



Senate

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| Paper Title | Collaborative Provision |
| Outcome requested | Senate is asked to note the revised documentation on collaborative provision and to consider Annex C for approval as this is a new policy on joint and dual awards. The Education Quality Board (EQB) and Partnerships Board have considered the revised procedure and policy documents for the management and oversight of QMUL's collaborative provision and recommended Annex C for Senate's approval. |
| Points for Senate members to note and further information | <ul style="list-style-type: none"> • The QMUL collaborative provision document has now been incorporated into the Quality Handbook for ease of reference and clarity. • Annex A is a new section, QMUL's taxonomy of collaborative provision. The taxonomy provides a helpful resource for academic and professional services staff involved in the design, delivery and monitoring of academic partnerships. • Annex B provides a detailed definition of the different types of collaborative arrangement with an overview of the procedures for establishing each type of partnership. • Annex C is the new policy on the establishment of joint and double awards. |
| Questions for Senate to consider | <ul style="list-style-type: none"> • Does the revised document provide adequate safeguards for the approval, monitoring and review of QMUL's educational partnerships? • Is Senate content to approve the policy on the establishment of joint and double awards? |
| Regulatory/statutory reference points | QAA, <i>UK Quality Code for Higher Education</i> HEFCE, <i>Revised operating model for quality assessment</i> |
| Strategy and risk | Aligns with strategic risks: 2.01 High quality student experience throughout the student life cycle 7.01 Design and delivery of high quality portfolio of programmes 9.01 Reputational development and external relations 10.01 Partnerships 13.01 Maintain effective and constructive governance |
| Reporting/consideration route for the paper | The Education Quality Board considered the documentation at its meeting on 20 September 2016 and recommended the policy on joint and dual awards for approval. |

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| | The Partnerships Board has considered the documentation by circulation and will discuss at its meeting on 11 October 2016. |
| Authors | Raluca Vasiliu-McIver, ARCS |
| Sponsor | Professor David Sadler, Vice-Principal (International) |

Draft Chapter 7 – Quality Handbook 2016/7

7. Collaborative provision

7.1 Introduction

This chapter sets out QMUL's quality assurance policy for the management of QMUL's learning opportunities which are delivered in collaboration with external organisations and lead or contribute a QMUL award or QMUL academic credit

QMUL has committed to engage in collaborative provision in its [QMUL Strategy](#) and supporting [International Strategy](#) recognising the opportunities and benefits that collaborative arrangements can offer in order to enhance research, knowledge transfer and the student learning experience

QMUL is responsible for the academic standards of the awards made in its name and for the quality of the programmes that lead to those awards. QMUL holds ultimate responsibility for the way in which it manages its higher education provision in collaboration with other institutions, and conforms to the QAA's *UK Quality Code for Higher Education Chapter B10 Managing higher education provision with others*:¹

QMUL is mindful of the risks involved in developing and managing academic partnerships and has built in appropriate due diligence and risk management processes to support these partnerships from their inception through to review.

Definition

QMUL follows the QAA definition of collaborative provision set out in Chapter B10 as “*all 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.*”

Collaborative provision refers to any educational provision leading to an award or to specific credit of QMUL which is delivered, supported or assessed through an arrangement with one or more partner organisations.

7.2 Purpose

The purpose of the document is to describe QMUL's policy and mechanisms for developing and managing educational partnerships with external institutions with a view to ensuring that

¹ www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B10.pdf.

QMUL maintains an appropriate quality of student experience and effectively manages risk in relation to its collaborative provision.

This information is aimed at academic and administrative staff involved in the development of programme proposals with a UK or an overseas partner. It is intended as a summary of the key procedures leading to programme approval.

Separate Guidance Notes for collaborative proposals with details on the procedures and templates to be followed are available on the [Collaborative Provision web pages](#).

Proposers should note that all new collaborative proposals need strategic approval from the Partnerships Board (PB) before the detailed programme approval process can begin. No new collaborative arrangements will be permitted to progress unless they have been approved via the procedures described in this document and accompanying guidance.

A summary of the Academic Programme Approval Process, including that for the collaborative programmes, can be found in chapter four of the Quality Handbook (*Programme and Module Development*).

7.3 Scope

7.3.1 The policy covers all partnerships that lead to an award of Queen Mary University of London, or an award made jointly with another institution, or to admission to one of QMUL's programmes with advanced standing or involving the exchange of staff or students. It also includes partnerships that facilitate admission to programmes and/or have a role in determining entry standards.

The following types of activity fall outside of scope:

- Franchise or validation arrangements which QMUL policy does not currently allow;
- Individual research collaborations which are managed by the Joint Research Management Office (JRMO) or by the Business Development Office.
- Visiting students (i.e. those not studying for credit or on a student exchange arrangement)
- Sponsorship only agreements;
- Voluntary placements or work experience organised by the student;
- Visiting academics.

7.3.2 Types of collaborative activities covered by this policy:

The main types of collaborative arrangements covered by this policy and with which QMUL may be involved includes:

- General co-operation agreements (MOUs)
- Articulation agreements;
- Progression agreements;
- Collaborative programmes for undergraduate and taught postgraduate provision leading to a single, joint or double award;
- Study abroad and Exchange programmes, including Erasmus+ exchanges;
- Visiting associate students studying at QMUL;

- Collaborative research degrees arrangements: joint and double awards (including co-tutelles); **NB: RDPEB to confirm if QMUL can accept double PhDs**
- General research Agreements.

A full breakdown is available in **Annex A** to this chapter, 'Taxonomy of Partnerships'

7.4 Principles

The following key principles will underpin all partnership activity at QMUL:

- Academic standards and awards: QMUL retains responsibility for the academic standards of all awards granted in its name, and is responsible for ensuring the academic standards of awards developed and delivered through partnership arrangements will be equivalent to those delivered by QMUL and will be compatible with any relevant UK benchmarking information.
- Academic reputation: QMUL will collaborate only with institutions of good academic standing. For international partners, advice on the academic standing of a prospective partner is available from the International Partnerships Office and from ARCS for partners within the UK. Any new partnership should contribute to and enhance the reputation of QMUL as well as of the school/institute sponsoring it.
- Quality assurance: QMUL's quality assurance procedures for collaborative activities follow the procedures set out in this Handbook. Specific quality assurance procedures required to support a collaborative arrangement should be set out in the agreement and should be approved at the relevant stage in the procedure. The overall quality of learning opportunities for students undertaking programmes in collaboration with others will be the same as for students based solely at QMUL.
- Assessment of risk: QMUL ensures, through due diligence investigations, that a proposed partner is of an appropriate academic standing, with shared educational objectives, and is capable of fulfilling its role and responsibilities under the collaborative arrangement. Prior to submitting any new collaborative proposal, an assessment of possible risks should be undertaken in respect of both the partner and the proposed activity.
- Financial sustainability: All partnership activities should be financially sustainable, and should be fully costed to give an indication of likely direct or indirect costs to the school/institute. The financial arrangements and responsibilities will be detailed in a written agreement between QMUL and the partner.
- Consistency with QMUL Strategy and International Strategy: Any agreement with an overseas partner institution should be coherent with, and support the aims set out in the QMUL Strategy and the supporting International Strategy. It should also be coherent with the strategic plans of the academic units concerned.
- Legal framework: The responsibilities and obligations of QMUL and the partner institutions will be set out in Memoranda of Agreement and, for more substantial arrangements, in legally binding Contracts. The precise contractual requirements should be assessed on a case by case basis, but due to their greater complexity, double and joint arrangements will normally require a legally binding Contract, whilst for other types of collaboration, Memoranda of Agreement will normally be sufficient.
- Programme management: For any partnership leading to an award, QMUL's management of the programme or module will operate in the same way as internal provision with formal approval and review through the programme and module

approval and review processes.

- Admissions: The arrangements for admission to the collaborative programme are managed in accordance with QMUL's normal recruitment and admissions policy. Any specific admissions requirements are set out in the collaborative agreement and are articulated to students as part of the admissions process.
- Assessment: Assessment processes and procedures of partner institutions should be consistent with the QMUL's Academic Regulations and with the Queen Mary Academic Credit Framework. QMUL's normal External Examiner procedures apply to collaborative arrangements.

7.5. Associated key documents

The following documents and templates can be found on the ARCS [collaborative provision webpage](#):

- Collaborative approval table
- Due Diligence Checklist and Risk Assessment Form
- Template for Review of Activity prior to renewing or extending agreement
- Stage 1 Partnership Proposal Form
- Stage 1 Partnership & Programme Proposal Form (taught single, joint/dual programmes)
- Stage 2 Academic Proposal Form (Articulation Agreements)

7.6 Governance of Collaborative provision

As collaborative arrangements are formal relationships between QMUL and the partner organisations, the governance of academic partnerships is the responsibility of Senate. Senate delegates its responsibility for the strategic approval of partnership activity to the Partnerships Board (PB) and the consideration of the academic case to the Taught Programmes Board (undergraduate and postgraduate taught provision) and to Research Degrees Programmes and Examinations Board for research degrees arrangements (RDPEB). PB reviews the effectiveness of collaborative provision in terms of strategic objectives other than educational quality. The Education Quality Board (EQB) has responsibility for the approval of policy relating to collaborative provision and the consideration of monitoring reports as appropriate. Schools and Institutes have responsibility for the day-to-day operation and management of their collaborative activity and incorporate these programmes within their structures for academic governance and the strategic enhancement of the student experience.

Each collaborative arrangement should have a main academic lead responsible for the preparation and submission of the collaborative proposal and for managing the arrangement once this has been approved. ARCS staff are committed to support named academic leads in their discharge of this responsibility drawing on precedent and good practice across QMUL.

7.7 Approval of Collaborative Provision arrangements

Approval of any new collaborative provision is in **one** or **two stages** depending on the nature of the proposal.

Stage 1 partnership approval: all new collaborative proposals need the strategic approval of the Partnerships Board (PB) and should be considered at stage 1 for initial approval of the

partnership. PB will consider the aims and objectives of the proposed partnership, its financial implications and will assess in detail the good standing of the proposed partner institution through due diligence and risk assessment documentation. Stage 1 Proposals need Faculty Executive approval prior to submission to PB.

Stage 1 approval MUST be obtained prior to schools/institutes committing to ANY form of agreement with an external party (including Memoranda of Understanding), or entering into any financial obligation related to the collaboration.

Proposals of strategic significance will be referred to Queen Mary Senior Executive (QMSE) for consideration.

Stage 2 approval: Taught Programmes Board (TPB) will consider in detail the academic case for certain types of collaboration as indicated in section 7.8. Stage 2 can only commence once stage 1 is completed. Research Degrees Programmes and Examinations Board (RDPEB) will consider the detailed case for a collaborative research degree arrangement (joint/double or co-tutelle).

Partnerships Board meeting dates and deadlines for paper submission can be found on the [PB webpage](#).

7.8 Initial development of proposals

Initiation may come from the school/institute, QMUL or from the proposed partner. At the initial stage, a series of discussions will typically take place internally between school/institute staff, and between the school/institute and the potential partner in order to explore the possibility of any proposal. These discussions are an opportunity to ensure that the proposed partner is of an appropriate academic standing and to identify any potential risks as well as benefits.

Before any significant work is undertaken, staff should secure strategic approval from their head of school/institute. Plans to develop new partnerships should usually be identified in the context of the Planning and Accountability Review (PAR).

Schools and institutes are encouraged to discuss collaborative proposals with ARCS before the submission of any formal proposal.

If the proposed activity involves an international party or is likely to involve overseas students studying in the UK, in addition to ARCS proposers must contact the International Partnerships Office (IPO).

The development process may take up to 18 months before the launch of a programme. Proposers should take into consideration the Table with 'Timeline of the Programme Approval Process' which can be found in Chapter 4 on Programme and Module development.

Estimated timescale for approval

| Type of collaborative provision partnership | Estimated timescale for approval | PB required at Stage 1 | TPB/RDPEB Part 2 |
|---|----------------------------------|------------------------|------------------|
| Joint and Double Awards | 12-18 months | PB | TPB |
| Study Abroad | 6-12 months | PB | n/a |
| Articulation | 6-12 months | PB | TPB |
| Collaborative modules | 6-12 months | PB | TPB |
| Collaborative PhDs | 12 months-18 months | PB | RDPEB |

The following reference points should be used when developing the proposal:

- QMUL Academic Credit Framework
- QMUL Strategy
- QMUL International Strategy
- International Partnerships Development Plan
- School/Institute plans
- International Ethical Policy

7.9 Stage one approval of a new partnership activity

7.9.1 Stage 1 Partnership Proposal Form

This form should be used for the following types of collaborative activities:

- Co-operation agreement (MOU);
- Articulation agreement;
- Progression agreement;
- Off-campus study
- Study Abroad and Exchanges;
- Erasmus+ Agreements;
- Collaborative research degrees arrangements;
- Funding agency agreement;
- Research agreements.

7.9.2 Stage 1 Partnership and Programme Proposal (taught joint/double programmes) Form

This form combines the requirements for Stage 1 Partnership Proposal with Part 1 Programme Proposal and should be used for seeking approval of new taught single, joint and double programmes to be delivered with a new external party.

7.9.3 Due Diligence Checklist and Risk Assessment Form

Both Stage 1 Partnership Proposal and Stage 1 Partnership and Programme Proposal forms must be accompanied by supplementary information on the proposed partner(s) using the Due Diligence Checklist which also includes a Risk Assessment.

The purpose of 'due diligence' is to manage any risk that might arise in relation to working in collaboration with another institution. In the case of a high risk result, schools/institutes should seek further advice from ARCS and provide any relevant supplementary documentation to strengthen the case.

The Due Diligence Checklist will be scrutinised by the Partnerships Board who will assess if the prospective partner is of good standing and has the capacity to fulfil its designated role in the arrangement.

The checklist is divided into a number of sections, not all of which are relevant to every proposal. ARCS will advise which sections need to be completed.

7.9.4 Submission of Stage 1 Proposals

The completed Stage 1 Partnership Proposal or Stage 1 Partnership and Programme Proposal forms together with the Due Diligence Check-list and Risk Assessment should be submitted to ARCS who will scrutinise the documentation and will arrange for consideration by PB. Both Stage 1 Partnership Proposal and Stage 1 Partnership and Programme Proposals need Faculty Executive approval prior to submission to PB.

Following PB approval, a general Memorandum of Understanding between the two partners can be drafted and sent to ARCS who will arrange for signature by the Principal or his nominated deputy.

Once a programme has passed Stage 1 Partnership and Programme approval the Partnerships Board (PB) will indicate when it can be marketed. In order to publicise a new programme the school/institute administering the programme (through the programme proposer) should liaise directly with Marketing and Communications to ensure that all the necessary information required to market the programme is provided.

Where the proposal does not need to go through a second approval stage (normally non-award initiatives), the Memorandum of Agreement with detailed arrangements must still be prepared with advice from ARCS before the collaborative activity can proceed. .

7.10. Stage two approval for academic programmes

7.10.1 Stage 2 academic approval

For Taught Single, Joint or Double awards agreements the relevant Part 2 Programme proposal documentation should be submitted to TPB. All the details regarding academic approval arrangements can be found on the Programme development web page, summarised in Chapter 4 of the Quality Handbook.

Once a programme has been approved at this stage Part 2 approval offers to applicants cannot be made until the agreement or contract have been approved by the Deputy Academic Registrar and the Chief Strategy Officer .

7.10.2 Stage 2 Academic Proposal Form (Articulation Agreements).

This is used to seek academic approval to establish an articulation agreement with an external partner. Prior to submitting Stage 2 proposals, plans to introduce articulation/progression agreements with new partners should be identified in the context of the Planning and Accountability Review (PAR).

In the case of articulation agreements it is important to undertake rigorous academic scrutiny of the partners' programme because students are using advanced standing to count towards the QMUL award. Evidence of mapping the Partner's programme to the corresponding QMUL programme(s) should be submitted in a separate annex.

7.10.3 Stage 2 Research Degree programmes Proposal Form

The form should be completed by the supervisor(s) proposing the collaboration and signed by the Head of School. It should then be forwarded to the Faculty Dean for Research for consideration, together with the draft doctoral agreement. Proposals recommended by the Faculty Dean for Research will be submitted to RDPEB for final consideration and approval on behalf of Senate. **NB: the Stage 2 Research Degree Form to be approved by RDPEB.**

7.10.4 Submission of stage 2 proposals

The completed forms and a draft Agreement should be submitted to Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board (TPB) or Research Degrees Programmes and Examinations Board (RDPEB).

It is recommended that the provision is approved at least 6 months in advance of the admission of students to the programme. Part 2 programme proposals need to be submitted to the **24th February 2017 (tbc)** meeting to meet the UCAS deadline for making offers and internal deadlines for data collection and timetabling.

7.11. Agreement documents

7.11.1 Memorandum of Understanding

Typically, a Memorandum of Understanding (MOU) will be signed with the partner institution after Stage 1 approval for the development of the partnership has been granted. QMUL has a standard MOU template used to confirm the relationship between QMUL and the partner at the highest level, to provide an umbrella agreement under which more specific agreements may be developed. It is strongly recommended that an MOU is signed where there is a likelihood of a mutually beneficial form of cooperation. The MOU is not legally binding; it is a statement of intent which sets forth the general basis upon which the Parties wish to proceed. Not all collaborative arrangements are required to develop MOUs.

7.11.2 Agreement

An Agreement or a Contract will be signed following approval of the developed provision. This agreement will detail the respective responsibilities, roles and obligations of the parties. The expectation is that the agreement is signed before the collaborative programme commences. The Contract is a legally binding document setting out the rights and obligations of the parties and detailing the collaborative arrangements which will normally vary depending on the type of Agreement. Typically an Agreement is valid for 5 years.

The final drafts of both the agreement and/or the contract must be cleared by the Deputy Academic Registrar and the Chief Strategy Officer following PB and TPB approval. Legal advice may be sought in relation to particular contracts.

When drafting Memoranda of Understanding and Agreement documents, proposers should consult the ARCS and IPO who can advise on the agreement model to be used.

7.12 Overview of Collaborative Arrangements at QMUL

Annexes **B** and **C** set out short descriptions of the current models of collaborative provision permitted by QMUL, highlighting key points and procedures.

Annex **B** covers the following types of provision:

- Articulation agreements;
- Progression agreements;
- Programmes delivered by distance learning;
- Collaborative module;
- Placement learning:
 - Work based learning;
 - Academic study placements: Study abroad and Exchange programmes
 - Visiting Associate students

- Research agreements.

Annex **C** covers joint double degrees which are generally more complex arrangements.

7.13 Management of collaborative programmes

All credit bearing collaborative programmes are subject to QMUL's Quality Framework: programme development and approval; external examining; annual programme review; periodic review; student module evaluation; student representation and feedback through Student Staff Liaison Committees. Quality assurance arrangements specific to an agreement will be stipulated in the Memorandum of Agreement.

7.13.1 External Examiners

To ensure continuity, the same external examiner will be appointed to programmes that are delivered both internally and externally where this applies. External examiners will be appointed by QMUL where QMUL is the awarding institution. Where a programme leads to a joint award, partners must also appoint an external examiner, so the appointment must satisfy the criteria of both institutions. Where a programme leads to a dual award QMUL will appoint an external examiner(s) for the QMUL award. The partner may, or may not appoint an external examiner depending on the regulations for their award. However, it is strongly recommended that where this is the case, partners are encouraged to adopt a similar external approach to ensuring standards and that this is reflected in the Agreement.

7.13.2 Programme publicity

All publicity for the proposed programme should be agreed with QMUL prior to publication. In particular the use of the QMUL logo must be agreed as specified in the agreement document.

7.13.3 Student handbook

The student handbook will ensure that the requirements of the programme are clear to students including transparent information concerning the respective responsibilities of QMUL and the partner. Students will also have clear information about the nature of QMUL's relationship with the partner institution, and which institution is responsible for the delivery of particular learning outcomes. The complaints and appeals procedure and the responsibilities of each partner in them will be clearly delineated.

7.13.4 Student Staff Liaison Committees

ARCS compiles an annual summary of issues raised at SSLCs for Senate. The annual summary report will include a separate section drawn from the minutes of collaborative programmes. The format may vary to suit the culture and model of the partnership.

7.13.5 Review and renewal of existing Agreements

One year before the expiry of an existing agreement, there will be a review of the collaborative arrangement that will lead to a decision on whether to re-approve it for a further term, or to withdraw from the provision. The Academic Secretariat will contact the QMUL Academic Lead of the collaboration to initiate the review process. ARCS will coordinate a meeting of key stakeholders to decide on the process for renewal, which will consider such things as a review of the provision, a due diligence report and a potential panel visit to the partner institution.

The academic co-ordinator of the collaborative arrangement will complete a Review of Activity/Renewal Form twelve months before the Memorandum of Understanding and related agreements are due to expire. For articulation agreements, a new mapping of the partner's programme to the corresponding QMUL programme must be submitted to Taught Programmes Board.

The renewal request will be submitted to PB for approval and will have to be agreed by the Faculty VP.

7.13.6 Annual Monitoring

The effective monitoring and review of collaborative arrangements are central to QMUL's assurance of the academic standards of its collaborative provision. The school/institute/faculty monitors the quality and standards of provision in accordance with the procedures set out in the QMUL Quality Handbook. The QMUL Senate has an institutional overview of the monitoring processes and has delegated this to the Partnerships Board.

As a separate exercise, QMUL carries out APRs of medium and large-scale collaborative programmes - defined as programmes with twenty or more registered students. These

programmes complete a discrete TPAP in line with QMUL's APR procedure, which should be updated on an on-going basis to inform discussion at an annual APR meeting. .

All other types of collaborative provision, including small-scale programmes, exchanges, articulations, visiting associate students, and placement learning are monitored through the schools'/institutes' TPAPs.

Further guidance on the APR is included in the section 5 of the Quality Handbook.

PB receives annual reports on the performance of Joint Programmes.

7.13.7 Periodic Review

The Periodic Review process encompasses small-scale collaborative provision during the review of all aspects of an academic unit. Therefore, the majority of collaborative programmes are considered within the overall provision for a given academic school/institute at QMUL.

Periodic reviews are carried out every six years. However, in the case of renewals of agreements or contracts, the PR should take place at least one year before expiry. This may require the PR to take place earlier than the usual six years. **NB: The possibility of a lighter touch but more frequent desk based review may be introduced for larger international partnerships (BUPT, Nanchang, Malta).**

The PR process would follow the normal QMUL arrangements included in section 6 of the Quality Handbook.

There is provision for additional support and review if problems are highlighted through the Annual Programme Review or Periodic Review. If there is cause for concern or special review, a review 'panel' may be convened to consider areas of concern and monitor their resolution.

7.13.8 Withdrawal from collaborative arrangements

ARCS must be notified immediately of any intention to withdraw from a collaborative arrangement, or of the receipt of a termination notice from a partner institution. Partnerships Board and Senate (or delegated authorities) will be notified at this stage.

A decision to withdraw from, or not renew, a collaborative arrangement must be communicated promptly between QMUL and the partner institution, to allow sufficient time for termination arrangements to be discussed and agreed in an exit agreement. QMUL reserves the right to terminate a collaborative arrangement if it considers that there are risks to its academic standards and quality.

All new agreements stipulate a twelve month period of notice for termination in order to enable the management of the transition where students are already enrolled on programmes.

Any proposal for termination should be approved by the Head of School and referred to PB for consideration.

The exit agreement will set out the respective responsibilities of QMUL and the partner institution(s) for the period of time that will allow all eligible students to complete the collaborative programme.

Careful management of the termination process is necessary to protect the academic standards and quality of the collaborative provision during the termination period and also mitigate reputational risks to QMUL.

7.13.9 Register of Collaborative Provision

The QMUL Register of Collaborative Provision is updated following the approval and signature of the written agreement. The Register of Collaborative Provision is an up-to-date and authoritative record of QMUL's collaborative partnerships, and a listing of the collaborative programmes operating through those partnerships that lead to a QMUL award.

The Register of Collaborative Provision will be reviewed on an annual basis by the Partnerships Board, so that it maintains an oversight of the scale and scope of QMUL's collaborations.

7.13.10 Contacts

For information on the general collaborative approval process and partnership approval, please contact:

[Raluca Vasiliu-Mclver](#), Collaborative Provision Officer, ARCS;

[Harriet Howse](#), Head of International Partnerships;

[Wiebke Leugers](#) for Erasmus+ Exchanges;

[Ceri Bevan](#) for Study Abroad and Exchanges

[Mary Childs](#), Assistant Academic Registrar, Research Degrees, for collaborative research degrees and professional doctorates.

For further information on issues related to academic approval by the Taught Programmes Board, please contact the Academic Quality and Standards Officer specifically assigned to work with your Faculty.

Annex A

Taxonomy of Collaborative Provision

| Type of arrangement | Definition | Process for approval/renewal | Student Entitlement | Monitoring and Review | Type of Agreement | Risk Factors |
|---------------------|---|--|---|---|--|---|
| Articulation | <p>Admission to an intermediate stage of a UG QMUL programme is on the basis of the recognition of completion of study at the partner institution to an agreed standard, which counts as <i>advanced standing credit</i> on the student's academic record. QMUL does not currently enter into articulation agreements whereby students articulate into the final year of a degree programme at QMUL.</p> <p>An articulation agreement offers students from the partner university meeting the prescribed criteria advanced entry to the relevant programme at QMUL, but QMUL will reserve the right to final admissions decisions in all cases.</p> | <p>Institutional strategic approval of the proposed partnership and partner through due diligence and risk assessment processes by Partnerships Board (PB); academic approval by the Taught Programmes Board (TPB).</p> <p>The procedure for academic approval will focus on curriculum mapping, and the evaluation of quality assurance processes at the partner institution.</p> | <p>Students are registered & enrolled with QMUL. They will have full access to QMUL learning resources and student support services.</p> <p>Articulation students are given preferential places for accommodation on Mile End campus, provided they apply within the deadline.</p> <p>Students are also given a minimum 10% discount on tuition fees provided there is no other financial arrangement in place with the</p> | <p>Included in the School Annual Review Process.</p> <p>Included in the Periodic Review (every six years)</p> <p>Checks to ensure curricula have not changed substantially and remain sufficiently aligned to the original mapping exercise.</p> <p>An evaluation of student number and of students' academic quality will be made on an annual basis and reported to PB. This information will be used to adjust entry requirements for students of that partner if necessary.</p> | Memorandum of Agreement (articulation) | <p>QMUL programmes and partners' programmes do not fully map and gaps are identified.</p> <p>Students' English level not fully satisfactory to meet the demands of the programme.</p> <p>Reputational risk if students' are not appropriately supported during their studies.</p> <p>Student experience is important for the continued recruitment of students from that partner.</p> |

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| | | | partner, eg commission. | | | |
| Progression | <p>Progression arrangements set out the requirements for admission to the start of a QMUL degree programme following completion of studies at a partner institution.</p> <p>Students are expected to meet QMUL entrance requirement or any other requirements stipulated in the progression agreement. The School/Department retains the right to refuse admission.</p> | Institutional strategic approval of the proposed partnership and partner approval by PB. | <p>Students are registered & enrolled with QMUL. They will have full access to QMUL learning resources and student support services.</p> <p>Progression students on Masters programmes are given preferential places for accommodation on Mile End campus, provided they apply within the deadline.</p> | <p>Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.</p> <p>An evaluation of student number and of students' academic quality will be made on an annual basis and reported to PB.</p> | Memorandum of Agreement (progression) | <p>Check if the proposed institution is a suitable partner for QMUL in terms of reputation and academic standing and if students from the proposed partner institution are likely to be adequately prepared for admission to relevant programmes in terms of both academic and English language ability.</p> <p>Important to provide suitable information, do not over promise on our offering, ensure that students are supported.</p> |
| Collaborative taught | QMUL and one or more partner institutions | Institutional strategic approval of the proposed partnership and partner | Students are registered & | Part of the School Annual Review Process. If more | Memorandum of Agreement | IP issues need to be clarified at the |

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| programmes leading to a QMUL award only | <p>collaborate to provide elements of a joint programme that leads to a single award of QMUL.</p> <p>QMUL is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, <i>inter alia</i>, curriculum monitoring, external examining, double marking)</p> | <p>approval by PB and programme approval by the Taught Programmes Board (TPB).</p> <p>Part 2 programme approval by the Taught Programmes Board (TPB).</p> | <p>enrolled with both QMUL and the partner institution. They will have full access to QMUL and partner institution learning resources and student support services.</p> | <p>than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.</p> <p>Also periodic reviews if this is over 20 students</p> | | <p>PB stage and in advance of the agreement.</p> |
| Collaborative taught programmes leading to a joint award | <p>QMUL and one or more partner institutions together provide elements of a joint programme that leads to a single award made jointly by both, or all, participants.</p> <p>QMUL will normally only consider entering into joint award arrangements with institutions of comparable standing to QMUL which have their own degree-awarding powers</p> | <p>Institutional strategic approval of the proposed partnership and partner by PB and programme approval by the Taught Programmes Board (TPB).</p> <p>Part 2 programme approval by the Taught Programmes Board (TPB).</p> | <p>Students are registered & enrolled with both QMUL and the partner institution. They will have full access to QMUL and partner institution learning resources and student support services.</p> | <p>Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.</p> <p>Periodic Review (every six years)</p> <p>External Examiner reports</p> <p>Student feedback</p> | <p>Memorandum of Agreement or Contract</p> | <p>Harmonisation of quality arrangements</p> <p>Reputational risk</p> <p>Safeguarding of student experience.</p> |
| Collaborative taught programmes | <p>QMUL and a partner institution collaborate to provide elements of a joint programme leading to</p> | <p>Institutional strategic approval of the proposed partnership and partner by PB and programme approval by the Taught</p> | <p>Students are registered & enrolled with both QM and the</p> | <p>Part of the School Annual Review Process. If more than 20 students, a separate Taught</p> | <p>Memorandum of Agreement</p> | <p>Usual risks – management of academic standards,</p> |

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| <p>leading to a double award</p> | <p>separate awards from each institution.</p> <p>Arrangements involving more than two partners would lead to multiple awards in the same way.</p> <p>QMUL will normally only consider entering into double or multiple award arrangements with institutions of comparable standing to QMUL which have their own degree-awarding powers</p> | <p>Programmes Board (TPB).</p> <p>Part 2 programme approval by the Taught Programmes Board (TPB).</p> | <p>partner institution. They will have full access to QM and partner institution learning resources and student support services.</p> | <p>Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.</p> <p>Periodic review – also separate if there are more than 20 students</p> <p>External Examiner reports</p> <p>Student feedback</p> | | <p>relationship with the partner, reputational risk, student experience etc.</p> |
| <p>Joint PhD agreement</p> | <p>QMUL together with another degree awarding institution, provides a doctoral programme leading to a single PhD award (and certificate with the insignia of both institutions) made jointly by the two institutions.</p> | <p>Institutional strategic approval and partner approval by PB Stage 2 including detailed review of MoA and programme specification by the Research Degrees Programmes and Examinations Board (RDPEB)</p> | <p>Students are registered & enrolled with both QM and the partner institution. They will have full access to QM and partner institution learning resources and student support services.</p> | <p>Part of the School Annual Review Process.</p> <p>Student feedback?</p> | <p>Memorandum of Agreement and Individual Doctoral Agreement (IDA)</p> | <p>Equal supervision arrangements</p> <p>Harmonisation of supervision arrangements and examination regulations.</p> |

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| Double PhD agreement | <p>QMUL, together with another awarding institution, provides a doctoral programme leading to two separate PhD awards for the same work, with certificates from each institution.</p> <p>QMUL does not normally enter into double PhD arrangements.</p> | | | | | |
| Joint supervision agreement | <p>A student or cohort of students will spend a significant proportion of their programme receiving supervision at both QMUL and another institution or organisation (including industrial partners). Under such arrangements students may be registered only for an award from QMUL or for an award from the partner institution</p> | | | | | |

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| <p>Placement learning:</p> <p>Outbound study abroad including exchanges and ERASMUS+</p> | <p>Outgoing students taking credit at another institution for the purposes of counting it towards their QMUL degree.</p> | <p>Institutional strategic approval of the proposed partnership and partner approval by PB.</p> <p>MRAG to check balance of incoming and outgoing students.</p> <p>Renewal of Erasmus+ agreements to be approved by PB.</p> | <p>Students are registered with QM for the whole period of study; in addition they will be registered with the partner institution for the agreed placement period.</p> <p>They will have full access to QMUL and partner institution learning resources and student support services.</p> | <p>Part of the School Annual Review Process</p> <p>Visits to placement provider</p> <p>Feedback from placement provider</p> <p>Exchange partner feedback</p> | <p>Study abroad or exchange agreements</p> | <p>Learning outcomes not meeting the requirements of the programme.</p> <p>Communication difficulties;</p> <p>Difficulty of confirming student study plans before they go – and participants diverging from plans whilst abroad;</p> <p>Issues with credit conversion.</p> <p>Maintaining student balances.</p> <p>Health and safety issues for students whilst abroad.</p> |
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| <p>Placement learning:</p> <p>Work-based learning</p> | <p>Placements, including those in industry, experience necessary for qualifications in the health professions and continuing professional development</p> <p>Approved structured learning provision that typically takes place outside QMUL as an integral part of the QMUL programme.</p> | <p>Schools to evaluate and approve work-based/placement learning.</p> <p>Due diligence</p> <p>Meet criteria from <i>Placement learning policy matrix</i>.</p> | <p>They will have full access to QMUL resources and student support services and to placement provider resources specified in the placement.</p> | <p>Part of the School Annual Review Process</p> <p>Visits to placement provider</p> <p>Feedback from placement provider</p> | <p>Formal agreement with the placement provider.</p> <p>Contract for Industrial Placement & Student workplace learning agreement.</p> | <p>Health and safety issues;</p> <p>Lack of agreement specifying the responsibilities of the placement provider, student and QMUL.</p> |
| <p>Collaborative research arrangements</p> | <p>Research agreements with external partners which might arise from strategic alliances with other universities and research organisations, both home and overseas</p> | <p>Review and sign-off by the relevant Head of School and by the Faculty Vice Principal. Institutional strategic approval of the proposed partnership by PB.</p> <p>Joint Research Centres: In order for a joint centre to be set up, the proposal would need to follow a more formal benchmarking process with evidence of joint work over a period of</p> | <p>N/A</p> | <p>Reports to Vice-Principal's Research Advisory Group (VPRAG)</p> | <p>Memo of Understanding in the first place.</p> <p>Memorandum of Agreement</p> | <p>IP issues</p> |

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| | | time. Approval by QMSE/PB. | | | | |
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Annex B

[a] Articulation agreements

Definition:

Articulation agreements are formal arrangements between QMUL and another HEI (normally overseas) whereby credit taken at the approved partner leads to advanced standing on a particular QMUL programme. Admission to an intermediate stage of a QMUL programme is on the basis of the recognition of completion of study at the partner institution to an agreed standard, which counts as *advanced standing credit*² on the student's academic record.

Key points:

- QMUL is responsible for setting out the requirements for admission with advanced standing credit through an articulation agreement;
- QMUL is responsible for ensuring that the attainment level required for articulation is at the minimum level of that to be achieved by full-programme students who are progressing at the point of entry;
- Marks and individual partner credits achieved at the partner institution are not transferred to QMUL, and do not contribute to the QMUL award. The learning achieved at the partner institution is credited as advanced standing credit at QMUL;
- QMUL does not currently enter into articulation agreements whereby students articulate into the final year of a degree programme at QMUL.

Overview procedure:

Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval through due diligence and risk assessment processes by Partnerships Board (PB) and academic approval by the Taught Programmes Board (TPB). The procedure for academic approval will focus on curriculum mapping, and the evaluation of quality assurance processes at the partner institution.

[b] Progression agreements – Not previously in the CP Framework.

Definition:

Progression arrangements set out the requirements for admission to the **start** of a QMUL degree programme following completion of studies at a partner institution. Admission to the QMUL programme is dependent upon meeting all necessary academic requirements. Students will receive a QMUL award based only on credits attained at QMUL. The programme at the overseas institution may also lead to a qualification awarded by the partner. (Examples: 1+1, 4+1)

Key points:

- Admission to the QMUL programme is dependent upon meeting all necessary academic requirements.
- Students will receive a QMUL award based only on credits attained at QMUL.
- The programme at the overseas institution may also lead to a qualification awarded by the partner. (Examples: 1+1, 4+1)

Overview procedure:

² QMUL Academic Regulations 2016-17, 2.13-2.2.14.

Approval is in one stage: Institutional strategic approval and partner approval by PB followed by Memorandum of Agreement.

[c] Collaborative programmes for undergraduate and taught postgraduate provision (single award) including Distance Learning

Definition:

QMUL and one or more partner institutions collaborate to provide elements of a joint programme that leads to a single award of QMUL.

Key points:

- QMUL is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, *inter alia*, curriculum monitoring, external examining, double marking);
- Marks and academic credit achieved at the partner institution will normally contribute to the algorithm for the QMUL award. QMUL is therefore responsible for ensuring the equivalence of marks and credit that will be taken into account; The quality assurance processes to be followed will be articulated in the Memorandum of Agreement

Overview procedure

Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval through due diligence and risk assessment processes by Partnerships Board (PB) and academic approval by the Taught Programmes Board (TPB).

[d] Programmes delivered by distance learning

• Definition:

Distance Learning programmes are delivered and/or supported and/or assessed through means which generally do not require the student to attend QMUL. These programmes may operate via a collaborative arrangement where the partner institution is a host for assessment activities and may provide some aspects of learner support.

• Key points:

- QMUL is responsible for ensuring that the requirements of the programme are clear to students (including transparent information concerning the respective responsibilities of QMUL and the partner);
- QMUL is responsible for ensuring that the method of delivery is fit-for-purpose and reliable;
- QMUL is responsible for monitoring the suitability of the examination centres and invigilation arrangements, so that students and QMUL can be assured that all work assessed by examination is done in an appropriate controlled environment, compliant with the QMUL Academic Regulations;
- Schools and Institutes follow the QMUL procedure in the Quality Handbook where students have the dissertation element of their distance learning programme supported by a non-academic provider;
- All quality assurance processes follow the QMUL Quality Handbook.

• Overview procedure:

- Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval by the Partnerships Board (PB).
- Part 2 programme approval by the Taught Programmes Board (TPB). Arrangements for assessment and the measures for monitoring the quality of the student experience will be of particular interest to the TPB.

[e] Collaborative module:

New type – this was not included in the CP Framework.

Definition

An individual module which contributes to a QMUL award which is partially or jointly delivered, taught and/or assessed by another institution/organisation.

Key Points:

- The module can be delivered on or off QMUL campuses and can be delivered by a partner entirely or collaboratively.
- In all cases, QMUL quality processes, including assessment regulations will apply.

Overview procedure:

- PB will approve any new partner on the basis of a Stage 1 Partnership Proposal and Due Diligence process. In addition, proposers need to complete a new Module Proposal Form.
- TPB will give academic approval of the module;
- An Agreement with the partner will need to be signed.

This procedure does not apply to modules which feature guest lecturers who though possibly involved with student assessment to some degree do not take responsibility for the overall assessment of students

Placement learning

- Definition:
Placement learning arrangements incorporate approved structured learning provision that typically takes place outside QMUL as an integral part of the QMUL programme. Placement activity will have clearly defined learning outcomes, appropriate for the academic level, that are essential to the programme of study.

QMUL has agreed four main types of placement learning for internal purposes:

[a] Work-based placements:

The student is a contracted employee and the emphasis of the placement is on gaining professional or technical employment experience. The student has the status, remuneration, and access to support structures commensurate with an employee of the organisation.

[b] Internship placements:

It is unusual for the student to be contracted as an employee. They complete work under supervision but the emphasis of the placement is on learning opportunities and educational experience.

[c] Observer Placements:

The student is not an employee and does not undertake any work; the placement is focused on the provision of learning opportunities.

- Key points for types [a] – [c]:
 - The learning completed during the placement normally contributes marks and credit to the academic record of participating students;
 - In a *credit-only assessment* arrangement students are awarded credits but they do not directly contribute towards the calculation of the degree classification. In a *placement enhanced assessment* arrangement the placement is assessed by QMUL and the marks and credit contribute directly towards the degree classification. Both methods are used in the definitions above;
 - QMUL is responsible for ensuring the quality of the educational provision, facilities and supervisory arrangements provided by the partner institution. This is managed through QMUL's Quality Assurance Framework;
 - The School of Medicine and Dentistry employs established procedures to meet the requirements of the GMC and GDC for clinical education. Responsibilities may be defined in individual Service Level Agreements with clinical partners;
 - Individual schools/institutes are responsible for ensuring that appropriate arrangements are in place to support industrial and other placements;
 - General responsibilities and expectations of partners involved in placement activities are set out in the [Placement Learning Policy Matrix](#);
 - Written agreements are not always required for placement learning arrangements where a student carries out a project of interest to the external organisation; however, QMUL staff determine and agree the intended learning outcomes for the project and carry out the assessment. In these cases, QMUL will supply the partner organisation and the student with a document setting out how it expects the responsibilities associated with each placement to be undertaken and achieved.
- Overview procedure for types [a] – [c]:
 - Programme approval or programme amendment by the Taught Programmes Board (TPB).
 - Following programme approval, the responsibility for assessing and approving the arrangements for the educational provision at the external organisation is normally devolved to schools/institutes, with reference to the guidance in the QMUL Placement Learning Policy Matrix and Placement Policy.;
 - Schools and institutes are expected to undertake a due diligence and risk assessment of the proposed placement providers;
 - A Letter of Agreement will set out the roles and responsibilities of QMUL and the external organisation;
 - A Learning Agreement will be signed by the student, student supervisor and placement provider. This will include the expectations, obligations and intended learning outcomes for the duration of the placement.

[d] Academic study placements (Study abroad and Exchange programmes)

In Study Abroad and exchange programmes the student is registered as a student at both the host partner institution and QMUL. The placement provides a period of academic study delivered by an overseas University, which is an integral credit-bearing part of a QMUL programme. Erasmus+ Student Exchanges are also included.

- Key points for type [d]:

- QMUL students may study for one semester or a full academic year at the partner institution;
 - QMUL is responsible for evaluating the quality assurance processes and academic standards of the educational provision to be studied at the partner institution;
 - Placements are either *compulsory* to the award of the QMUL degree³, or an *optional* part of the award open to UG students from certain subjects;
 - Placements normally use a *credit and grade bearing assessment* arrangement, where marks achieved at the partner institution are converted by QMUL and count towards the QMUL award;
 - General responsibilities and expectations of partners involved in placement activities are set out in the Placement Learning Policy Matrix.
- Overview procedure for type [d]:
 - Institutional strategic approval of the proposed partnership through due diligence and risk assessment by the Partnerships Board (PB). The Memorandum of Agreement will include all the details of exchange arrangements.
 - Key areas for consideration in the approval process will be:
 - an evaluation of the provision, academic standards and quality assurance arrangements at the partner institution;
 - the mechanism for approving a programme of study at the partner institution (to ensure that all students complete the required number of credits at the correct level);
 - the identification of arrangements for the reassessment of failed assessment at the partner institution;
 - the conversion mechanisms for importing credit and marks to the QMUL academic record.
 - QMUL has clear procedures in place to ensure that the study abroad and exchange programmes meet programme and academic regulations. For compulsory placements these procedures are contained in the School Year Abroad Handbook. For optional placements the procedures are contained in the [Procedures for supporting academic study placements](#) and the [International Partnership Office web pages](#).
 - Schools are requested to nominate a single Study Abroad Co-ordinator for outgoing QMUL students to advise on and approve student study plans and maintain contact with students whilst they are on their study abroad placement.
 - Study Abroad and Exchanges are managed by Global Opportunities Office.

[e] Visiting Associate students studying at QMUL

- Definition:
Visiting Associate students study for one semester or a full year at QMUL.
- Key points:
 - Credits and marks achieved at QMUL may be transferred to the home university, in accordance with their procedures, but no award is made from QMUL;
 - Whilst some partners sending visiting Associate students to QMUL require a Memorandum of Agreement, others do not;
 - Where the partner institution does not require a Memorandum of Agreement, QMUL will supply the partner institution with a document that outlines the

³ Currently, SLLF are the only School with a compulsory year abroad.

responsibilities of QMUL as a Study Abroad partner (at institutional level) in the absence of an agreement;

- QMUL will agree which partner institutions it will accept Associate students from, and into which subject areas. These arrangements may be part of student mobility arrangements such as the Erasmus+ Programme.
- Overview procedure:
- Institutional strategic approval of the proposed partnership along with consideration of the requirements of the partner institution and partner approval through due diligence by the Partnerships Board (PB). Where the partner does not require a written agreement, QMUL will supply the partner institution with a document that outlines QMUL's responsibilities as a Study Abroad partner.
- Visiting Associate student arrangements are managed by the International Office.

Other Internships

Other internship opportunities are also available to students outside their programme of study, where the work does not contribute to marks and credits on the student's academic record. These are not included under the scope of this quality assurance policy.

Research agreements

Research agreements with external partners which might arise from strategic alliances with other universities and research organisations, both home and overseas, will follow the following approval process:

- Overview procedure:
- Institutional strategic approval of the proposed partnership (PB);
- Review of the agreement documents by PB
- Where necessary review by the Joint Research Management Office (JRMO) or by Queen Mary Innovation (QMI) for IP issues;
- Review and sign-off by the relevant Head of School and by the Faculty Dean for Research.

Joint Research Centres: In order for a joint centre to be set up, the proposal would need to follow a more formal benchmarking process with evidence of joint work over a period of time. Approval to be granted by QMSE/PB.

Agency agreements:

- Definition:
Agency agreements are formal arrangements between QMUL and an organisation or individual who is contracted by QMUL for marketing and recruitment of students, or related activity.
- Key points:
- Agents and Educational Representatives operate on behalf of QMUL for marketing purposes and do not contribute to the delivery of programmes that lead to QMUL awards;
- Agents promote QMUL and provide logistical support to QMUL staff during visits abroad;

- Agents do not make offers of admission to students on QMUL's behalf. The normal QMUL admissions process is completed in full by the students. Agents may provide assistance to International students during visa applications;
- QMUL is responsible for ensuring that there is no ambiguity surrounding the authority of the Agent to act on QMUL's behalf. The Agent's role and responsibilities must be made clear in order to avoid misunderstandings on behalf of potential applicants.
- Overview procedure:
Approval of the proposed agency contract by International Student Recruitment, Marketing and Communications following due diligence by the Country Manager. The Contract will set out the details of the relationship with the Agent, and the following aspects will be considered during the due diligence evaluation (following agent appointment and monitoring guidelines and usually involving a site visit) and drawing up of the contract:
 - The parameters within which the Agent is permitted to act on behalf of QMUL;
 - The requirements for marketing materials to outline the relationship between the Agent and QMUL;
 - That the Agent holds the necessary licences to operate on QMUL's behalf;
 - The arrangements for monitoring the performance of the Agent against agreed standards;
 - The International Partnerships Office will use a standard agency agreement template; any changes to this template will be considered by PB;
 - QMUL PB receives an annual report of any changes to the list of approved Agents, which will also highlight any issues of concern.

Annex C

Collaborative taught programmes leading to a joint award

The Joint and Double awards are a new section in the CP policy. All the info inserted here has been considered by the Partnerships Board.

Definition:

A Joint award is a partnership arrangement whereby QMUL and one or more partner institutions together provide a programme that leads to a single award made jointly by both, or all, participants. A single certificate signed by QMUL and the partner(s) confirms the successful completion of the jointly delivered programme.

Key points:

- Each partner must have the legal ability to award a joint degree.
- There is usually shared ownership of the curriculum and related IPR (Intellectual Property Rights).
- Students register with both/all institutions but one normally provides the lead for administrative purposes or students are free to select their designated home institution.
- Students have the right of access to learning resources at both/all institutions.
- The degree programme is subject to both/all institutions' quality assurance processes, although there may be a pooling/sharing of processes.
- Joint programme regulations are normally required.
- There is a joint committee, responsible for overseeing and reviewing arrangements and which reports into the relevant structure at both institutions.
- There is a joint examination board/process which reports into the relevant structure at both/all institutions.
- Arrangements (including the student lifecycle) should be fully specified in the MOA.

Criteria for establishing joint awards

The following criteria will be considered when considering the strategic and business case for establishing joint awards:

- i. Proposals for joint awards will be evaluated on a case-by-case basis. The proposal must demonstrate clear benefits for both QMUL and for the students on the programme of study. The strategic case should explain the ways in which the programme of study will be enhanced through the collaboration, and what synergies will be realised through this model of delivery. The benefits of the proposal should be proportionate to the overheads associated with establishing and supporting the programmes.
- ii. The partner(s) should be of international standing at least equivalent to that of QMUL and the partnership should support QMUL's Strategy. Evaluation of the partnership will be part of the due diligence process and will take into account: peer review, national and international measures. The proposal will need to make clear the rationale for the joint model of delivery.
- iii. Partnership arrangements should be based on shared academic interests and complementary expertise. In the case of international collaborations, the programme

should exploit academically the opportunity for students to enrich their learning experience across different cultures.

- iv. QMUL retains full responsibility for any award issued in its name and will maintain an overview of the academic standards for each element of the programme.
- v. The strategic case will need to set out the contribution made by each partner to the delivery and assessment of the programme. The extent of the contribution will be determined on a case by case basis.

Overview of the procedure

Joint awards are subject to QMUL's approval process for collaborative provision, as follows:

1. *Initial stage* (provisional agreement to explore the partnership): this is made on the basis of a brief outline of the proposal to be sent to ARCS who will advise on issues that may need to be considered. Key points to consider at this stage:
 - Is the partner legally empowered to award a joint degree;
 - Details of the partner and a statement to cover compatibility with QMUL, status and ranking;
 - What are the benefits of the programme, both to QMUL and prospective students;
 - Relationship to QMUL Strategy/Faculty plans;
 - Who will be the lead institution;
 - Proposed start time for the programme;
 - Contribution of the partners to the programme: for a joint award, the normal expectation is that there will be an equal academic contribution from each partner.
2. Further to ARCS feedback on the proposal, the academic lead should prepare a more detailed proposal and business case for approval by Faculty Executive/ Faculty Planning and Accountability Review (FPAR).
3. *Stage 1 strategic approval*: Partnerships Board (PB)/Queen Mary Senior Executive (QMSE) (depending on the complexity of the proposal) will grant strategic approval of the partnership. This is done on the basis of a **Stage 1 Partnership and Programme Proposal** form and a Due Diligence Process and risk assessment.

Once a programme has passed Stage 1 partnership and programme approval PB will indicate when it can marketed.

4. *Stage two* approval of provision: Detailed academic approval by the Taught Programmes Board (TPB) on the basis of a **Part 2 Programme Proposal** Form. It is expected that TPB papers would be accompanied by a draft MOA.

Following Stage 2 academic approval, the detailed Agreements or Contracts can be finalised and signed.

Further information on each of the approval stages can be found in the Guidance for Collaborative Provision, in the Joint Programme section.

[f] Collaborative taught programmes leading to a double award/multiple award

New section as above.

Definition

QMUL and a partner institution collaborate to develop and deliver a single programme leading to separate awards from each institution. Arrangements involving more than two partners would lead to multiple awards in the same way.

Each certificate and/or transcript or record of achievement or Diploma Supplement indicates that a jointly delivered single programme is leading to two or more qualifications of the participant partners.

Key points:

- Each partner delivers and assesses substantial elements of the programme;
- Students are registered at both institutions throughout their studies;
- Bespoke programme regulations are often required and are agreed by all partners;
- Each partner is responsible for the assessment of the components that it delivers;
- A decision is made about whether a single marking scheme is to be adopted by all partners or whether components will be marked in accordance with the local regulations and then rescaled to the scheme of each individual partner;
- Separate degree certificates are normally issued from each institution;
- The quality assurance processes to be followed are articulated in the Memorandum of Agreement;
- QMUL will consider any implications of the double counting of academic credit towards the dual award.

Criteria for establishing double awards

- i. The partner(s) must be of international standing at least equivalent to QMUL and the partnership should deliver clear benefits to both QMUL and the students on the programme. Evaluation of the partner's/partners' standing will be part of the due diligence process and will take into account: peer review, national and international measures.
- ii. There must be a demonstrable need and rationale for the granting of multiple awards in order to facilitate the recognition of student achievement across different national jurisdictions.
- iii. Proposals for double awards must demonstrate the added value and strategic benefits of the partnership. These benefits must be proportionate to the overheads associated with establishing and supporting the programmes.
- iv. Students must be registered at both QMUL and the partner institution(s).
- v. All promotional materials, programme documents, and certificates and/or transcripts that are issued by QMUL and partner institution(s) must clarify in an agreed form of words that the programme leads to double or multiple awards.

- vi. QMUL's oversight of academic quality and standards on the programme must be in accordance with its normal regulations and policies. These will be stated in the detailed Memorandum of Agreement.

Academic regulations

QMUL academic regulations apply to the programme unless QMUL and the partner agree to adopt a special set of regulations for the programme.

Overview of the procedure: Follows the same stages as for the taught joint programmes.

Collaborative research degree programmes (joint or double awards)

NB: Joint PhD process to be confirmed by RDPEB.

Joint PhDs:

Definition

QMUL together with another degree awarding institution, provides a doctoral programme leading to a single PhD award (and certificate with the insignia of both institutions) made jointly by the two institutions.

Criteria for establishing joint PhDs:

Overview of the procedure:

Initial Stage

Initial stage (provisional agreement to explore the partnership): this is made on the basis of a brief outline of the proposal to be sent to RDO who will advise on issues that may need to be considered. Key points to consider at this stage:

- Is the partner legally empowered to award a joint degree;
- Details of the partner and a statement to cover compatibility with QMUL, status and ranking;
- What are the benefits of the programme, both to QMUL and prospective students;
- Relationship to QMUL Strategy/Faculty plans;
- Who will be the lead institution;
- Proposed start time for the programme;
- Contribution of the partners to the programme: for a joint award, the normal expectation is that there will be an equal academic contribution from each partner.

Stage 1 strategic approval: Partnerships Board (PB)/Queen Mary Senior Executive (QMSE) (depending on the complexity of the proposal) will grant strategic approval of the partnership. This is done on the basis of a **Stage 1 Partnership and Programme Proposal** form and a Due Diligence process and risk assessment.

Stage two approval of provision: Detailed academic approval by RDPEB on the basis of a **Part 2 Programme Proposal** Form. It is expected that RDPEB papers would be accompanied by a draft MOA.

Following Stage 2 academic approval, the detailed MOA with the partner and the Individual Doctoral Agreement can be finalised.

- i. Double PhD arrangement: QMUL does not enter into double PhD arrangements with another institution.
- ii. Joint supervision

Definition:

A student or cohort of students will spend a significant proportion of their programme receiving supervision at both QMUL and another institution or organisation (including industrial partners). Under such arrangements students may be registered only for an award from QMUL or for an award from the partner institution.

Key points:

Overview of the procedure:

Stage 1 strategic approval by PB on the basis of a **Stage 1 Partnership and Programme Proposal** form and a Due Diligence process and risk assessment.

Stage two approval of provision: Detailed academic approval by RDPEB on the basis of a **Part 2 Programme Proposal** Form. It is expected that RDPEB papers would be accompanied by a draft MOA.

Following Stage 2 academic approval, the detailed MOA with the partner and the Individual Doctoral Agreement can be finalised.