes may have access to the on-line resources that the LRC is acquiring in increasing numbers. The partnership agreement is based on the assumption that the partner organisation can provide an appropriate experience. This includes student support. However, for some specific forms of publicly-funded support, they must apply through the University.	Students are not in receipt of funding to which they are entitled. University in breach of DDA and related legislation.	For this to work smoothly, it is important that Admissions and Academic Registry have all information required to complete their processes.
	Student Services – students apply for certain forms of support through the University Staff Induction	Director of Student Support & Transition Link Tutor	Induction should ensure that new staff know how to access all University facilities of relevance to their course.	Staff cannot adequately support their students as they may not be able to access crucial course materials and information.	
Change in status	All students should advise changes in accordance	Academic Registry/LT/Student Records Manager	Academic Registry (Student Records) will liaise with contacts in the partner organisation to ensure changes, e.g. Change in	Inaccurate student data impacts on the external returns of the University. Inaccurate information could also have a negative impact for the	This can be challenging particularly in terms of receiving timely

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
	with University procedures.		personal details or registration (mode, course, modules) intermission, withdrawal are communicated via an agreed process in a timely and efficient way.	student experience e.g. if we do not have up to date details).	communication of changes.
Assessment	Students on partner programmes are subject to the assessment procedures of the University.	Lead Contact: Academic Registrar/LT/ Assessment Manager For both UK and international partners, the LT advises partner programme on the assessment procedures and changes to regulations.	Assessment Office send out requests for results in Semester 1 & 2 with deadlines. They produce mark schedules for Boards of Examiners. Results are published on-line (ChiView) within 24 hours of the relevant Board.	Input of marks/grades via MAF online are incomplete or inaccurate. Partner programmes do not *understand or follow the deadlines for submitting marks/grades,* preventing awards from being made. Students/partners unaware of procedures for Appeal and Mitigation.	Link tutors help with advice on assessment e.g. difference between formative and summative, how to use the External Examiner as moderator, when and how to send student work to the External Examiner.
Annual Monitoring/ Periodic Review	Partner programmes are subject to the same quality assurance procedures as other University programmes.	AQSS	Partner programmes are included in the Annual Monitoring activity relating to the host Academic Department, and provide their own Action Plan written by the partner for inclusion in the departmental response. It is expected that the completed departmental Annual Monitoring reports will be sent to relevant academic partners once they are approved by Academic Standards Committee.	Partner programmes are not appropriately monitored or reviewed. Student experience deteriorates. University exposed to risk from audit and subject to student complaints.	Partner organisations need careful support to understand the process of annual monitoring and the significance of periodic review.

Operational Management

	Action	By whom	Description	Risks	Notes
			The University's processes for Periodic Review will be undertaken in the partner institution, where a tour of facilities and meetings with students will be included. The Panel will need to work on the understanding that this may be an unusual process for the partner institution and should remember the principle that the process is designed to enhance and support the programme.		
Partner re-approval	Memoranda of Agreement require updating and re-signing as stipulated in the Agreement. Financial Schedules require annual updating Signed copies of MoA need to be held by AQSS). Documents to	AQSS/LT	AQSS to advise Head of Department and Link Tutor 12 months in advance of renewal date. Link Tutor to take the lead in working with Partner, AQSS as appropriate. Director of Quality & Standards and Head of Department 12 months in advance of renewal date. To advise the Head of Academic Partnerships of any changes to student numbers.	MoA becomes out of date and potentially no longer binding. Agreements with partners lack clarity Financial Schedules become out of date Financial agreements become unclear and difficult to enforce Lack of clarity about where the original signed copies are held and missed opportunity to renew when required	

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
	be accessible for ease of reference and for updating		AQSS to hold centrally.		
Academic Partnerships Forum	Link Tutors are regularly drawn together, to discuss common experience, share good practice, identify 'sticking points' in the processes.	Academic Partnerships Forum	The Forum draws in the University's External Adviser for Academic Partnerships and gives LTs the chance to speak about the partnerships. The Forum is designed to support LTs. It discusses common experiences, shares good practice and identifies and resolves 'sticking points'. It also considers issues from Annual Monitoring to ensure a cross-University perspective, supporting the work of ASC in maintaining quality and standards.	Link tutors operate inconsistently across the University.	
Publicity	Under the MoA, the University should agree all publicity for its partner programmes.	Marketing and Communications with support of AQSS and Link tutor.	Departments have the responsibility for ensuring that publicity for programmes delivered through partnerships (both printed and electronic) are current and accurate. The Department will ensure that partner programmes are aware of the schedules for the submission of copy for the Prospectus. Also, partners should be made aware that any statements on their Chichester programme must be agreed by the Department.	Partner organisations make statements about their Chichester programmes that the University cannot own.	Again, this has worked well – with some annual issues around whether we have included all partner programmes. It is helpful for Link tutors to be directly involved in discussions about the publicity for the programmes. They know the programme and whether or not it is being accurately presented.

Operational Management					
	Action	**By whom**	**Description**	**Risks**	**Notes**
			Generally, the University has supported the joint branding of provision in publicity.		
Graduation	To ensure all students who should be graduating are identified as appropriate, invited to a Graduation Ceremony to receive their award certificate	Lead Contact: Academic Registrar Operational Contacts: Events and External Relations Officer Student Records Manager Ass'mt Manager	The Graduation Team works with the Academic Registry to confirm students who will be graduating to ensure they feed into Graduation processes. Academic Registry liaises with partner contacts to clarify any anomalies. Assessment office produces award certificates which are given out at Graduation or posted to any students who do not attend, or they may be sent to the partner for despatch to students.	If courses and students are not properly captured for Graduation purposes, they may not be invited to Graduation, which would result in a negative student experience	The importance of clear lines of communication is key to ensuring Graduation arrangements run smoothly.

APPENDIX 5 – PARTNER (RE)APPROVAL REPORT TEMPLATE

Partner Approval
XXXXXXXXXX

SUMMARY REPORT
XXX 2020

UNIVERSITY OF
CHICHESTER

Background to the approval process

The approval process was designed taking account of the European Standards and Guidelines; and the appropriate elements of the OfS Conditions of Registration.

The panel considered documentation provided by the partner prior to the event, from which an agenda was formulated for the day. The panel agreed conditions and recommendations.

The provision is based within the Department of [INSERT DEPT].

Background to the institution

Brief outline of proposal
Brief outline on the partner, country, benefits of the collaboration
Evidence base
Recognition by any government body or equivalent
Size of institutions/HE numbers if mixed economy
Briefly outline arrangements, meetings with staff, site visits, resource visits, meetings with students

Brief history/description of the partner institution
Current structure/staffing/services/systems for peer observation of teaching
Overview of resources/ teaching and learning /admission/induction/academic and pastoral support/welfare/systems for student feedback
Overview of regulations/appeals/complaints/academic malpractice

The Approval Panel

The approval was conducted by the following team of panel members. The approval visit was undertaken on xxxxxxxxxx

Name Role, Institution
Name Role, Institution
Name Role, Institution
Name Role, Institution

Approval Panel Conclusions

Based on the panel's evaluation, supporting documentation and meetings conducted during the visit, the panel found sufficient evidence to confirm:

That the partnership arrangement ensures that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks.	
That the partnership arrangement ensures that academic standards at, and beyond, the threshold level are reasonably comparable with those achieved by other UK providers.	
That the partnership arrangement ensures that all aspects of the student's academic experience from admissions through to outcomes can be considered high-quality. The awarding organisation is also responsible for ensuring that enhancement	

	opportunities are available to students.	
	That the partnership arrangement ensures that student needs are consistently met.	
	That the partnership arrangement ensures that effective processes for the management and oversight of all aspects of the students' academic experience to ensure that this is high-quality. These will include regular monitoring and review of the course(s), the teaching staff, the facilities, other resources and seeking, and acting on, where relevant, feedback from all involved in the provision with a particular focus on student feedback and outcomes.	

Commendations	Academic Board
	Recommended for approval.
Conditions / Recommendations	Further information
	Officer: NAME

- approach to ensuring comparability of the student learning experience
- comparability in relation to teaching and learning
- comparability in relation to availability of resources
- comparability in relation to student support
- approach to working in partnership with students
- approach to seeking and responding to student feedback
- approach to student diversity
- approach to engaging, developing and supporting partner staff
- how approaches to equivalence of outcomes work
- approach to using data to inform decision-making

Partner Approval Checklist

Record of visit to:	Date:
Undertaken by:	

*If the documents required are in a language other than English, the University of Chichester visitor is asked to confirm if they can be obtained in English and, if so, whether they satisfactorily meet the University's requirements.

Category	Confirmation of sight of relevant documents and/or observation on suitable facilities.
Confirmation of intended relationship / status of students with the proposed institution.	
Admission requirements/mapping to UK NARIC	
Is the organisation aware of the Office for Students and its role in maintaining and enhancing the quality of UK HE awards. (Attention should be drawn to the UK Quality Code for HE)	Please provide the proposed partner institution with copies of OfS B Conditions of Registration.
To what extent can the aims of the potential partner and of the University be seen to be compatible particularly in terms of mission, objectives, strategic plan and subject portfolio?	As above
What is the management structure of the proposed partner organisation? Is there a Senior Management commitment to the ownership of Higher Education provision in collaboration with the University of Chichester?	Please obtain a copy of the organisational structure of the proposed partner institution
Does the organisation have collaborative arrangements with any other UK Higher Education institutions? Please list them, and the dates from/to which the arrangements apply.	If there is independent documentation concerning other UK HEIs with whom the proposed partner is in collaboration, please obtain copies.
Has any previous relationship with a UK HE provider been terminated, and if so, when, by whom and why?	
Is the potential partner committed to ensuring that any awards delivered under the University of Chichester will be subject to Chichester's normal quality assurance and enhancement procedures? (Programme approval, annual monitoring, minor change, periodic review) No students may be registered on a programme in a partner institution unless that programme has been formally approved through the University's normal procedures.	Please ensure that the proposed partner institution has a copy of an understands the Quality Handbook
Does the potential partner have a demonstrable commitment to evaluating the student experience? What methods are used and how	Please obtain copies of any evaluation instruments currently in use. If there are completed evaluations relating to earlier courses, it would be helpful to obtain copies

will the outcome inform the annual monitoring exercise?	and to determine how they have been used to enhance the student experience.
Is the potential partner willing to follow assessment procedures consistent with those at the University of Chichester, in particular the engagement of External Examiners? (The University of Chichester will retain ultimate responsibility for the appointment and the functions of the External Examiners but will expect the co-operation of the partner institution in enabling them to fulfil their duties) If the language of delivery is not English, what translation arrangements will be made to enable the processes of assessment and moderation by External Examiners?	Please provide the proposed partner institution with a copy of Chichester's Academic Regulations and the Handbook on External Examining and draw attention to relevant sections
Is the potential partner organisation aware that the University of Chichester will retain sole responsibility for the issuing of transcripts and certificates?	
Is the potential partner organisation demonstrably committed to issues of Equal Opportunity, Disability, and Health and Safety, consistent with the University of Chichester's intentions?	Please obtain copies, in translation if necessary, of the proposed partner institution's policies on these matters- the partner is responsible for bearing any associated costs
Does the potential partner institution have a published Admissions Policy for the programme and is this consistent with University of Chichester expectations?	Please obtain a copy of the proposed partner institution's Admissions Policy showing the thresholds for the admission of students to higher education programmes at the level intended in the partnership arrangement
Quality assessment of potential partner organisation. Summarise the status of the institution. Is there evidence of its reputation in its home country? Is there an external assessment of the organisation itself, or the quality of its provision? If so, when was the most recent assessment and by whom was it undertaken?	
Confirmation that the prospective partner is aware that if it is intended to deliver any programme which is already subject to UK recognition, through Chichester, by a professional, statutory or regulatory body, the University will be required to ensure that the PSRB is informed of the potential partnership. The status of the programme should be made clear to prospective students in the event that the PSRB declines to recognise the programme through the collaborative partner.	
Staff recruitment, performance management/appraisals/ staff development.	

Research/scholarship policies, including policies relating to ethics	
Learning environment – real and virtual. Are these appropriate and sufficient for higher education provision for University of Chichester students? Computers/IT infrastructure/internet availability/VLE. Are these appropriate and sufficient for higher education provision for University of Chichester students? Teaching rooms: Are these appropriate and sufficient for Higher Education provision for University of Chichester students?	
Student support infrastructure – careers, personal tutoring, welfare, student support services: Are these appropriate and sufficient for higher education provision for University of Chichester students?	
Confirmation of the existing approved status of any awards intended to be delivered under the University of Chichester brand. Please list the names of such awards, and their current approved status	Please obtain validation reports or equivalent
If the programme is to be delivered in a language other than English, what assurance is there that the intended curriculum, learning objectives and assessment strategies are comparable to the experience of UK students and meet University of Chichester expectations?	
The University of Chichester will appoint a Link tutor to work with the course team. How will the team communicate with the Link tutor, if the language is not in English?	
Admission: How will students apply for admission to the programme? The panel should ensure that the partner understands the University's processes for Admission, noting that the normal University Admissions procedures will be administered by the University's Admissions Office, in English	Please ensure that the potential partner institution has a copy of the University's Admissions Policy
Registration: How will students be registered on the programme? The panel should ensure that the partner understands the University's processes for Registration, noting that the normal University Registration procedures will be administered by the University's Academic Registry, in English. Registration records will be held by the University of Chichester, in English.	
Administration: Does the partner institution intend to appoint an Administrator to support this programme? How will this be achieved in	

terms of linking with the University of Chichester, if the language is not English?	
The final locus of responsibility for the assessment of students will lie with the University of Chichester. Who will mark the work in the first instance and if the language is not in English, how will those marks and the student work be transmitted to the University of Chichester?	
Board of Examiners: This will be run by the University of Chichester, either in the partner institution or via video conferencing, annually. The University's appointed External Examiner will be expected to attend, having completed their moderation of student performance. The external examiner should also be given an opportunity to visit the partner and their students.	Mitigating Circumstances. Please ensure that the proposed partner institution is aware of the University's arrangements through which Boards of Examiners may take account of students needing to claim mitigation.
Clarify the extent to which students on University of Chichester programmes will be subject to the Regulations (e.g. Complaints, Appeals) of Chichester or of the partner institution.	Please obtain a copy of the Academic Regulations (particularly on Complaints and Appeals) of the proposed partner institution.
Approximate numbers of students intended to be registered on University of Chichester Awards, year by year for the first three years of the partnership	
What evidence is available to demonstrate levels of demand for the programme?	
What are the minimum entry qualifications for applicants to this/these programmes? Are they comparable with UK HE expectations?	Please cross-refer to the Admissions Policy
Intended date of commencement of programme(s)	
Is it intended to recruit students with prior credit – if so, how much credit and from where?	Please cross refer to the Admissions arrangements
How much UK HE credit will the intended programme(s) award?	
If the programme is a 'top up' at honours degree level, how will students be prepared to undertake the independent project/dissertation? Is there an automatic progression from a lower Award, or is there a need for a bridging course to develop research skills? If so, who will deliver that course, and how will it be assessed?	
Does the partner intend that successful students should progress to a University of Chichester award in the UK? If so, which award?	
Can the partner confirm that the programme will be delivered exactly as approved by the University of Chichester? Would the partner wish to apply for any local amendments to the	Please ensure that the proposed partner institution has a copy of and understands the Quality Handbook

programme to be considered by the University of Chichester's Academic Standards Committee?	Any changes to extant University of Chichester awards would need to be approved.
Who will deliver the intended programme(s)? Staff from the partner institution, from the University of Chichester, or from elsewhere? Do the teaching staff from the partner institution have appropriate expertise to deliver University of Chichester modules from the proposed programme? What arrangements are in place for a suitably qualified staff team to deliver a University of Chichester award?	Please cross refer to the CVs for intended teaching staff
Will the programme(s) involve any distance or flexible learning? If so, what infrastructure is in place to support this?	
If the programme can involve a work placement with local industry, is there sufficient capacity within the industry to accommodate the students, and how will it be managed?	Please provide evidence of relevant industry placements

APPENDIX 6 – PROGRAMME APPROVAL REPORT TEMPLATE

REPORT ON PARTNER PROGRAMME APPROVAL

Programme/s	
Date	
Partner	
Type of provision	Status of students will be either contractual/non-contractual.
Site	
Mode of study	
Panel	
In attendance	
Officer to the panel	

Introduction

The panel considered documentation provided by the programme team prior to the event, from which an agenda was formulated for the day.
The provision is based within the Department of [INSERT DEPT].
The evidence base included:
[INSERT DOCUMENTS PROVIDED]
- Briefing notes
- Student programme handbooks for each programme
- Equal Opportunities Policy
- Health and Safety Policy
- Regulations
- Organisation Chart

Internal and external peer contributors read and commented on all documentation provided, and were full members of the panel.

Conditions/Recommendations [INSERT DATE FOR COMPLETION]

The panel re-approved the partner to deliver the programme(s).
The approval is subject to the following conditions which should be met by [DATE] (with a brief report to be provided to AQSS explaining how conditions and recommendations have been met):
Conditions:

Recommendations:

Findings of the Approval Event
1. Academic Standards
1.2 Aims and outcomes:

1.3 Curricula:
1.4 Assessment:
1.5 Maintenance and enhancement of quality and standards:

2. Quality of Learning Opportunities

2.1 Student progression:
2.2 Teaching and learning:
2.3 Learning resources:

3. The enhancement of the quality of learning opportunities

The panel identified the following:

APPROVAL TO TEACH

Approval to Teach

Basic Information

Name of proposed partner institution/organisation and location, including country.	
Partner Name and Address	
Website Address	
Date of Visit	
Name and Position of Individual Undertaking Venue Check	
Link Tutor	

General Resources

Does the proposed venue have adequate teaching rooms for the delivery of the programme and will these be accessible to staff and students (e.g. card access) Please comment on the size and layout of the teaching rooms, the number of tables and chairs, the availability of individual study spaces.	
Are there any specialist facilities required for the delivery of the programme? Please comment on whether the teaching activity conducted at the venue requires specialist facilities and whether these are provided and accessible to students outside of teaching time.	
Does the venue have adequate and accessible library resources?	

Please comment on the quality of the library spaces and resources (i.e. texts, journals etc.) available at the venue.	
Does the venue have adequate IT and AV Resources? Please comment on the IT and AV resources available at the venue (i.e. IT suites, internet access, interactive white boards, data projectors, laptops, DVD players) Are there any constraints, e.g. limited opening hours.	
Is there a requirement to book IT and AV resources? Please note whether IT and AV equipment needs to be booked by teaching staff in advance. If so, please provide the booking arrangements and contact details.	
Is there an IT Helpdesk onsite? Please note whether there is an IT Helpdesk or IT Co-ordinator on site. If so, please provide their contact details.	
Are there recreational facilities available for students? Please provide details of the recreational facilities on site for students (i.e. canteen, common room etc.)	
Is there provision for residential accommodation? Please note whether students stay in residential accommodation on the venue site. If so, please comment on the quality of this accommodation.	
Are there car parking facilities for students? Please provide details of the car parking facilities on site for staff and students.	
Are there convenient public transport links? Please provide details of the accessibility of the venue by public transport.	

Health and Safety

Please confirm the venue has an up-to-date Health and Safety Policy Statement in place which is obtainable on request.	

First Aid

Will there be nominated First Aiders on site at all times while students are at the venue? Please note whether there are nominated First Aiders on site and how they can be contacted in an emergency.	

Fire Safety

Is there a Fire Risk Assessment in place? If so, is it obtainable on request? Please state where this is located and who to contact to obtain a copy.	
Are there clear fire instructions displayed throughout the venue? Please confirm these are up to date throughout the venue.	
Are there fire escape routes and doors clearly signed and clear from obstruction? Please give details.	
Are there working and regularly tested fire alarms? Please give details regarding the frequency of tests and the type of alarm (eg lights, siren)	
Where are the fire refuge points located? Please confirm the accessibility of fire refuge	

points, particularly for students with limited mobility.	
Appointed Fire Wardens/Marshalls	

Accessibility

Are there designated disabled parking spaces close to the entrance of the venue? Please confirm number available and booking process if applicable.	
Is the main entrance accessible to all (i.e. level/permanently ramped)? If not, is there an acceptable alternative entrance for disabled students (i.e use of alternative entrance/use of mobile ramps) Please confirm the venue is suitable for students with mobility problems.	
Is the main entrance fitted with automatic doors? Please confirm the venue has automatic doors and whether these automatically open when the fire alarm sounds.	
Are all the facilities required for programme delivery on Ground floor level only? If not, please confirm where the facilities are located.	
Are there suitably sized lifts to upper floors? Please confirm whether the lifts provide wheelchair access to the upper floors.	
Does the venue have level access on every floor? If not, please confirm the provision in place to support students in accessing venue facilities.	

Are the doorways/corridors/rooms wide enough and laid out well enough to allow wheelchair users to move around easily? If not, please confirm how the venue will ensure wheelchair users will use the venue.	
Are there accessible catering facilities on site? Please confirm the facilities available for students.	
Does the venue have an accessible lavatory, fitted with grip rails and an emergency alarm, within close proximity to the teaching rooms?	
If residential accommodation provided, accessible bedrooms for students.	
Evacuation plan for disabled individuals	
Evac chairs located near stairwells	
Visible fire alarms/or a pager system	
Adjustments in room layout if a sign language interpreter or personal reader required	
Fitted/Mobile induction loops on site	
Agreements for the use of personal induction loops on site	
Photocopier with zoom facilities made available	
Guide Dogs are allowed to enter the site	

Teaching resources

Are a sufficient number of qualified teaching staff in place to deliver the programme?	
Is suitable academic skills support available to the students?	

Learning resources

Are suitable books available?	
Are core texts available?	
Are suitable reference books available?	
Are suitable electronic references available?	
Are suitable journals and periodicals (paper and electronic) available?	

Are suitable support staff with appropriate expertise available?	
Any other programme specific learning resources	

IT Facilities

Sufficient PCs available	
Is the standard specification of PCs suitable for this programme?	
Is the software provided appropriate?	
Is technical help available?	

Student support

Careers, information, advice and guidance	
Independent counselling	
Disability support	
Learning support	
Dyslexia support	
Financial welfare	
International student welfare	
Health advice	
Sports facilities	
Catering facilities	
Students' Union	

a) **Signature of Individual Undertaking Venue Check**	
b) **Date of Signature**	

APPENDIX 7 – SAMPLE AGENDA FOR OPERATIONS MEETING

AGENDA
Operations Meeting with xxx
Time, Date,
Bishop Otter Campus

1. Introductions and roles
2. Brief overview of the Partner and details of programmes and delivery
3. Admissions
4. Process for registering students on programme and modules under validated arrangement
5. Managing withdrawals and intermissions
6. Proposed timing of Boards; which Boards will these programmes feed into/dates of terms or semester
7. GDPR
8. Quality assurance:
   - Extensions
   - Mitigating circumstances
   - Academic malpractice
   - External examining
   - Minor change
   - Annual monitoring
   - Periodic review
9. e-Resources
10. Any other business

APPENDIX 8 – ROLE OF THE LINK TUTOR

Summary

The Link Tutor is the key link between their department, the University and the partner. The role of the Link Tutor is very important in supporting partners to maintain standards (through the moderation of work) and enhance quality in these programmes. The Link Tutor is required to make formal reports annually and maintain a log of visits to/by the partner. The Link Tutor role carries responsibility on behalf of the Academic Department and the University and time will be allowed to enable duties to be carried out effectively. An annual calendar is agreed with the partner at the start of the year.

The Role

1. Curriculum and Programme Development

- Appreciate the nature of the student experience through direct contact with students and familiarity with student evaluations;
- Discuss with the Programme Team possible developments and new initiatives of the curriculum that would enhance student learning and the student experience;

2. Quality Assurance and Enhancement

- AQSS will collate CVs annually – this also enables the SIZ to update their records allowing user request forms to be distributed to enable access to MAF etc. but the LT will have a role in approving the CVs for staff teaching at partner organisations/institutions;
- Moderation of student work; usually the sample provided to the external examiner;
- Provide academic advice and guidance to the Programme Team in contributing to annual monitoring of quality.

3. Enhancement of Learning and Teaching

- Facilitate opportunities for closer working between the partner programme and other programmes within the Department. This might include cross moderation of assessment, team teaching, opportunities for students to meet peers from different programmes, etc.
- Visit and observe or take part in delivery of the collaborative programme;

4. Support for Programme Management

- Liaise with relevant colleagues in Admissions and Academic Registry as required to ensure that students are admitted and registered on both programme and modules in accordance with agreed arrangements;
- Log all visits made to, or by, the partner organisation, and ensure that the Department is made aware of any emerging issues in good time.

An Academic Partnerships Forum is held three times a year, and these meetings aim to encourage peer support by providing Link Tutors with an opportunity to share experiences and promote the exchange of good practice. The University's External Adviser for Academic Partnerships attends these meetings. The Forum also provides the opportunity for a cross-University perspective to be gained from Annual Monitoring. In this respect, the Forum supports the work of Academic Standards

Committee in maintaining the quality and standards of programmes delivered by collaborative partners.

The Link Tutor is also required to write a brief report to inform meetings of the Academic Partnerships Forum (in November and June) and annual monitoring (guidelines below).

Link Tutor's Report

Guidelines

The Link Tutor is required to submit reports to the November and June meetings of the Academic Partnerships Forum. This should be based on a summary of the Link Tutor's visits to, or by, the partner organisation during the year and should address the following issues, when appropriate:

Programme Name	
Academic Partner	
Year	

Comments on your moderation of student work and the appropriateness of assessment arrangements of the Partner Institution: Please confirm that you have moderated a 20% sample of student work
Comment on any matters raised by staff:
Comment on any matters raised by students:
Any general observations in relation to arrangements for maintenance of standards and quality assurance:
Other comments:

Link Tutor's Name: …………………………………………………..

Link Tutor's Signature: …………………………………………………

Date: ……………

APPENDIX 9 – CRITERIA FOR APPROVAL OF PARTNER TEACHING STAFF

Criteria for the consideration of staff at partner organisations teaching on University of Chichester programmes of study

- Level and subject of qualifications obtained by the individual are appropriate to the provision.
- The individual has sufficient range and scope of experience in higher education.
- The individual has experience of teaching at the level of the award. (Where the individual has no previous experience, mentor support should be put in place for the first year unless the individual will be involved with team teaching).
- The individual holds relevant professional qualifications (including a teaching qualification).

Along with appropriate academic qualifications, teaching staff are expected to have a sufficient level of English language proficiency both in general and in the specific vocabulary of the subject area being taught. This should be ascertained at the same time as investigating their academic credentials and confirmed, ideally with documentary evidence, during the due diligence process.

The University may need to send workers abroad either temporarily or permanently, or recruit staff to work for it in a different jurisdiction, or recruit staff to work in the UK from a different jurisdiction, or act as a host to workers from an international partner.

Therefore, the University may need to: establish what the employee's employment rights are; establish what local laws apply; ensure that the employment contract covers all relevant issues; ensure that risk assessments are conducted to ensure the employee's health and safety; ensure that all immigration requirements are complied with; confirm the taxation position and ensure appropriate arrangements are in place; check the pensions position; check that all relevant insurance is in place; ensure that no data protection principles are breached.

APPENDIX 10 – GUIDANCE NOTES FOR PANEL MEMBERS

Guidance Notes for Panel Members

Before the event

Take time to read the documentation in advance and ask for any supplementary documentation (or seek clarification with AQSS)

At the event

Your role as a panel member is that of a 'critical friend' who is there to discuss the proposal in detail and offer helpful suggestions to the institutional/programme team, as well as pointing out potential pitfalls and problems arising from your scrutiny of the documentation.

- Aim to foster an atmosphere of constructive critical dialogue with the team
- Do not leave major concerns unvoiced - these cannot be considered if they are not documented at the event
- If you are a panel member as a result of your subject expertise, please ensure that you are familiar with the appropriate subject benchmark

External academic panel members/external generalist panel members should be prepared to challenge assumptions held by the team or the university and offer a fresh critical but constructive perspective on aims/outcomes, curricula, assessment, learning resources, teaching and learning strategies, and student support.

Industry professional or employer representatives should offer a view on the value and relevance of the proposed programme in relation to industry, the profession and/or employer needs, and give close consideration to any work placement, work-based learning or employment-related aspects of the proposed programme

A meeting with students is arranged wherever possible, as this helps you to form a more holistic view of the provision and allows you to ask about delivery arrangements and learning and teaching from a student's perspective. The student experience should be a key focus of the panel's considerations.

Regulations and rules of assessment have been approved by the university and therefore cannot be challenged at an approval event.

Guidance Notes for Panel Chairs

Please open the event by welcoming panel members and asking everyone to introduce themselves.

Outline the purpose of the event, the structure of the day, the role of the panel and the range of possible outcomes of the event. Ensure that all panel members are clear about their own and others' roles.

Set a constructive tone to encourage productive dialogue with the institutional/programme team.

Encourage all panel members to participate and do not allow an individual panel member to dominate the discussion.

When you open the initial closed panel discussion, invite the external academic representative(s) to offer their views first, as they have been asked to join the panel because of their subject expertise. An appropriate 'batting order' might be:
external academic/generalist experts, internal academic experts, employer/professional body representative(s), other panel members.

At the end of the panel's initial discussion, summarise the main points raised and add any issues or questions of your own. This summary will form a framework for the panel's meeting with the programme team.

Plan the discussion with the students and the team by agreeing which panel member will lead questioning in specific areas, ensuring that the amount of time allotted to discussion of each topic aligns with its importance.

It can be helpful to invite the programme team to offer an initial short presentation of their proposal as a preliminary to the discussion with panel members (this should normally be considered and agreed through the Officer in advance of the event).

At the start of the meeting with the team, ask all present to introduce themselves again (including institutional/programme team members) and set a positive tone by thanking the team for attending and giving some positive feedback from the panel before commencing discussion of the issues.

Ensure that all issues that might lead to conditions, requirements or recommendations are covered in the meeting with the institutional/programme team, so that any conditions, requirements or recommendations attached to a decision do not come as a surprise at the end of the event.

Discuss the outcomes of the team meeting with panel members at the next closed panel session, summarising those issues where a satisfactory response was given, noting any queries that were not fully resolved and agreeing any points of good practice that emerged during discussion

Discussion with students is conducted formally, with all panel members present.

Allow panel members a period of time after meeting students to feed back any fresh issues raised, queries resolved, or points of good practice mentioned.

At the conclusion of the event, state clearly the panel's decision and any conditions, requirements and/or recommendations and associated deadlines, but remind teams that the report will be the definitive record of conclusions reached and any conditions, requirements and/or recommendations set.

Use the Officer as a source of knowledge and consult with him/her to confirm that the aspects to be explored during the event have been addressed.

After the event, agree the draft report with the Officer.

Guidance for Officers

Your role is to take an accurate record of the meeting and to help the Chair to formulate conditions, requirements and recommendations.

When you arrive, ensure that panel members have all the information they require.

If not, try and arrange for it to be provided as soon as possible.

Ensure that refreshments have arrived.

Ensure that name cards have been distributed (if not, improvise).

Try to ensure that the Chair drafts a full set of conditions, requirements and recommendations prior to the final meeting of the panel.

Circulate draft conditions, requirements and recommendations to the team as soon as possible (following approval by the Chair).

Agree the draft report with the Chair, and then circulate to all panel members for comment.

CHECKLIST FOR PARTNER APPROVAL/RE-APPROVAL PANEL MEMBERS

1	Educational objectives and organisational structure
	What are the overall management and governance structures for higher education?
	Is there a clear commitment to the partnership?
	Do strategies align?
	Comments:

2	Due diligence
	Were financial, legal and reputational due diligence satisfactory?
	Comments:

3	Resources
	Are the qualifications of staff appropriate to the provision? Are staff development arrangements appropriate? Is there a policy for scholarly activity? Is there an HE study space in the library (or equivalent)? Access to computers and/or specialist equipment? Texts etc?
	Comments:

4	Regulations
	Do policies for academic malpractice, ethics etc. align with those of the University?
	Comments:

5	Quality management
	How does the partner assure themselves of the quality of information provided to the University? How does it align its provision with OfS requirements/sector reference points? How is use made of management information? How does the partner assure itself of the accuracy of information?
	Comments:

6	Assessment
	How will the partner manage the administration of assessment, and liaison with the external examiner?
	Comments:

7	Student learning experience
	How is feedback collated, and how is feedback on actions taken given to students? Admission and induction? Academic and pastoral support? Careers information and guidance? Student support i.e. dyslexia?
	Comments:

8	Conditions/recommendations
	Conditions must be satisfied prior to the partnership commencing, recommendations are for future development.
	Comments:

9	Areas of good practice
	Areas worthy of dissemination
	Comments:

APPENDIX 11 – PROGRAMME DESIGN AND APPROVAL

Design criteria

- Do the institutional guidelines for the design of programmes allow for the promotion of good practice in programme design?
- Do they provide the assurance that standards are set appropriately and intended learning outcomes specified accordingly?

Level

- At what level is the programme being designed/evaluated?
- What is the level of the intended learning outcomes for the programme for any named stages in the programme?
    - A level is an Indicator of the relative demand, complexity, depth of study and learner autonomy involved in a programme. Various systems are currently in use to identify levels, including descriptors indicating the intellectual and skill attainment expected of students.
- What is the location of the programme on *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland*? Are there any European or other reference points that should be considered with regard to level?

Progression

- Does the curriculum promote progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?

Flexibility

- Has the range of requirements of learners likely to enter the programme been considered?

Coherence

- Has the overall coherence and intellectual integrity of the programme been considered?
- Has the programme been designed in a way that will ensure the student's experiences have a logic and integrity that are clearly linked to the purpose of the programme?
- Have the academic and practical elements and opportunities for personal development and the academic outcomes been considered?
- Have the breadth and depth of the subject material to be included in the programme been determined?

Integrity

- Are the expectations given to students and others about the intended learning outcomes of the programme realistic and deliverable?
- Has the feasibility of attainment of the outcomes been considered?

Reference points

- Have internal and external points of reference been used to inform the design of the programme?
    - External reference points might be provided by a subject benchmark statement, information about similar or parallel programmes elsewhere or expectations of PSRBs, or employer expectations (for example, as set out in occupational standards).

- In a student negotiated programme, an inherent part of the negotiation process will involve the student and tutor, in designing the programme, taking into consideration the intended level of the award and jointly agreeing the relevant sources of reference.

The following websites may provide further sources of information:

- Advance HE (www.advance-he.ac.uk) (formerly The Higher Education Academy)
- Information on external review processes operated by QAA (www.qaa.ac.uk)
- The European Association for Quality Assurance in Higher Education (www.enqa.eu)
- Standards and Guidelines for Quality Assurance in the European Higher Education *Area* (March 2015) (www.enqa.eu/index.php/home/esg/)

APPENDIX 12 – SAMPLE AGENDA FOR PARTNER APPROVAL

DATE

Partner Approval visit

09:30   Arrival and introductions at XXXXX / private meeting of the panel

10:30   Briefing/meeting with senior staff of XXXXX to include discussion of the agenda items below

11:30   Tour of facilities

12:00   Lunch and informal meeting with students

13:00   Private meeting of the Panel

14:00   Feedback to representatives of XXXXX

14:30   Close

Agenda for the Partner Approval visits

The University of Chichester respectfully requests to engage with colleagues at XXXXX in discussions around the topics listed below. This is in order that we can demonstrate to our Quality Assurance Agency, acting on behalf of the Higher Education Funding Council, England, that we have carried out due diligence in all the partnerships that we have with other organisations*.

i)   Compatibility of institutional missions and objectives.

ii)   History, standing and effectiveness of past and current collaborative relationships.

iii)   Quality assurance policies and processes.

iv)   The draft Memorandum of Agreement - cultural, legal, financial and political environment of proposed partner institution and potential effect on institution's ability to exercise its responsibilities under the intended agreement.

v)   Administrative support for programme management and quality assurance.

vi)   Academic support arrangements for students, including possible links with the University.

vii)   Resources and infrastructure to support programmes, including learning resources.

viii)   Responsibility for promotion, marketing and the production of publicity material.

ix)   Staffing, including arrangements for appointment, induction and development in the context of the proposed collaboration.

x)   Language of delivery.

*Detail is outlined in the 'Partner Approval Checklist' contained within Section E.

Xxx have provided the following documentation for consideration by the panel:

- Brief history of the institution
- List of people with whom the panel will meet (names, job titles, roles)
- Mission statement/strategic plan
- Prospectus
- Organisation chart/committee structure diagrams, where appropriate
- Overview of student numbers/staffing establishment
- Staff CVs
- Policies relating to reasonable adjustments to assessments for students who demonstrate the need (e.g. those with dyslexia, health conditions, Specific Learning Difficulties)
- Complaints procedure
- Student Protection Plan

APPENDIX 13 – SAMPLE AGENDA FOR PROGRAMME APPROVAL

Programme Approval of:

Programme Title to be delivered by Partner Name.

Programme Approval: Date – Location
Approval Panel:
In attendance:

Agenda
0930   Arrival and introduction at xxx / private meeting of the panel

1030   Briefing/meeting with programme staff

1200   Tour of the resources

1230   Lunch

1300   Meeting with students

1400   Private meeting of the panel

1500   Feedback to representatives of xxx

Agenda for Programme Approval

i)   Academic Standards:
- Aims and outcomes
- Curricula
- Assessment
- Maintenance and enhancement of quality and standards

ii)   Quality of Learning Opportunities:
- Student progression
- Teaching and learning
- Learning resources
- Enhancement

Documents for the Panel
Document 1   University of Chichester, Handbook for the Maintenance of Standards and Enhancement of Quality: Section E
Document 2   Draft Student Programme Handbook
Document 3   CVs of Academic Staff proposed to teach the programme

APPENDIX 14 – MAP OF AGREEMENTS

Academic Partnerships

Agreements managed by AQSS

Exchange agreements

Progression agreements

PSRB agreements

MoU agreements

To AQSS – to draft and ok with all partners → To VCG for agreement → To AQSS – to arrange signature of all partners → To AQSS – to file

Research

Misc. (i.e. Royal Literary Fund, trademarks)

Admission agreements

Consortia (i.e. EYPS)

School / other placements

AQSS

RO

Uni Secretary

Academic Dept / Institute

APPENDIX 15 - EXCHANGE AGREEMENTS MAP

Student exchange agreements means that, following due diligence checks, a bi-lateral agreement has been signed between the home institution and a non-UK institution (the host institution), whereby, under certain circumstances, undergraduate students have the opportunity to study for one or two semesters at the host institution, and to bring back credits which can be converted into the home institution's credit system.

```
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Approach to UoC/│     │ AQSS discuss    │     │ Visit to other  │     │ AQSS – due      │     │ To dept for     │
│ UoC approach to │ ──▶ │ with relevant   │ ──▶ │ institution –   │ ──▶ │ diligence with  │ ──▶ │ comment         │
│ other institution│     │ dept            │     │ due diligence   │     │ AQSS to draft   │     │                 │
│                 │     │                 │     │ checks          │     │ agreement       │     │                 │
│                 │     │                 │     │                 │     │ (Complete forms │     │                 │
│                 │     │                 │     │                 │     │ A & B)          │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘     └─────────────────┘     └─────────────────┘
                              ▲                         │                                               │
                              │                         ▼                                               ▼
                        ┌─────────────────┐     ┌─────────────────┐                             ┌─────────────────┐
                        │                 │     │ Confirm entry   │                             │ To VCG for      │
                        │                 │     │ point/ language │                             │ agreement (with │
                        │ RENEWAL         │     │ and visa        │                             │ due diligence   │
                        │                 │     │ requirements    │                             │ brief, forms    │
                        │                 │     │ with Academic   │                             │ A & B)          │
                        │                 │     │ Registry        │                             │                 │
                        └─────────────────┘     └─────────────────┘                             └─────────────────┘
                              ▲                                                                         │
                              │                                                                         ▼
                        ┌─────────────────┐                                                     ┌─────────────────┐
                        │                 │                                                     │                 │
                        │ To AQSS for     │ ◀────────────────────────────────────────────────  │ To AQSS to      │
                        │ filing          │                                                     │ arrange         │
                        │                 │                                                     │ signature       │
                        └─────────────────┘                                                     └─────────────────┘
```

APPENDIX 16 - FORM A PROPOSAL TO SET UP AN INTERNATIONAL EXCHANGE

FORM A

Proposal to set up an International Exchange

Subject area initiating link:

Name and extension number of proposer:

Name and address of proposed partner institution (including any contacts):

Brief description of proposed partner institution:
Please give details including indicators of status and reputation and existing agreements between proposed partner and other UK institutions of Higher Education.

Please provide a summary of the rationale for proposing the partnership:

NB: If the proposal is for student exchange a preparatory visit will need to take place to the proposed institution, See Form B.

I agree that the proposed agreement is within the interests of the department and is consistent with the University's mission statement and strategic direction.

SIGNED (Deputy Vice Chancellor):   Date:

APPENDIX 17 – FORM B INTERNATIONAL EXCHANGE QA FORM

FORM B

International Exchange – Quality Assurance Form
To be completed at preparatory visit to partner institution

Form completed by (member of staff/department)

| |
| |

Please indicate if this is a new exchange or a renewal of an existing exchange.

| |
| |

Section 1   The Partner Institution

11. Name, Address of Partner Institution:

| |
| |

1.2 Is the partner institution officially recognised by the relevant government body? If yes, please state which.

| |
| |

1.3 How long has the partner institution been established?

| |
| |

1.4 What is the size of the partner institution? (i.e. number of students/staff)

| |
| |

1.5 Contact details

Personal contacts

| |
| |

Please identify the name and full contact details of the person/office responsible at the partner institution for administrative assistance of international/exchange students

| |
| |

Please identify the name and full contact details of the person responsible at the partner institution for academic supervision of the students.

| |
| |

Please identify the name and full contact details of the person responsible at the partner institution for immigration issues?

```

```

Does the partner have an office/department dedicated to dealing with students with disabilities? Please give contact details:

```

```

1.6 Does the partner have an office / department dedicated to dealing with accommodation for exchange students?

```

```

1.7 Will students be guaranteed accommodation at the Partner Institution? If not, is accommodation easily available close to the Partner Institution and is there help provided in securing non-University owned accommodation?

```

```

1.8 What sports and social facilities are available?

```

```

1.9 What sort of insurance policy will the student need to have whilst abroad?

```

```

1.10 Are there any compulsory charges made by the host university to students studying on exchange, please give details?

```

```

Section 2   Choice of Partner

2.1 Explain briefly why this partner institution has been selected and the aims of the link. What subject area would the exchange be in? How would you ensure student numbers would be reciprocal?

```

```

2.2 Give details of:
any visits between the two Institutions
list of faculties/departments
relevant key research strengths
any actual or potential collaborative research work

```



```

2.3 Please detail what other links with this institution has with UK and other universities (i.e. exchange, validation, research).

```

```

Section 3   Intended learning outcomes, curriculum, learning and teaching

3.1 Please explain in detail how the curriculum mapping coheres with the home programme? How has comparability/level/equivalence been assured?

```



```

3.2 Please give an overview of teaching and learning strategies (i.e. the range and appropriateness of teaching methods, pedagogy, support for independent learning, quality of materials provided, student workloads); staffing levels and qualifications; and suitability of teaching accommodation

```

```

Section 4   Academic regulations

4.1 Does the partner institution operate an external examiner system?

```

```

4.2 Is there a student appeals procedure? How would this apply to an outgoing Chichester student?

```



```

4.3 Does the institution have a structure for considering mitigating circumstances applicable to exchange students?

```

```

4.4 Is there a student complaints procedure? How would this apply to an outgoing Chichester student?

```

```

Chichester:

4.5 Please detail the arrangements to be made at Chichester for support to be provided by the academic department during the study period.

```
```

4.6 What student welfare and support systems are in operation at the partner institution, a) generically available to all students; b) specific support for incoming exchange students?

```
```

Section 5   Programme Requirements/Assessment/Credit

5.1 Define the student cohorts who may participate in the programme and the duration and timing of the study period.

```
```

5.2 If the students are replacing Chichester credits with credits obtained at the partner institution define the workload expected of the student in terms of the credit equivalency to Chichester credits and the number of credits this corresponds to at the partner institution. How many credits constitute a full year load?   Please attach details of the host credit system. 120 UK credits = 60 ECTS.

```
```

5.3 What are the final assessment deadlines? What is the structure of the academic year?

```
```

5.4 What is the typical form of assessment for a module, which is comparable to a typical module in your Department? What is the range and size of modules? Would any difference in typical form of assessment give difficulties for outgoing Chichester students?

```
```

5.5 Does the institution allow students to re-sit assessments?

```
```

5.6 Does the host institution offer suitable courses in English? Is the host institution happy to accept students with no skills in the host country language?

```
```

5.7 If students will be taught in a language other than their first language, please specify the level of language attainment required of the student. How will it be ensured that Chichester students are able to attain the required level of language?

Section 6   Academic Resources

6.1 Please give a brief description of the library facilities available.

6.2 Please give a brief description of IT facilities available.

6.3 Please confirm that laboratory facilities, where relevant, are adequate for the course and would meet UK HE norms and Health and Safety regulations.

Please return this form to Katie Akerman, Director of Quality and Standards, k.akerman@chi.ac.uk

Presented to CPG: Date _____

Approved   ☐

Not approved   ☐

Reason not approved _____

Signed _____Position _____

Date _____

APPENDIX 18 – EXCHANGE AGREEMENT TEMPLATE

UNIVERSITY OF CHICHESTER

EXCHANGE AGREEMENT

Between: -
UNIVERSITY OF CHICHESTER, of College Lane, Chichester, West Sussex, United Kingdom
and
XXX, whose principal address is at XXX.

Hereinafter referred to as the Institutions.

Preamble:
The purpose of this agreement is to establish a student exchange programme between the Institutions in the subject area of XXX.

Both institutions agree that a period of study abroad can be of great academic and personal value to students. The basic principle of the exchange agreement is to give an equal number of students from each institution the opportunity to undertake such a study period at the other over the duration of the student exchange programme. Each institution agrees, in accordance with the conditions listed below, to accept nominated exchange students, register them as full-time non-degree students and provide them with tuition fee waivers.

1.   Definitions

In this Agreement the following terms and expressions will have the following meaning:
"Agreement" means this Memorandum of Agreement for the Exchange of Students and additional documents incorporated by reference;
"Exchange Programme" means the student exchange programme between the University of Chichester and XXX;
"Exchange Student" means a student enrolled in the Exchange Programme;
"Home Institution" means the institution at which the Exchange Student is registered as a full-time student and who sends the student to the Host Institution;
"Host Institution" means the institution that receives the Exchange Student on exchange during the Exchange Period;
"Exchange Period" means the period of time which the Exchange Student spends at the Host Institution;
"Student Learning Agreement" means the agreed programme of study that the Exchange Student will undertake during the Exchange Period.

2.   Term of agreement (duration)

2.1   This Agreement will become effective upon **XXX** and shall be effective for a period of five years from the date of the last signature or until earlier termination by either party in keeping with the terms of this Agreement.

2.2.   This Agreement will automatically be renewed for successive additional periods of five years unless either party advises the other in writing at least six months prior to the expiration of the particular term of its intention not to renew.

3.   Termination of the agreement

3.1   Subject to paragraphs 3.3 and 3.4 below, either the Host or Home Institution may terminate this Agreement at any time for any reason by providing 6 months prior notice of its intention to do so to the other institution. In the event that notice of termination is given, account will be taken of where both institutions stand in the annual exchange selection process, so that students who have already been selected and accepted for the Exchange Programme may still participate.

3.2   If an imbalance of exchange places exists at the time of termination of this Agreement, the institution which has hosted the larger number of Exchange Students shall be entitled to rectify the imbalance by continuing to send students to the other institution under the terms of this agreement within two years of the date of the official termination of the Agreement.

3.3   The Host and Home Institutions agree that notice of the termination of this Agreement will be provided in writing. Where such correspondence is provided by fax, the institution being advised of the termination of the agreement is to be provided with originals of the correspondence within ten working days of receipt of the fax.

3.4   Notwithstanding the termination of this Agreement for any reason, each institution agrees that it will continue to fulfil its responsibilities to Exchange Students already registered at their institution until the completion of their particular exchange period.

4.   Start date of the exchange programme

4.1   The earliest date for the Exchange Programme to begin under this Agreement is October 20xx.

4.2   At the University of Chichester, this is the beginning of the XXX academic year.

4.3   At the XXX this is the beginning of the XXX academic year.

5.   Length of student exchange periods

5.1   The minimum length of the academic exchange period is one semester and the maximum length of academic exchange period is two semesters.

5.2   Exchange Students from XXX may join the University of Chichester for Semester 1, Semester 2 or the full academic year (both semesters).

5.3   Exchange Students from the University of Chichester may join XXX for Semester 1, Semester 2 or the full academic year (both semesters).

5.4   An Exchange student who has been accepted for an academic exchange period of one semester will require the formal permission of both institutions before he/she may be permitted to extend their academic exchange period for a second semester.

6.   Nominated students, subject/s and level

6.1.   The University of Chichester will nominate undergraduate students from degree programmes taught by the Department of XXX. They will be in their 2nd year at the time of nomination and in their 2nd year at the time of participation.

6.2.   The XXX will nominate undergraduate students from degree programmes taught by the Faculty of XXX. They will be in their 2nd or 3rd year at the time of nomination and in their 2nd or 3rd year at the time of participation.

7. Incoming students, courses and level

7.1   The University of Chichester will accept incoming Exchange Students to study a maximum of four modules (courses) per semester from undergraduate degree programmes taught by the XXX. Exchange Students may also take up to two modules (within the four modules allowed) per semester from undergraduate degree programmes taught by other departments, including English Language modules. Access to specific modules is subject to availability and cannot be guaranteed. Other disciplines and postgraduate degree programmes will not form part of the Exchange Programme or form part of any Student Learning Agreement.

7.2   The XXX will accept incoming Exchange Students to study in the Faculty of XXX. Exchange Students may also take up to two modules per semester from undergraduate degree programmes taught by other departments. Access to specific units is subject to availability and cannot be guaranteed.

8. Student numbers

8.1   The Exchange Programme will normally cover 8 student-semesters per academic year at each institution, or 4 students two semesters (where 1 student-semester is 1 student studying for one semester).

8.2   Institutions will keep numbers of Exchange Students under annual review and will adjust the number of nominees as necessary in order to maintain a reasonable balance in the exchange over the duration of the agreement.

9. Selection of exchange students

9.1   Each institution will inform the other of its exchange application procedures and deadlines in good time each year. Each institution agrees to abide by the other's procedures and deadlines.

9.2   The Home Institution will be responsible for selecting Exchange Students for nomination to participate in the Exchange Programme. The Home Institution will recommend one Exchange Student for each exchange place available to the Host institution. These nominees will then complete and submit the Host Institution's exchange application form and any supporting documents as required by that form prior to the Host Institution's published application deadline date.

9.3   The final decision on the acceptance of nominated Exchange Students will lie with the Host Institution, (who, for the avoidance of doubt, retains the right to accept or reject any proposed Exchange Students) and who shall make final selection and shall notify successful candidates and the Home Institution within a reasonable period.

10. Admissions requirements

10.1   Nominated Exchange Students must be registered for a full-time undergraduate degree programme at the Home Institution and must have completed at least one year of continuous study at the Home Institution before the exchange year.

10.2   Nominated Exchange Students should be in good academic and disciplinary standing at the Home Institution, and not have outstanding assessment requirements.

10.3   Minimum academic standard for acceptance as an Exchange Student at the University of Chichester: Nominated non-native English Exchange Students are required to have an IELTS of at least 6.0 and appropriate academic pre-requisites in the area of XXX.

10.4   Minimum academic standard for acceptance as an exchange student at XXX: Students should have a minimum GPA of 2.5 or equivalent and non-native English students are required to have an IELTS of at least 6.0.

11.   General terms and conditions of the exchange

11.1   Exchange Students will continue to be registered at their Home Institution. They will also be registered as full-time non-degree students at the Host Institution.

11.2   Exchange Students can only be accepted for full-time study.

11.3   Exchange Students will return to continue their degree programme at their Home Institution after completion of their academic exchange period. Any application to transfer as a degree student from the Home Institution to the Host Institution will be subject to both institutions' standard rules and regulations for transfer.

11.4   Exchange Students will continue to pay tuition fees at their Home Institution. They will receive a tuition fee waiver from the Host Institution (that is, no tuition fee will be charged to them) but they will be responsible for all their other expenses. These include but are not limited to:
Living costs (accommodation, meals etc.)
Passport and visa costs
Transport
Insurance (health/medical, accident, travel, personal liability and possessions)
Textbooks and equipment
Photocopying and printing
Incidental expenses as may be required by the study programme
Guild fees/student's union fees on the same basis as home students

11.5   Exchange Students must abide by all rules and regulations of the Host Institution.

11.6   The Host Institution will make available to the Exchange Students the same access to facilities, rights and privileges as degree students at the Host Institution.

11.7   Each institution will arrange for a named member of staff to serve as Exchange Programme Liaison for the purpose of implementing and managing the Exchange Programme in conjunction with his/her counterpart at the partner university; to act as first point of contact with respect to the Exchange Programme; to assist students during the application process and on arrival; and to co-operate as appropriate with members of academic and administrative staff in matters of emergency, discipline, advice and evaluation.

11.8   Each institution will provide Exchange Students with immigration advice. Exchange students will be responsible for obtaining necessary documents for international study and complying with immigration and visa requirements. Subject to the student fulfilling the required criteria, each institution will provide any immigration documents usually required from the Host Institution.

11.9   Each institution will provide joining information, including guidance on the local cost of living, and will arrange orientation for Exchange Students.

11.10   Exchange Students will be responsible for complying with current immunization requirements and for maintaining adequate health and medical insurance. Each institution will provide advice on these issues in its joining information.

11.11   Exchange Students will be responsible for maintaining comprehensive accident, travel, personal liability and possessions insurance.

12.   Accommodation

12.1   The University of Chichester is not able to guarantee accommodation in halls of residence and that Exchange Students will be responsible for finding their own privately rented accommodation. The University of Chichester Accommodation Office will provide assistance in the form of access to a database of local vacancies, advice and a contract checking service. The XXX guarantees residence accommodation to exchange students who apply by the appropriate deadline. Off-campus housing options are also available and assistance is provided to students to explore housing options for both institutions.

12.2   In the event there is a student complaint or academic appeal by the Exchange Student, while participating in the Exchange Programme, the student complaint and academic appeal process of the Host Institution will apply. However, the Host Institution will immediately notify the Home Institution of any such matter and allow the Home Institution to participate to a reasonable degree in any formal procedure implemented.

13.   Assessments

13.1   Exchange Students will normally be required to take the same assessments as home students for the courses in which they are enrolled.

13.2   The Host Institution will assess the academic performance of all Exchange Students using the same criteria used for students registered in the programme of the Host Institution.

13.3   If the necessity arises, the University of Chichester, Department of XXX will try to arrange alternative assessments for exchange students who are unavoidably prevented from attending Semester 1 examinations by the necessity of attending the next semester's classes at their Home Institution. This undertaking applies only to the Department of XXX, so students who require alternative assessments should not take modules taught by other departments. The form of these assessments will be at the discretion of the Department. Alternative assessments will not be available in Semester 2.

13.4   The University of Chichester does not offer automatic re-assessment for students who fail a unit at the first attempt.

13.5   The XXX does not offer automatic re-assessment for students who fail a unit at the first attempt.

13.6   Each institution will issue students and their home institution with an official transcript of records within three months after the end of their final semester of study.

13.7   The obligations of the parties under this Agreement are only for the participating Exchange Students and include neither spouses nor dependents nor accompanying persons.

14.   Data protection

14.1   Both institutions appreciate that they will need to disclose to the other personal data relating to exchange students. Both institutions further agree that they will ensure that all student records and personal data relating to exchange students are held securely and confidentially and to further ensure that no such data is used or disclosed for any purpose other than so far as is necessary in connection with the administration of the student exchange programme. Both the University of Chichester and XXX acknowledge that personal data relating to participating students supplied by their home institution is to be processed by the host institution only in accordance with the terms of this Agreement and otherwise on the

express instructions of the home institution and agree that they will take appropriate technical and organisational measures against unlawful or unauthorised processing and accidental loss, destruction or damage of such personal data.

15. Third party rights

15.1 This Agreement is made solely and specifically between the two Institutions for their sole benefit. This Agreement is not intended to be for the benefit of and shall not be enforceable by any other person whether under the Contracts (Right of Third Parties) Act 1999 or otherwise.

16. Resolution of disputes

16.1 Both institutions agree that they will attempt to resolve any dispute in the first instance by mutual consultation and negotiation. However, it is also agreed that this agreement and any proceedings pursuant hereto shall be construed in accordance with and governed by the Laws of England and Wales and both Institutions hereby irrevocably submit to the exclusive jurisdiction of the English Courts.

17. Signatures

Signed on behalf of the University of Chichester
Signature: Date:
Name:
Position: Vice-Chancellor

Signed on behalf of XXX
Signature: Date:
Name: XXX
Position: XXX

APPENDIX 19 – PROGRESSION AGREEMENT TEMPLATE

This Agreement is made this   day of   200[   ]
between
UNIVERSITY OF CHICHESTER, of College Lane, Chichester, West Sussex, United Kingdom (hereafter referred to as **CHICHESTER)**
and
[full official name], of [formal/registered address] (hereafter referred to as **XXX** (replace with correct acronym throughout))

Together "the Parties" and individually "a Party".

WHEREAS
Chichester is a Higher Education Institution offering, amongst other things, a range of programmes of undergraduate and postgraduate higher education. XXX is a Higher Education Institution offering, amongst other things, a range of higher and further education programmes. Chichester and XXX wish to widen access to higher and further education by enhancing vocational progression opportunities between them. XXX wishes to offer its students the opportunity to transfer at key stages to certain programmes at Chichester and Chichester wishes to accept such students provided that they meet the criteria set down under this Agreement.

Chichester and XXX therefore agree as follows:

1.   XXX STUDENTS
1.1   Subject to the other provisions of this Agreement, CHICHESTER will allow suitably qualified students from XXX advanced standing or entry into those programmes listed in the respective Schedule attached to this Agreement and subject to any specific provisions contained therein. A student is suitably qualified for the purpose of this Agreement if he or she meets the entry requirements outlined in the respective Schedule.

2.   OPERATING PROVISIONS

2.1   Each Party will appoint a named member of staff to implement, monitor and evaluate the progress of this Agreement.

2.2   The Parties agree to work together as far as reasonably possible to provide a positive and constructive experience for students.

2.3   Applications for admission to the programmes listed in the Schedules to this Agreement must be submitted directly to CHICHESTER. Applications must be made through the UCAS admissions process unless expressly stated in the Schedule

2.4   CHICHESTER reserves the right to make the final judgment on the admissibility of any Students onto its programmes.

2.5   For the avoidance of doubt, CHICHESTER is not responsible for the validation, authorization and accreditation of those of XXX's awards which lead to the progression of students under this Agreement, unless expressly stated in the Schedule.

2.6	Each student who registers at CHICHESTER under the terms of this Agreement shall be subject to the regulations of CHICHESTER and is liable to meet the full cost of CHICHESTER tuition fees, and all other relevant costs and expenses.

2.7	Any major modification to a CHICHESTER programme listed in the attached Schedules must be notified in writing to XXX at least two months before the change takes place.

2.8	The Schedules will be reviewed annually and programmes may be discontinued or added and requirements altered subject to agreement between the Parties.

## 3.	PRINCIPAL OBLIGATIONS OF CHICHESTER

3.1	CHICHESTER will undertake all reasonable measures to give effect to this Agreement.

3.2	CHICHESTER's Student Recruitment will inform XXX of Open Day arrangements.

3.3	CHICHESTER agrees to offer a place on or an interview for a place on its programme to such of XXX's students who apply and who meet the programmes entry requirements. An offer of a place is subject to CHICHESTER's normal admission requirements (including successful interview where appropriate) and subject to availability of a place on the relevant programme.

3.4	CHICHESTER agrees to provide, on request, feedback to XXX and XXX's students on applications and interviews.

3.5	CHICHESTER agrees to monitor the performance of XXX's students on its programmes and provide feedback to XXX as appropriate so far as permitted under the General Data Protection Regulation.

## 4.	PRINCIPAL OBLIGATIONS OF XXX

4.1	XXX agrees to evaluate and screen prospective students from their respective programmes and to recommend students to apply for progression onto CHICHESTER programmes that are likely to meet the entry requirements of CHICHESTER's programmes.

4.2	XXX will ensure that students are provided with all relevant information, support and materials regarding CHICHESTER's programmes and admissions procedures. Materials which are the property of CHICHESTER shall remain as such and shall not be used for any other purpose without the express written agreement of CHICHESTER.

4.3	XXX will publicise the progression arrangements as appropriate and shall ensure that all advertisements or promotions of CHICHESTER's programmes shall include a statement to the effect that CHICHESTER reserves the right to offer an alternative progression route to the advertised route and cannot guarantee the advertised route remains open. XXX will make this clear to their students.

4.4	XXX will ensure that CHICHESTER is kept advised of any material programme or curriculum changes.

4.5	XXX will ensure that obtains permission from the University's Department of Marketing Communications and Access, for any marketing or publicity materials that use the University's logo or name in advance of publication.

## 5.	TERMS OF AGREEMENT AND AMENDMENT

5.1	This Agreement shall remain in force until terminated by either Party in accordance with this clause. Any revisions to this Agreement must be approved in writing by both Parties. Either Party may request a review of this Agreement at any time.

5.2 This Agreement may be terminated by either Party giving 3 months written notice to the other, or by either Party immediately should the other Party commit serious breach of the terms of this Agreement or should the other Party become bankrupt or enter into liquidation or other form of formal winding up.

5.3 For the avoidance of doubt, should grounds exist to terminate this Agreement but an opportunity is given to the Party in breach to remedy that breach, then this shall not be regarded as the innocent Party having waived the right to terminate at a later date should the Party in breach fail to remedy that breach in the time and manner (if any) specified.

5.4 Should either Party terminate this Agreement in accordance with Clause 5.2, there will be no new admissions of students onto the programmes. The following obligations shall survive until all registered students already on the programmes listed in the attached Schedules at the date of termination have completed their course of study at CHICHESTER and XXX:
a) Both Parties shall perform in full their obligations under this Agreement.
b) Both Parties shall make every reasonable effort to support the existing cohort of students.

5.5 In the event of this Agreement being terminated by either Party students already studying at XXX will qualify for progression provided they are suitably qualified at the end of their programme of study at XXX, however CHICHESTER reserves the right to offer reasonable alternative programmes of study to those programmes listed in the Schedule if such programmes can no longer be offered.

6. GENERAL

6.1 This Agreement does not create any right to enforce for any person not a Party to it except a person who is a successor to or assignee to either Party is deemed to be a Party under this Agreement. This Agreement may be rescinded or varied without the consent of or the need to give notice to any person not a Party to it.

6.2 This Agreement, and any Schedule identified within this Agreement constitutes the entire written agreement between the Parties, supersedes any similar agreement, whether oral or in writing as may exist between the Parties, and may only be modified in written amendment signed by the Parties.

6.3 Both Parties agree that in the performance of this Agreement, they will not discriminate unlawfully against any person on the basis of race, colour, national origin, religion, sex, sexual orientation or disability. This Agreement will be governed by the laws of England and Wales and subject to the exclusive jurisdiction of the courts of England and Wales.

Signed on behalf of   Signed on behalf of
THE UNIVERSITY OF CHICHESTER   XXX

SCHEDULE

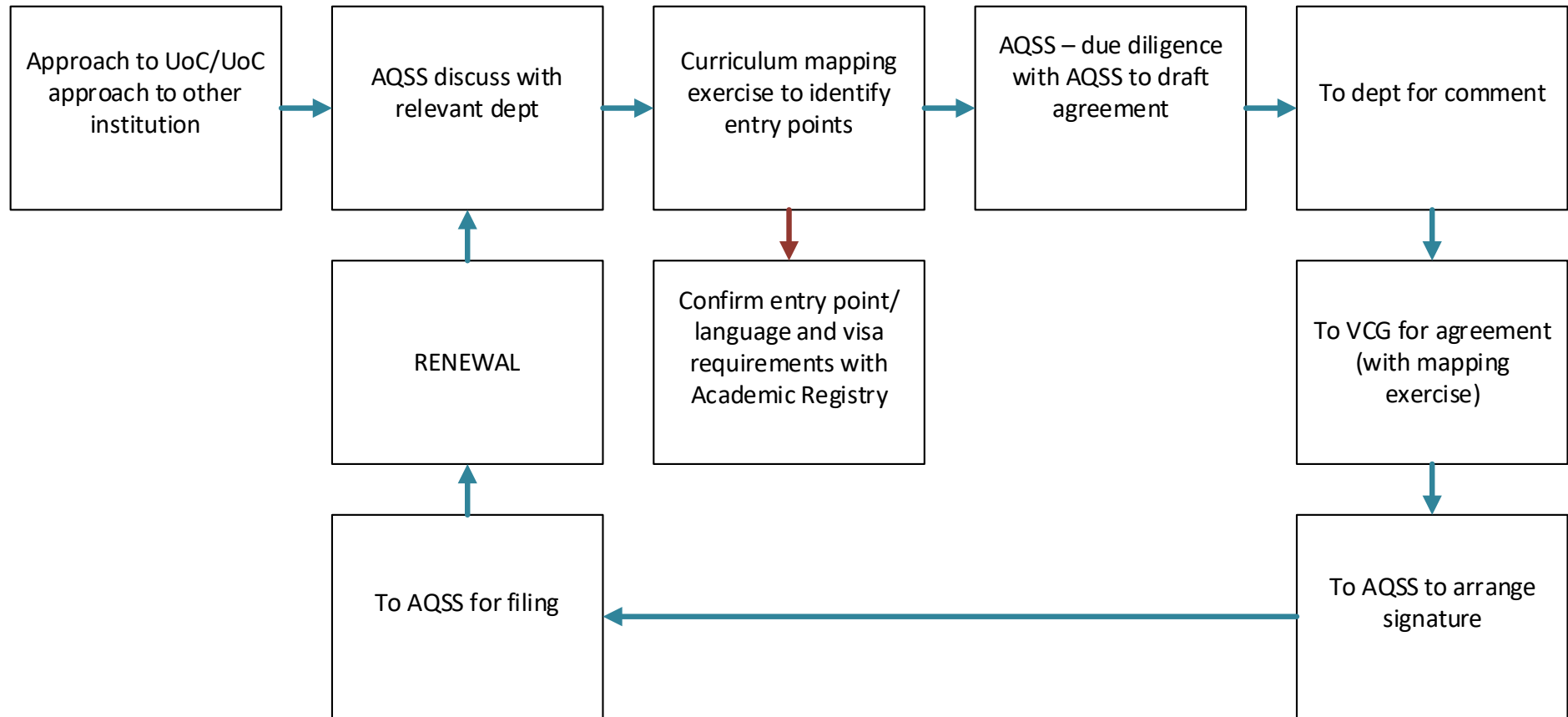| XXX PROGRAMMES	Progression onto Chichester Programmes

1.   Maximum numbers of students p/a (subject to availability)
2.   Entry conditions
Entry conditions are the successful completion of the relevant programme listed above at XXX with a minimum overall mark of []; and
Any other criteria.

Progression Agreements (other institution to UoC only) *

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Approach to UoC/│ ──▶ │ AQSS discuss    │ ──▶ │ Curriculum      │ ──▶ │ AQSS – due      │ ──▶ │ To dept for     │
│ UoC approach to │     │ with relevant   │     │ mapping         │     │ diligence with  │     │ comment         │
│ other           │     │ dept            │     │ exercise to     │     │ AQSS to draft   │     │                 │
│ institution     │     │                 │     │ identify entry  │     │ agreement       │     │                 │
│                 │     │                 │     │ points          │     │                 │     │                 │
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                        │                 │     │ Confirm entry   │                           │ To VCG for      │
                        │ RENEWAL         │     │ point/ language │                           │ agreement       │
                        │                 │     │ and visa        │                           │ (with mapping   │
                        │                 │     │ requirements    │                           │ exercise)       │
                        │                 │     │ with Academic   │                           │                 │
                        │                 │     │ Registry        │                           │                 │
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                        │ To AQSS for     │ ◀────────────────────────────────────────────── │ To AQSS to      │
                        │ filing          │                                                  │ arrange         │
                        │                 │                                                  │ signature       │
                        └─────────────────┘                                                  └─────────────────┘
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APPENDIX 20 – CURRICULUM MAPPING GUIDANCE

You should use this checklist when undertaking any curriculum mapping for progression agreements and this mapping must be undertaken prior to the signing of an MoA with a partner.
The curriculum mapping is valid for the length of the MoA (usually 5 years) and only in relation to the programme identified. The curriculum mapping must be undertaken by a member of staff with appropriate knowledge and experience of the subject area that is to be accredited. If the proposed activity involves an international partner you must notify the Head of the International Office.

Summary Information

Name of proposed partner	Name
Department	
Lead colleague(s)	Name Post Tel: Telephone number Email: Email address
Proposed commencement date	Details
Programme(s)	Details of University programme(s), modules or 'general credit' (list if more than one course)
Level(s)	State the level of entry
Total number of credit points to be accredited	Number
Colleague(s) undertaking the evaluation and quantification and mapping (if different from above)	Name Post Tel: Telephone number Email: Email address
Date on which this took place	Date(s)
Checklist valid until	Date (max. of 5 years after original mapping)

Curriculum-mapping

[Repeat this section for every programme, module, programme, unit or workshop that is to be accredited or to form part of the articulation arrangement. If the mapping is to satisfy 'other' entry qualifications only, then include details of how the proposed entry qualification is suitable].

Collaborating Body programme / module	Name of module, programme,
Description	Brief description of indicative content, including teaching and learning methods
Aims and learning outcomes	A clear indication of the intended outcomes (of the module/ programme). These should be stated in terms of the competences expected at any level
Equivalent FHEQ level	4 5 6 7 [delete as appropriate] (Is the provision at a defined level of the FHEQ? (If not, it must be mapped to one (or more) level(s) of the FHEQ?))
University module(s)	Name of module(s), level and credit volume
University learning outcomes	Learning outcomes for the University module(s)
Additional assessment required	
Assessment methods	Does the module/programme provide students with the opportunity to meet the learning outcomes of the University module(s) (and award) (where applicable)? Are students required to submit a portfolio or other written assessment during their programme? Is there a suitable range of work undertaken to map to the range of assessment methods and the development of key skills for the University module(s)? What is the student workload? How is equivalence of standard ensured between all participants? What are the arrangements for external moderation? (Here, for example, you might want to consider whether the students are adequately prepared to write essays, complete 3-hour examination papers, participate in group work or complete a dissertation.)
Learning resources	Are the students used to using information from sources other than one set text or from the Internet? (If they are not this would not necessarily be a reason not to pursue an agreement but you must consider whether this accords with expected learning outcomes relating to independent learning and development of critical thinking.)
Achievement profile	What achievement profile would you expect for students being accredited? For example, IELTS 5.5

Memoranda of Understanding*

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┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐
│  Approach to UoC/UoC│───────▶│  AQSS discuss with  │───────▶│  To dept for comment│───────▶│  To VCG for agreement│
│  approach to other  │        │  relevant dept      │        │                     │        │                     │
│  institution        │        │                     │        │                     │        │                     │
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                               │                     │        │  Confirm entry point/│
                               │  RENEWAL            │        │  language and visa  │
                               │                     │        │  requirements with  │
                               │                     │        │  Academic Registry  │
                               └─────────────────────┘        └─────────────────────┘
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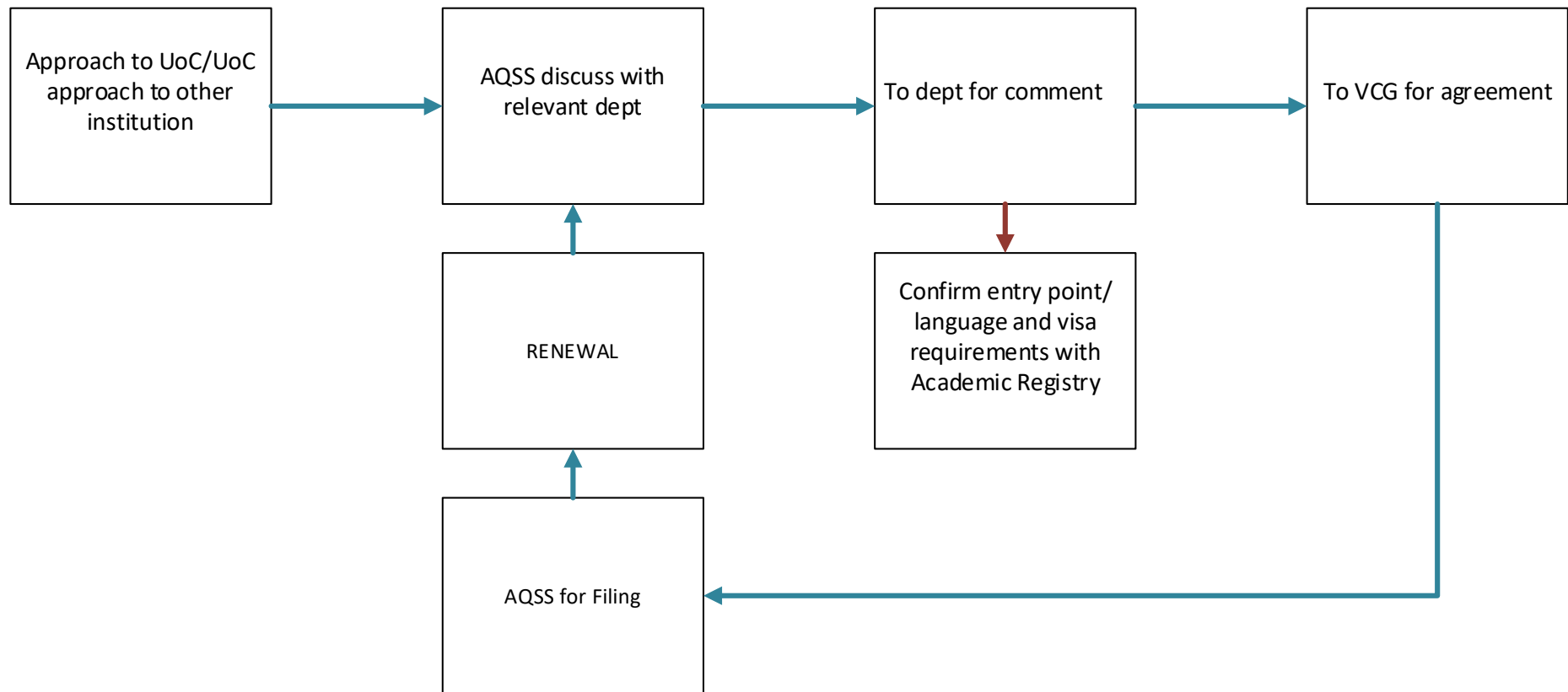
APPENDIX 21 – MEMORANDUM OF UNDERSTANDING TEMPLATE

Memorandum of Understanding
Between
University of Chichester
<address>
and the
University X
<address>

1. Scope and purpose

1.1. The University and the University X (singly the "Institution", together, the "Institutions") as parties to this Memorandum undertake to promote academic, scientific and cultural collaboration between the Institutions.

1.2. In furtherance of their objects to advance learning and knowledge by teaching and research, the Institutions agree to co-operate in order to:

Foster opportunities for collaborative research, publications and colloquia, particularly in the field of xxxxx.
Promote staff and postgraduate research student exchanges for the purpose of personal and professional development xxxxx.
Develop taught student exchange links.
Develop taught courses, particularly in the field of xxxxx.
Exchange of academic materials and publications.
Provide cultural and intellectual enrichment opportunities for staff and students of both parties.

[delete/amend/add as appropriate, remove subject reference if agreement is University wide]

2. Academic standards and quality

2.1. Any taught courses leading to recognised academic qualifications that are developed as a result of this Memorandum will be the subject of a separate Memorandum of Agreement. Such agreements will specify responsibilities for, *inter alia*, academic standards and quality, funding, learning support and recruitment.

3. Funding

3.1. The Institutions will cover their own costs related to activities of mutual interest, unless otherwise agreed in writing. Financial support will be established by mutual agreement between the two institutions at the beginning of each activity.

4. Intellectual property

4.1. All background Intellectual Property will remain in the ownership of the originating Institution. Access to such Intellectual Property will be negotiated on a case by case basis. Any new Intellectual

Property generated as a consequence of this Memorandum will normally be owned by the party creating the same, although variations to this position may be negotiated on a case by case basis and, where this relates to any taught courses developed as set out in Clause 2.1 above, arrangements agreed will in all cases be set out in the further Memorandum. Licences for the exploitation of Intellectual Property will be negotiated on a case by case basis.

5. Promotional material and use of logos

5.1. Each Institution agrees that the use of the other Institution's title and logo in any publicity or promotional material will be subject to advance approval by the other Institution. Each Institution will be responsible for ensuring that appropriate contact details are provided to facilitate this approval process.

5.2 Each Institution agrees to promote the partnership, through appropriate reference to the Partner and use of the relevant logo, to the fullest extent possible so that the partnership enjoys due prominence in published online and print media produced by each Institution.

6. Confidentiality

6.1. The Institutions agree that neither party, without the prior written consent of the other party shall, either directly or indirectly, to any extent whatever, divulge, disseminate, communicate or otherwise disclose any confidential or proprietary information provided by the party as a result of executing of this memorandum.

7. Resolution of disagreements

7.1. Any disputes arising from the interpretation or implementation of this Memorandum will initially be addressed at an informal level by the relevant staff involved in the dispute. Where a resolution cannot be achieved informally, the dispute shall be referred to the signatories of this Memorandum (or their successors), or to their nominated representatives. If this fails to achieve a resolution the dispute may be referred by either party to mediation. This Memorandum will be subject to the law of England & Wales so far as it is legally binding, and England shall be the forum for any mediation.

8. Operation of this Memorandum

8.1. Nothing in this Memorandum shall be construed as creating any legal or financial relationship between the Institutions. This Memorandum is a statement of intent to foster genuine and mutually beneficial collaboration.

8.2. This Memorandum will be valid from the date of signing for a period of 5 years subject to a favourable review by both Institutions after the first year of operation.

8.3. The renewal or lapse of the Memorandum should be negotiated by both Institutions at least 6 months prior to the end of the period of operation.

8.4. Should either Partner wish to withdraw from the Memorandum prior to the end of its period of operation they may do so by giving three months' notice, in writing, on the condition that they fulfil any outstanding commitments under the Memorandum.

SIGNATURES/DATES

APPENDIX 22 – CONDITIONS/RECOMMENDATIONS PLAN TEMPLATE

PARTNER NAME – Action Plan (approval type)

Programme Title			
Condition/Recommendation	**Action**	**Responsibility**	**Date**

APPENDIX 23 – RISK ASSESSMENT REPORT FOLLOWING DUE DILIGENCE

PROPOSAL TO CONSIDER AN ACADEMIC PARTNERSHIP WITH:
Please complete by circling the relevant numbers.
1 = Low Risk; 2= Medium Risk; 3 = High Risk; 5 = Very High Risk

Risk	Level
Adherence to OfS Conditions of Registration for Quality	
Organisation's policies and procedures closely map to conditions	1
Organisation's policies and procedures somewhat map to conditions	2
Organisation's policies and procedures do not map to conditions	3
Annual assurance report	
No evidence of matters for concern	1
Minor concerns evident	2
Major concerns evident/no report available	3
Capacity to contract in law with the University	
Confirmed in affidavit from solicitor or attorney	1
Confirmed in declaration from prospective partner	2
Unable to confirm	5
Commentary from partner organisation or professional body	
Content with relationship	1
Minor concerns	2
Major concerns/no previous academic partnership	3
Evaluation of the quality assurance framework for host country	
Equivalent to QAA	1
Not judged to be equivalent to QAA	3
Evidence of incorporation	
Yes	1
No	3
Financial standing	
In good order	1
Minor concerns	2
Major concerns	3
Recent reports or evaluations by QAA or equivalent organisation/Ministry of Education	
Good outcome	1
Some concerns	2
Does not meet the expectations of the agency/no report available	5
Termination of agreement by other partner organisation	
None to date	1
Strategic or other rationale	1
Contract not adhered to	2
Concerns regarding quality assurance	3
Concerns regarding financial position	3
Termination of agreement by further partner organisation (where applicable)	
None to date	
Strategic or other rationale	1
Contract not adhered to	1
Concerns regarding quality assurance	2

Concerns regarding financial position	3 3
Total Score	

Scores 8-16 = Low Risk, 17-26 = Medium Risk, 27 or more = High Risk

Should the Due Diligence process lead to a judgement that the prospective partner appears to be high risk, or in the event that individual aspects of the partner give significant cause for concern, AQSS will pause the approval process and refer to Curriculum Planning Group for guidance on whether the risk present is acceptable.

APPENDIX 25 – DUE DILIGENCE – TEMPLATE FOR REQUESTING INFORMATION FROM OTHER AWARDING BODIES

Request for information in relation to prospective Academic Partner: [insert name of prospective partner]

The University of Chichester is currently considering whether to create an academic partnership with [insert name of prospective partner]. As part of our University's due diligence procedures, we would be grateful if you, as a current or historical partner of the organisation we are scrutinising, could provide to us information relating to your partnership with them.

1. What is/was the nature of the partnership this organisation? (e.g. franchise, validation)

2. When did the partnership commence? (and end, if applicable)

3. Has the partnership encountered any significant difficulties, particularly in relation to contractual, financial or quality assurance matters?

4. If your institution terminated the contract with the prospective partner we are considering, are you able to share the reason(s) for the termination?

5. Has the partner honoured all aspects of the agreement made with your institution?

6. Have any appeals or complaints made by students at the partner required your institution's involvement?

7. Has the partner met all requirements associated with assessment?

8. Have external examiner reports been largely positive?

9. Has the partner maintained its facilities and teaching provision at an appropriate level of quality?

10. Do you have any further comments that you feel would be pertinent to our process in determining whether we wish to proceed with this partnership?

STUDENT PROGRAMME HANDBOOK

Name of Programme

FIRST VERSION/ INTERIM VERSION/ FINAL VERSION

ACADEMIC YEAR

DATE

This student handbook represents the outcome of a formal University of Chichester approval procedure.
It cannot be changed except by one of the minor change procedures described in the
Handbook for Quality and Standards

CONTENTS

Programme Technical Specification

1.	Award	BA / BSc / BEng / MEng (Hons) etc.
2.	Route	
3.	Study Format	Full-time and Part-time
4.	Awarding Institution/Body	University of Chichester
5.	Teaching Institutions	University of Chichester
6.	Programme Accredited by	University of Chichester
7.	Location of Study	University of Chichester CAMPUS
8.	Professional, Statutory or Regulatory Body Accreditation	e.g. Chartered Institute of Marketing IF APPLICABLE
9.	QAA benchmarking group	e.g. General Business and Management (2015) (full list here)
10.	Interim awards	e.g. 'Provision is made for students who exit the programme at the end of level 4 and level 5 to receive the awards of Certificate and Diploma respectively'

1   INTRODUCTION

1.1 Welcome

Dear Student,
Welcome to the University of Chichester ==department== and the ==degree title here== programme.
==Personalised programme specific content to be included in this section.==
Wishing you every success,

==Name of programme coordinator and/or HoAD==, ==degree title here==

1.2 Chichester and you
==Hyperlink to Online Student Handbook (Moodle) and to Student Commitment Charter==

OPTIONAL EXAMPLE: The University of Chichester is committed to each and every student, their learning experience and environment. The University Student Handbook is a valuable resource for all students. The Handbook is designed to help you find out more about facilities, procedures, policies and sources of help at the University. For example, you can find out information about attendance; student copyright and intellectual property; mitigating circumstances; academic malpractice; transcripts; and appeals. You will also find information on things that are less directly related to the programme specifically, such as council tax and counselling.
The relationship between the University and its students is a two-way one, with rights and obligations flowing both ways. The University has set out the commitments by staff to inform and help students – in the 'University Commitment Charter'.

2   PROGRAMME TITLE AND AWARDING BODY
==2.1 Name the award students will receive on successful completion of their programme==
==2.2 Name the awarding body==

3   LENGTH OF PROGRAMME
3.1 How long is your programme?
==Indicate the length of programmes for both full-time and part-time modes of study / and whether distance-learning==

3.2 When will your programme start and end?
==Indicate the start and end date of the programme==

3.3 Will my placement(s) affect the length of my programme?
==Indicate work or study placements that may affect the length of the programme IF APPLICABLE==

4   LOCATION OF STUDY
4.1 Where will my studies be based?
==Give the name and geographic location where the programme will be delivered==

4.2 Where will my placement be based?
==Provide details of the likely location of work or study placements in the UK or abroad IF APPLICABLE==

5   ACCREDITATION BY PROFESSIONAL AND REGULATORY BODIES

==Indicate where programmes are accredited by professional, statutory or regulatory bodies IF APPLICABLE==

6 PROGRAMME STRUCTURE AND DELIVERY

6.1 Key features and Learning Outcomes

==Programme specific information – for example:==

This programme offers a course of study that enables students to explore / learn / develop…
The programme is designed for…
The structure of the programme will provide students with a succinct route…

==Learning Outcomes and Exit Qualifications – EXAMPLE (DO NOT COPY WITHOUT EDITING & CONSIDERING UG/PG ELEMENTS):==

All programmes have learning outcomes to help identify the tangible learning opportunities and potential achievements of the degree programme. Each module has its own specific learning outcomes in addition to the generic programme learning outcomes listed here.

Learning outcomes indicate what students should be able to do at the conclusion of the module or programme. To assist in the writing of learning outcomes and, crucially, to ensure that our expectations match universal expectations for postgraduate/undergraduate degrees, we have, where appropriate, drawn on several generic documents to inform the writing of learning outcomes. These include:

- OfS 'B' Conditions of Registration
- the Framework for Higher Education Qualifications (FHEQ)
- the Quality and Assurance Agency (QAA) subject benchmarking criteria for ???SUBJECT/area???

This programme provides opportunities for students to develop and demonstrate the achievement of the following:

A. Knowledge and Understanding:
   The programme will develop the students' knowledge as follows:
   1. An understanding of the role of digital marketing within the marketing function and its contribution to the overall corporate goals of the organisation
   2. An ability to demonstrate relevant knowledge and understanding of organisations, the external context (including environmental and regulatory) in which they operate and their management, with an emphasis on understanding the impact that digital marketing will have on future of organisations within the global business environment.
   3. An understanding of the factors that are leading to a greater uptake of digital marketing initiatives and how these are influencing the wider external (marketing) environment, such as sustainability, global, socio-cultural and behavioural trends.
   4. An appreciation of the role of sustainable organisational business intelligence in managerial decision making.

B. Intellectual and Practical Skills
   By the end of the programme students will be able to evidence the following skills:
   1. Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.

2. Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
3. The ability to conduct research and enquiry into business and management issues either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
4. Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
5. Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
6. Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.
7. The ability to recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Specific learning outcomes at a module level are detailed in the individual module descriptors. As an undergraduate level programme both module and programme learning outcomes for this programme align with Levels 4, 5 and 6 within the Framework for Higher Education Qualifications (FHEQ). The degree has 120 credits aligned to each level, and although most students will complete the whole of their degree programme, there are exit awards at each level should a student cease their studies at an earlier stage. These are as follows:

Level 4 – At Level 4 you will develop a sound knowledge of the basic concepts of the subjects you will be exploring. In terms of skills development it can be thought of as 'learning to learn' where you will advance your techniques areas such as approaches to problem solving, and develop the skills that will enable you to communicate accurately and effectively. If you were to leave the programme having completed Level 4 you would be eligible for the award of Certificate in Higher Education.

Level 5 - This is an intermediate level of study. You will have learned to engage with the content effectively through applying principles within a range of contexts, and be able to evaluate the appropriateness of different approaches to solving problems. If you were to leave the programme having successfully completed Level 5 you would be eligible for the award of Diploma in Higher Education.

Level 6 - This is the final, honours level of the degree programme. On successful completion of this stage you should have developed the professional skills and understanding necessary for you to make immediate and effective impact within the workplace when you graduate. You will have developed an understanding of a complex body of knowledge, some of which will have drawn on the current boundaries within business disciplines. Through the ability to evaluate evidence, arguments and assumptions you will have developed the analytical and problem-solving techniques that will enable you to understand a complex situation and assist with its management. Additionally, you should have developed the skills that allow you to communicate either formally or informally, in a range of styles (as appropriate to the situation in hand).

6.2 Language

6.3 The Academic Year
You will find the University's Semester Pattern and Academic Year dates here. This programme follows the standard/non-standard pattern.

6.4 Programme Structure

The programme operates on a modular basis that provides flexibility and choice. Most modules count for 15 academic credits, although some, such as the Individual Project in year three, are double weighted and count for 30 credits. Each credit taken equates to a total study time of around 10 hours. Total study time includes scheduled teaching, independent study and assessment activity.

Level 4 (Certificate Level) - Full-time:	
Semester 1	Semester 2
BML456 Contemporary 15 credits	XXX467 Theory 15 credits
HIL445 History 15 credits	XXX434 Psychology 15 credits
MUS423 Research Methods 15 credits	XXX478 Modernity 15 credits

Level 5 (Diploma Level) - Full-time	
Semester 1	Semester 2
BML556 (Core) Contemporary 15 credits	XXX567 (Core) Theory 15 credits
HIL545 (Core) History 15 credits	XXX534 (Core) Psychology 15 credits
MUS523 (Option) Research Methods 15 credits	XXX578 (Option) Modernity 15 credits
QTT511 (Option) Cinematography 15 credits	XYZ522 (Option) Exploratory management technique 15 credits

6.5 Academic skills support and personal tutoring

The University offers a range of options to provide academic skills support in a variety of areas. Students may wish to speak to an Academic Skills Advisor, their Subject Librarian, or the Royal Literary Fellows. Further information on academic skills support can be found [here](#).

6.6 In an emergency
<mark>EXAMPLE:</mark>
The emergency phone number is: 6363 (internal) or 01243 816363 (external). In the case of an emergency (e.g. need for first aid; fire; lift breakdown; security issues) there should always be someone available to answer this number. During Support and Information Zone (SIZ) opening hours it will be directed there, and when the SIZ is closed the calls are automatically diverted to a member of the University security team.

6.7 Placements (where applicable)/ Health and Safety
<mark>PROVIDE INFORMATION ABOUT ANY PLACEMENTS AND RELATED HEALTH AND SAFETY INFORMATION - USE THIS FOR REFERENCE, DO NOT PROVIDE THIS AS A LINK FOR STUDENTS EXAMPLE FROM THE BUSINESS SCHOOL (DO NOT COPY WITHOUT EDITING):</mark>
Student placements offer work-based learning opportunities and are an important feature of many of the Business School BA/BSc (Hons) degree programmes. This reflects a commitment to embedding vocational experience and employability into our programmes where possible. Work-based learning experience can be gained through undertaking a 1 year internship (normally for a period of no less than 48 weeks) during Year 3 of your programme. If you complete this placement experience the wording "(Professional Placement)" will be included in the final title of your award.

Placement Learning Support: Business School Employability Adviser (Placements)
You are ultimately responsible for gaining your own work placement, but the Business School Employability Adviser (Placements) and the programme team will provide assistance and guidance in finding suitable placement opportunities and help you with the liaison process with the employers. Typically there will be a range of opportunities advertised that you might apply for. In the case of the 1 year internship these would typically be paid positions.

You will not be restricted to placement opportunities offered by University of Chichester and might wish to source your own placement. Your initiative in this respect is welcomed. Support from the Business School Employability Adviser (Placements) will be available to provide guidance as to the approaches you might adopt when contacting target organisations.

Placement Preparation Support
If you indicate your intention to undertake a 1 year internship (i.e. through registering for the 'Professional Placement' variant of the degree) you will be offered support through the University's Careers and Employability Service to develop your internship application strategy.   This will help provide you with the skills required to submit successful applications and succeed at interviews and assessment centres. Support can take the form of participating in workshops delivered as a part of the Level 5 Professional Graduate and/or through alternative sessions facilitated by the Careers and Employability Service.

Students who have selected the 10 week work placement module will be asked to attend preparation support sessions which will operate in semester 1 of their final year of study. These will be co-ordinated by the Business School Employability Adviser (Placements) and are designed to provide guidance in support of a placement search. These sessions will be timetabled. For some Business School degree routes there are other placement opportunities that may be a part of your programme of study. Where this is the case you can find out more about them when you consider your option choices.

The Placement Tutor: 1 Year Internship
If you undertake the 1 year internship a placement tutor will be assigned to you at a relatively early stage in your placement. The role of the tutor is to act as an academic staff member link to the student over the year. There will normally be one visit over the year from the placement tutor, and two visits from the Business School Employability Adviser (Placements). Typically the visits will also provide an opportunity to meet with the student's work place line manager/mentor. In situations where visits would be prohibitively expensive due to the extensive distance of the location of the placement away from University of Chichester, (e.g. if you were undertaking a placement abroad), arrangements will be made by the placement tutor to liaise with both the employer and yourself using other means (e.g. email, telephone, Skype).

Whilst there is no credit accumulation linked directly with the placement, in order to receive the "Professional Placement" element of your award title you will have to demonstrate the following assessment criteria:

- An understanding of the placement organisation, individual roles within the organisation, and the environment within which it operates.
- The application of knowledge and skills gained within your studies, and during the placement, to the work place context.
- How you have worked effectively as a member of a team, and where appropriate, independently.
- Effective communication skills

You will be required to complete a short final reflection (3000 word equivalent for 15 credits) at the end of the work placement, and this will be assessed on a pass/fail basis.

If you should fail to meet the standards required to achieve the award, the Board of Examiners will record a fail grade, but this will not alone prevent you from progressing to Level 6 of the programme. Should you irrevocably fail the work placement assessment task, but subsequently complete their programme satisfactorily, you will be awarded the non-sandwich variant degree title in relation to your chosen route.

Code of Practice - Placement
With reference to placement learning, we have in place a Code of Practice, which ensures that undergraduates are placed in organisations that are able to comply with the appropriate quality assurance guidelines. These procedures will be monitored and reviewed at intervals in order to maintain effective learning opportunities in work placement. The Business School Employability Adviser (Placements) will help to co-ordinate this process. In addition, they will also ensure that the necessary Health and Safety procedures are followed, in line with University guidelines.

Monitoring of Placement Students
The Business School Employability Adviser (Placements) will provide support to you at your work-based learning placement and monitor the overall quality of the placement experience.

6.8 Study abroad & Exchange
IS THERE THE OPPORTUNITY FOR STUDY ABROAD / TURING? Provide a brief overview…
6.9 Student feedback and student voice
EXAMPLE
With individual modules, you have the opportunity to feedback informally to your tutor whenever is convenient and this may be the most appropriate way to resolve any individual difficulties. Tutors also undertake module evaluations and collect feedback from students and report back on their actions. Students are also consulted on minor changes to modules.

With your programme of study, students are invited to contribute to the process of annual monitoring, through attendance at programme or departmental board meetings. External examiner

reports and responses and also considered at these meetings and made available to students. Some programmes also convene focus groups to consider specific matters. The Students' Union also operates a Student Voice system for ensuring that students are represented.

6.10   External examiner

The programme has an external examiner who acts as a 'critical friend' to ensure that the programme is maintaining the highest quality in terms of programme delivery and student achievement. The external examiner is involved in the moderation of coursework and assignments and will be involved in discussions with tutors, as appropriate. The External Examiner notes students' perceptions of the programme, reviews samples of assessment and attends meetings of the Board of Examiners. The External Examiner also plays a major role in the continuing evaluation of the programme. The annual report from the external examiner and the response to it from the Programme Team forms the evidence base that is discussed in the overall Departmental Summary Report that is prepared by the Head of Department for the Business School annual monitoring event.

Each year, a selection of assignments will be seen by our external examiner. The external examiner will moderate work from over a number of modules to ensure that the work has been marked fairly and consistently, and that effective feedback has been provided.

7   MODULE INFORMATION

7.1 Modules
Synopses of modules
7.2 Full module descriptors

7.3 Study Skills, Extensions and Turnitin
Hyperlink to Online Student Handbook for information on the LRC and study skills and Turnitin; information on Extensions

The University Learning and Information Services include the Support & Information Zone, Library Services and IT Services. Further information can be found here. Academic skills support is also available. Please follow this link for further information.

Extensions

The Programme Coordinator will publish a clear schedule of dates and times for the submission of individual assignments, and dates for the return of assessed work. At the discretion of the Programme Coordinator, students may be permitted an extension. A formal record of the extension and the reason it was agreed must be kept. Extensions will not be granted for the submission of assignments beyond the date of the next Board of Examiners for the programme. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. Again, such extensions will not go beyond the date of the next Board of Examiners

Turnitin

Turnitin is a web-based plagiarism-prevention service, which checks assignments for unoriginal content. The results can be used to help students learn how to avoid plagiarism as it provides better and faster feedback to improve their writing or to identify similarities to existing sources. Turnitin encourages best practice in using and citing other people's written material.

You must upload your written assignments into the link set up by your lecturer on the module's Moodle page. Further information on Turnitin, including IT support can be found here.

7.4 Research ethics
All research undertaken at the University of Chichester must abide by the Research Ethics Policy, including research in undergraduate dissertations. An Application for Ethical Approval will need to be completed for any research undertaken. Further information can be found here.

7.5 Learning resources – Support and Information Zone
The Support and Information Zone (SIZ) is your first point of contact for many University services and is available for extended hours, weekdays and weekends. The SIZ also acts as our main reception areas and is physically located within the Learning Resource Centre on both campuses, but is also accessible via telephone and email. You will find friendly supportive staff able to assist with many aspects of University life including: general IT and library support, study skills support, queries relating to Academic Registry or Finance and appointment bookings for a full range of student support services (careers, disability and dyslexia support, international and financial support, counselling and health advice).

There are several ways to contact the SIZ service: Telephone: (01243 81) 6222 Email: help@chi.ac.uk; in person: SIZ counter, Learning Resource Centres.

You can access further information about SIZ services through Moodle via the Student Services link at the top of every Moodle page. Simply use your campus username and password to login.

7.6 Departmental or programme prizes
IF APPLICABLE PROVIDE DETAILS OF ANY PRIZES AVAILABLE

7.7 Optional Modules
Make it clear if optional modules may not run and how they will be chosen

8   TEACHING AND LEARNING

8.1 Overview of teaching and learning activities
Provide an overview of teaching and learning activities i.e. Seminars, case studies, field trips, lectures, lab work etc.

8.2 Indicative class size
Give indicative class sizes where possible

8.3 Independent learning
Indicate the importance and volume of independent learning required

8.4 Workload
Indicate the workload involved in studying for the programme

8.5 Learning and disability support
Provide an overview of learning and disability support – EXAMPLE:
The University Student Support and Wellbeing services aim to enhance your experience and sense of wellbeing at University by advising, counselling, guiding and offering professional support in key areas. The services are confidential and designed to meet the needs of all students across subject areas, modes of study and age. Student Support and Wellbeing services promote equality of opportunity and provide the platform to enable you to reach your full potential as students and as graduates.

Services include the Wellbeing Adviser team, UTalk Counselling Service; Disability and Dyslexia Service; Nurse Health Advisers (health Centre); UinMind Mental Health Advice Team; Student

Money Advice Service; and the International Student Advisory Service. Further information can be found here.

9   ASSESSMENT AND FEEDBACK

9.1 Progression

In order to progress through their studies, students need to pass a specified amount of credit at each level. At Level 4 (first year of an undergraduate degree) this may include up to three provisional passes (35%-40%). Where a student fails a module, reassessment will be necessary in order to complete a full credit profile at that level. Full explanation of progression criteria at reach level can be found in Part 3 of the Academic Regulations here.

All marks are confirmed at a Board of Examiners. These Board are aligned with the assessment periods to allow marks to be confirmed at the earliest opportunity. Cases of failure, non-submission, academic malpractice, and claims for mitigation, are considered at the Board. In these cases, students are informed of the outcome in writing following the Board.

9.2 Formative Assessment

9.3 Summative Assessment

	Report	Presentations	Portfolio	Project	Essay	Exam
Credit Level 4						
Introduction to Management (core)			■			
Working in Academic Settings (core)		■			■	
Marketing and Customers (core)	■					
Personal Development Planning (core)			■			
Operations management (option)	■					
Accounting Skills (option)						■
Introduction to Business Law (option)	■	■				
It for Business (option)	■					
Sub Total						
Credit Level 5						
Human Resource Management (core)	■	■				
Project Management (core)			■			
Digital Campaign Planning (core)	■			■		
Consultancy Project Prep A (core)	■				■	
Purchasing and Supply Chain Management (core)	■					

Leading and Developing Teams (option)	■	■				
Management Accounting for Control (option)						■
Ideas, Innovation & Intrapreneurship (option)		■	■			
Sub Total						
Credit Level 6						
Global Marketing (core)						■
Organisational Development Techniques (core)	■	■				
Strategic Management (core)	■	■				
Consultancy Project Prep B (core)			■		■	
Strategic Human Resource Management (option)	■					
Consultancy Project (option)				■		
Corporate Responsibility and Business Ethics (option)		■			■	
Sub Total						
Total						

9.4 Returning marked work and providing feedback
<mark>Explain arrangements for returning marked work and providing feedback</mark>

9.5 Attendance; Student copyright and intellectual property; Mitigating circumstances; Academic malpractice; Fitness to Practise; Transcripts, certificates, diploma supplements; Appeals, complaints and discipline

<mark>Hyperlink to Student Online Handbook for information on all of the above – EXAMPLE:</mark>
Policies and regulations exist to clear and fair processes for students. This information can be found in a number of places across the University website, ChiView, and the Online Student Handbook. Please click on the following to be linked to the associated information:

- [Attendance](#)
- [Student Copyright and Intellectual Property](#)
- [Mitigating Circumstances](#)
- [Academic Malpractice](#)
- [Fitness to Practise](#)
- [Transcripts, Certificates and Diploma Supplements](#)
- [Appeals, complaints and disciplinary procedures](#) (Academic Regulations section 3)