

Quality Handbook 2020-21

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SECTION 1: The Quality Framework

Introduction

- 1.1 The University holds Degree Awarding Powers that enable it to confer both taught and research degrees. As an independent body, it has overall responsibility for the academic standards and quality of the qualifications it awards wherever and in what context that award is conferred including those awards validated for collaborative partners. The University has a well-deserved reputation for providing high quality and respected higher education and this Quality Handbook describes how it sets and maintains robust academic standards, and assures and enhances the quality of learning opportunities.
- 1.2 The Quality Framework underpins the delivery of the four ambitions of the [Academic Strategy \(2017–2022\)](#):
- Ambition 1: Developing Attractive and Competitive Subjects
 - Ambition 2: Delivering Excellence in Learning & Teaching
 - Ambition 3: Ensuring Impact through Research and Practice
 - Ambition 4: Building an Engaging Approach to Enhancement
- 1.3 The processes developed within the Quality Framework align with the Quality Assurance Agency (QAA) [UK Quality Code](#), the European Association for Quality Assurance in Higher Education (ENQA) [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG 2015\)](#) and the [Office for Students Regulatory Framework for Higher Education in England \(February 2018\)](#).

Principles

- 1.4 Our Quality Framework will
- a) Generate reliable information and prompt effective action
 - b) Be fit for purpose and ensure purposes, procedures and outcomes are clearly communicated in order to engage the active and willing support of all those who use them
 - c) Firstly meet the needs of students, staff, Academic Board and the University's Council; secondly meet the requirements of external stakeholders and regulatory bodies
 - d) Be flexible and responsive to future change

Processes that Comprise the Quality Framework

- 1.5 School strategy discussions take place annually in November. In addition, the Quality Framework contains the following four integrated processes:
- a) Validation and Modification
 - b) Course Enhancement Review
 - c) Periodic Review of Schools
 - d) Partnership Approval and Review

Key Themes within the Quality Framework

Relocating responsibility and accountability within schools

- 1.6 A key priority of the quality framework is the empowerment of Academic Course Leaders (ACLs), Academic Subject Leaders (ASLs) and Heads of School (HoS) to ensure that responsibility for quality is located at the appropriate level within Schools.

Rebalancing Enhancement and Assurance

- 1.7 Combined with a risk management approach to quality, a focus on enhancement enables us to support innovation and build competence and resilience; to encourage risk-taking with appropriate mitigation rather than seeking to avoid risk.

Risk Management Approach

- 1.8 A risk management approach enables the quality framework to facilitate enhancement, innovation and the informed development of the university's portfolio whilst also providing a proportionate response to any risks that may arise. A risk management approach enables the University to assess future potential risks and the ability of those in the provider role (e.g. a course team, subject community, school and / or collaborative partner) to manage these risks. A risk management approach considers past performance of a school or partner but it also considers the competence of the provider going forward and the contexts within which it is operating now.
- 1.9 At various times, different colleagues make judgements on the appropriate level of risk to assign to their area of responsibility – course, subject community or school. ACLs undertake a risk assessment of their course as part of their contribution to the Course Enhancement Review (CER). ASLs will review this judgement and use it to inform their overall risk assessment for their subject community. HoS will draw upon this information to make their overall risk assessment for the school in preparation for school strategy discussions in November, which can then be updated as required throughout the year.
- 1.10 Risk assessments may be undertaken as a SWOT analysis. A brief rationale will be required. A risk assessment is always informed by an agreed range of information (e.g. competitor analysis) and data (e.g. National Student Survey (NSS), Annual Course Evaluation (ACE), Destinations of Leavers from Higher Education (DLHE)). Information and data needs to be supplemented by local knowledge of the external context, staffing issues and other resource issues and it is the analysis and contextualisation of this complete evidence base by those completing this task that makes this activity transformational rather than transactional.
- 1.11 RAG-rating uses traffic light colours to assign and clearly represent a level of risk. The University uses RAG-rating to trigger different levels of oversight of an activity/area possibly resulting in bespoke interventions drawing on different expertise or resource from within the University or externally.

Externality – active engagement with the subject / sector

- 1.12 Externality is central to our approach to enhancement, enabling us to learn from best practice and to use this to inform the continuous improvement of academic subject communities and courses. Staff are expected to remain cognisant of relevant sector-wide benchmarks and Professional, Statutory and Regulatory Body (PSRB) requirements. Colleagues are actively encouraged to engage with their subject communities nationally and where appropriate, internationally and to take on research activity, external examining, and other roles, perhaps within a PSRB, to ensure that the work of the University continues to be informed by best practice in each subject area.

- 1.13 Externality is fundamental to enhancement and assurance processes. Enhancement actively encourages innovation (risk taking) in learning and teaching and colleagues should be able to draw on suitable 'expert' resource both from within and outside of the University to facilitate this.

More and better student engagement

- 1.14 The student voice is an integral part of the enhancement process. Students are partners in their learning experience at the University; they and their representatives are actively involved in decision-making about their learning opportunities in different fora within the University. Equally the University expects collaborative partners to engage in a meaningful way with students and to demonstrate how this engagement is enhancing learning opportunities. Within Schools it is clear that different approaches work for different courses and as long as the dialogue between students and the academic course leader is strong, constructive and leads to the enhancement of student learning opportunities, how this is achieved is of less importance.

Academic Governance

- 1.15 Whilst Academic Board retains overall responsibility, delegated authority for accountability and responsibility for enhancement is devolved to the school, subject community or in some instances a collaborative partner; with a risk management approach ensuring appropriate oversight is exercised. In this way our processes will be implemented proportionately.

The Quality Framework – Events and Processes

- 1.16 **School Strategy Discussions:** Scheduled annually in November, school strategy discussions are events designed to create a shared, evidence-based understanding of each school and its academic subject communities across all areas of its business, including courses offered at collaborative partners. A brief presentation is provided by each HoS, followed by a detailed overview of the status and aspirations of each of the subject communities that informs a discussion with a panel formed of members of Executive and representatives from professional departments. HoS will share their RAG-rated risk assessment of all individual courses, all subject communities and the school, via a SWOT analysis. The deployment of additional, targeted resource may be agreed if it is considered that this will help to address any of the issues raised. Additional targeted resource will vary but could include specific support from another professional department or an external adviser. The presentations and a formal response from the panel form the shared record of each School Strategy Discussion. The outcomes of School Strategy Discussion inform:

- the planning for the development of new provision
- perspectives on the existing school academic portfolio
- an in-depth understanding of the issues that underpin the RAG-rating
- the schedule for the Periodic Review of School

- 1.17 **Validation and Modification:** These arrangements will cover the development and approval of proposals for new courses for Home provision and for those that have been developed and brought forward by collaborative partners. The University's validation criteria (Appendix 2.E) set out the expectations all new proposals are required to meet. The University will operate a staged process that includes confirmation of initial approval to proceed to validation based on the approval of a business case. The role of the HoS in implementing the risk management approach to the development during the first two stages of the process is important. All proposed course developments will be required to meet the criteria set out in Ambition 1 of the Academic Strategy (Appendix 2.A). Alongside this, the risk management approach considers the internal and external context, the capacity, capability and prior experience of the development team, in order to determine

the level of risk each development presents. This information will be used to determine the amount of time, external and internal support and any other resources that will be required to empower the development team to bring the proposal to successful validation and launch. A validation standing panel will be established but the type of validation process and the level of external and internal scrutiny required will be proportional to the risk presented. Modifications to existing provision will be undertaken via the standing panel process but where appropriate (i.e. changes to indicative resources, indicative syllabus, module tutor or the brief description), these will be signed off without the need to wait for a standing panel meeting. Revalidation will not exist as a process so provision that requires change beyond the remit of the process for modifications will need to be brought forward as a new validation.

- 1.18 **Course Enhancement Review (CER):** CER is the means by which all of the University's taught provision is monitored and any issues identified and addressed. Whilst the interpretation and response to information and data is undertaken by ACLs on a continual basis, a set of three products drawn from the outcomes and analysis of information and data and containing summary information about the course is provided by the ACL and forms the evidence-base for the CER process. For franchised provision, the ACL's analysis of data and information is informed by the ACL equivalent at each location of delivery of the course and by the appropriate Academic Link Tutor (ALT). The CER process is completed for each partner/location of delivery. For validated provision the ACL equivalent at a collaborative partner initiates the CER. The ALT reviews this documentation and discusses it with UoG and partner colleagues prior to submission to the UoG HoS for sign off.
- 1.19 The three products of CER are:
- 1) A RAG-rating profile sheet: a one-side of A4 summary, concluding with an overall RAG-rating agreed with ASL and then HoS for sign off.
 - 2) An Annual Statement on Good Practice. The good practice items will be a source of information for the ADU in undertaking enhancement work across the University.
 - 3) The Annual Statement on Enhancement. A brief statement drawing on areas in need of enhancement from the reflective log and the resulting actions. The selected items should provide context underpinning the decisions about overall course RAG status, and be more extensive in the event of a red RAG-rating. The enhancement items will be a source of information for the ADU in undertaking enhancement work across the University.
- 1.20 **Periodic Review of Schools:** is undertaken on a risk-assessed basis within a maximum six yearly cycle. Schools presenting a greater level of risk undertake periodic review more regularly and receive a greater level of scrutiny. Periodic Review of Schools addresses all the business of the school including teaching, research, business development, consultancy and collaborative provision. The panel includes external membership and internal membership from a different school, professional departments and the Students Union. Subject representatives are invited to a meeting with the panel. The particular focus of a periodic review is informed by the risk profile of the school.
- 1.21 **Partnership Approval and Review:** The development of a new collaborative partnership has the potential to expose the institution to significant risk but the level of risk presented by each prospective partner varies. For this reason central oversight and a risk management approach is required to ensure that risk is identified and any mitigation agreed before the partnership is approved. It also enables the University to use finite resources responsibly to provide a proportionate level of scrutiny. Partnership Approval is the process through which the University undertakes rigorous due diligence prior to entering a partnership with another organisation. This process involves investigating the legal and financial standing of an organisation. In addition to this the University needs to ensure that a potential partner has the required policy, process and operating capacity to offer the University's

awards and credit. The process also assesses the University's capacity to support the partnership arrangement.

- 1.22 **Annual Business Review:** Annual Business Review (ABR) of collaborative partnerships ensures key indicators of the wellbeing of the partnership are actively considered, including the outcomes of any course enhancement reviews, and that any issues emerging within an existing partnership are addressed promptly. In addition annual monitoring of partnership operations is achieved through a reflective reporting process undertaken by the partner and Academic Partnership Services.

SECTION 2: Validation and Modification

The Scope of this Section

2.1 As a Degree Awarding Body (DAB) the University is responsible for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities in relation to all course design, development and approval activity. This responsibility relates to all the University's awards including those validated for collaborative partners.

2.2 The validation of new courses and the modification of existing courses are two of the means through which the University ensures the level of our awards and qualifications aligns with the [Qualifications and Credit Framework](#) and the Quality Assurance Agency (QAA) [UK Quality Code](#)

2.3 The [UK Quality Code](#) sets out the following Expectations, which higher education providers are required to meet:

Expectations for Standards

- *The academic standards of courses meet the requirements of the relevant national qualifications framework.*
- *The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards.*

Expectations for Quality

- *Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed*
- *From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.*

2.4 The [UK Quality Code](#) core practice 'Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them' is also directly relevant as collaborative provision will fall within the remit of this process.

2.5 This section has been written for:

- all staff who have a responsibility for academic quality whether they are based in schools, professional departments or at partner organisations
- those external to the University who are interested in the quality and academic standards of the university's provision e.g. QAA, Office for Students, Professional, Statutory and Regulatory Bodies (PSRBs).

2.6 In addition you may find it helpful to look at flow-charts showing the sequence of key processes later in this document.

2.7 This section sets out the procedures for home and collaborative provision for:

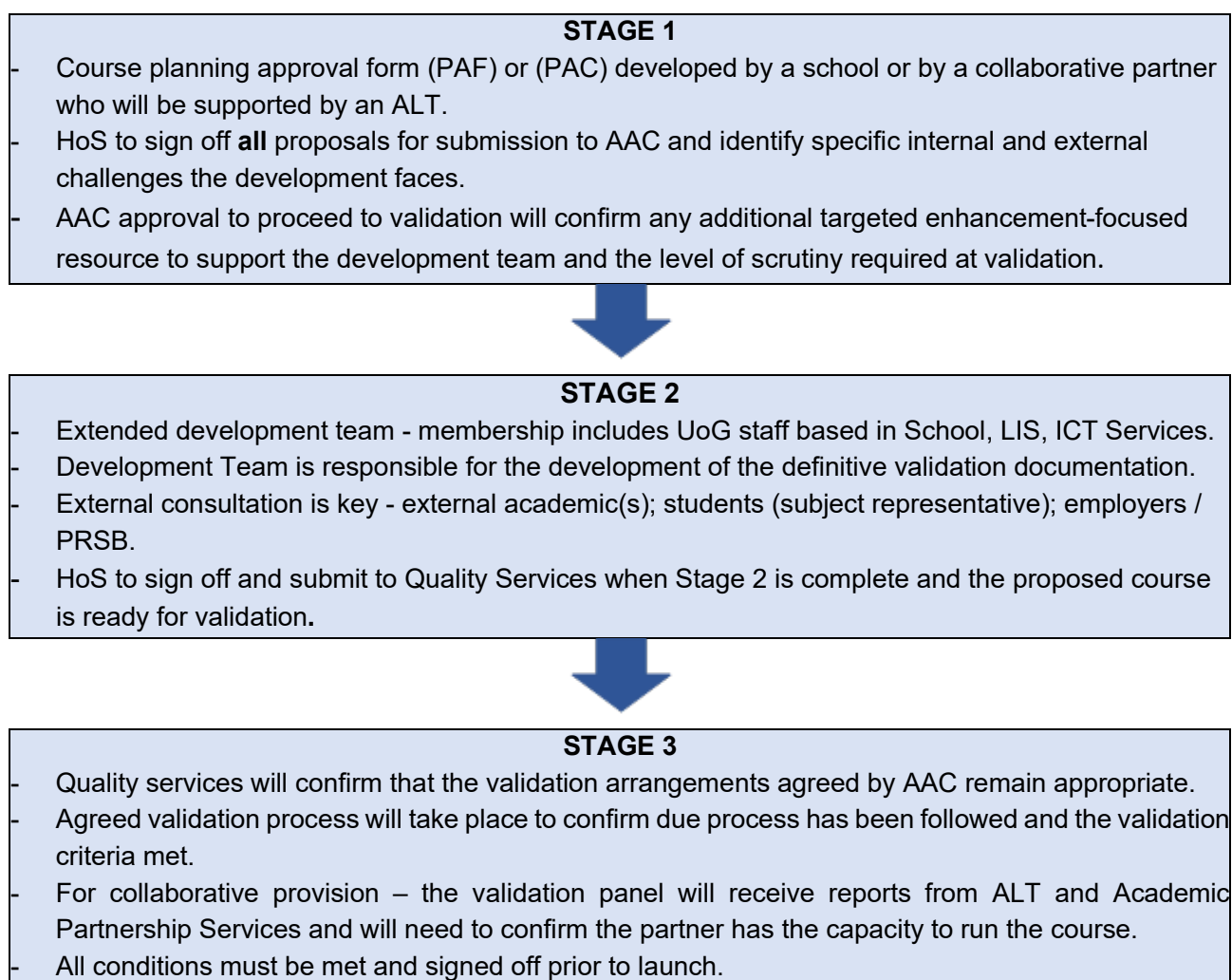
- the development of new courses
- the modification of existing courses
- change of existing award titles
- change of delivery mode
- change of/introduction of cohort intake date

- introduction of a new course title within an existing course group

Validation and Modification: the key features of the process

- 2.8 **The development of strong, attractive subject communities:** All proposed and existing courses are required to meet the criteria set out in Ambition 1 of the Academic Strategy (Appendix 2.A). This ensures that the development of strong, attractive subject communities remains a clear priority in all development activity. The modification process recognises that at times existing courses need to make minor changes to ensure they continue to meet the Academic Strategy criteria.
- 2.9 **The implementation of a risk management approach:** All course development activity presents risks and these must be understood and addressed. To do this a risk management approach is implemented that identifies and considers the internal and external context, the capacity, capability and prior experience of the development team in order to determine the level of risk each development presents. For developments brought forward by collaborative partners a risk management approach ensures that the partner has the capacity to both develop and deliver the provision; and the capacity of the university to actively support and manage the partnership is considered. This information is used to determine the amount of time; external and internal support; and any other resources required to empower the development team to bring the proposal to successful validation and launch within the agreed timescale. Within the context of the modification of existing provision the risk management approach ensures that the level of scrutiny is proportionate to the significance of the change proposed and if necessary a course team may seek or be required to undertake a new validation.
- 2.10 **An enhancement-led approach:** The focus on enhancement at the academic development stage (Stage 2) defines the University's approach to validation. If risks to a development are identified we are committed to empowering the development team to address them; where necessary allocating additional targeted resource to enhance the development process and increase the likelihood of a successful academic validation and launch.
- 2.11 **Externality:** ensuring an independent view within the development and validation of new provision is a fundamental building block of our approach to the setting and maintenance of academic standards. In order to be transparent and publicly accountable, we make careful use of external academic and professional expertise during the development and validation of new courses. In relation to the modification of existing provision the external examiner for a course is fully involved by the academic course leader in any discussions around the modification process ensuring an independent perspective.

2.12 Validation: a summary of the process



Validation and Modification: the purpose

- 2.13 The purpose of the validation of new provision and the modification of existing provision is to ensure a rigorous, transparent approval process that can be recorded and the agreed outcomes disseminated quickly and easily to those within and beyond the university who need to have this information.

Validation: the process

2.14 Stage 1

- a) Most potential new course developments are flagged by heads of school during *School Strategy Discussions* that take place annually during November. Academic Affairs Committee (AAC) will receive a report noting the intentions of a school to explore the possibility of developing a new course or possibly a new subject area.
- b) Collaborative Partners wishing to develop additional courses should have discussions about proposed new developments with Academic Partnership Services (APS) who will ensure the appropriate school(s) is drawn into these discussions in a timely way. Most new developments will be discussed at the Annual Partnership Review meetings. Each course will be allocated an 'academic' home within an appropriate subject community. It is important to ensure the knowledge and full support of the school that will have academic oversight of the proposed course.
- c) For home provision in the period between November and May and in consultation with

professional departments Schools should draft the Planning Approval Form (PAF), to include evidence that the following have been considered:

- alignment of the proposal with the criteria for the Academic Strategy, Ambition 1
- strategic fit of the proposal within the school / academic subject community
- proposed title
- market rationale including a competitor analysis
- proposed student numbers
- staffing
- other information required to enable professional teams to set up the course e.g. on the student records system (SITS), UCAS, the website and in the prospectus.

d) Consultation with the following professional leads:

- Marketing - Director of Communications, Marketing & Student Recruitment
- Library, Technology & Information Services – Associate Director of LTI and University Librarian
- Estates – Director of Estates
- Finance and Planning – School Accountant
- Employability – Head of Employability and Careers

e) HoS are responsible for signing and submitting PAFs and PACs to AAC, accompanied by their assessment of the particular challenges each development presents and the capacity of the development team / school to manage these (Appendix 2.B). For existing Collaborative Partners, Academic Partnership Services will provide a brief assessment about the current operations of the partner. This information will inform a proposal for the level of external consultation and targeted internal support that will be required to enable the development team / school to complete the work successfully.

f) AAC only approves PAFs or PACs to proceed to validation if they meet the criteria set out within the Academic Strategy 2017-2022, Ambition 1 (Appendix 2.A). Proposals that do not meet these criteria are turned down and may be returned to the school for further development.

g) All resource requirements for new Collaborative Partnerships are signed off at University Executive Committee (UEC). For additional courses at existing Collaborative Partners Heads of Schools (HoS) are required to confirm their support for the proposal and to commit to providing the resources from within the school that will be required to support it. Resource requirements for home provision are considered by AAC when the proposal is approved but exceptionally resources may be revisited by the appropriate committee prior to validation if issues arise during the development phase that make this necessary.

h) AAC considers the potential risk the development presents in order to confirm:

- Any additional targeted support for the development team
- The level of scrutiny that will be necessary at validation
- The type of validation process required (see 2.16)

i) It is recognised that exceptionally some proposals (PACs or PAFs) will not be able to align with the standard annual development cycle and such proposals will be considered by AAC as they arise providing one or more of the following additional criteria are met.

- There are confirmed expressions of interest from a viable group of students
- There is a confirmed expression of interest from an employer to fund a viable cohort of students
- Subject to successful due diligence and the University's agreed approval processes the University agrees to become the Degree-Awarding Body (DAB) for an existing or new partner's provision that is currently being run with another DAB
- A requirement from a PSRB necessitates a new development outside the usual timeframe

2.15 Stage 2

- a) For home provision the school is responsible for the development of the course and a development team leader should be identified prior to AAC approval. Membership of the development team (Appendix 2.Ci) will include representation from Library, Technology & Information Services (LTI).
- b) A partner is responsible for the development of their proposals that have been approved by AAC to proceed to validation. AAC will ensure that an Academic Link Tutor (ALT) has been appointed to provide academic advice and support on the development. A partner developing a course for validation will also be supported by Academic Partnership Services.
- c) The development team is tasked with producing the definitive documentation for the proposed course (Appendix 2.D).
- d) The academic development of the course is enhancement-led and this is clearly reflected in the way targeted support for the development process is provided by:
 - a central enhancement team
 - external academic consultation, the amount and nature of which is to be determined through the risk management approach
- e) The development team will produce the draft definitive documentation for the course (Appendix 2.D).
- f) Targeted support for the development team is provided where appropriate by a representative from the Academic Development Unit (ADU) who will have a specific enhancement brief around student learning opportunities in relation to teaching, learning and assessment that is pertinent to the development, e.g. e-learning, the assessment strategy.
- g) The amount and format of external consultation required will vary according to the nature of the development and the particular challenges that pertain. For developments that require significant support, external consultation arrangements will include a requirement for a report covering agreed areas including academic level and the use of external reference points (Appendix 2.F). This formal external consultation could take place at one or more points in the development process and exceptionally more than one external academic consultant could be involved. External academic consultation could take place by correspondence or could include a meeting with the development team. At the other end of the scale where the course is a direct replacement for provision that is being phased out it may be appropriate to draw on the expertise of the current external examiner. Whatever arrangement is agreed, a formal response from the development team is required to all the feedback provided by external consultants, indicating what if any changes to their proposals have resulted from the feedback received.
- h) Student subject representatives are important stakeholders who are consulted on all proposals being developed in their subject community but they do not usually attend development team meetings. Where a new subject area is being developed, the Students' Union (SU) is invited to nominate a representative to meet with the development team to discuss the proposals. Collaborative partners developing new provision are expected to have equivalent systems in place to ensure they engage students appropriately in the development of new provision.
- i) Collaborative partners submit draft validation documentation to the ALT who will forward it to the HoS once he or she has confirmed it is ready. Draft validation documentation for home provision is submitted to the HoS, via the Academic Subject Leader (ASL). In signing off the documentation the HoS is making a judgment that the draft documentation meets the validation criteria (Appendix 2.E) and that the resource arrangements they agreed remain valid. Draft validation documentation is only submitted to the Quality team for validation once it has been signed off by the HoS.

- j) For collaborative proposals, a resource report will be compiled by Academic Partnership Services and the ALT and submitted as part of the validation documentation outlining the resources and facilities available at the Collaborative Partner

2.16 Stage 3

- a) The academic validation is overseen by either a Validation Standing Panel (VSP), a sub-group of AAC, or by a Bespoke Validation Panel. It is the responsibility of the VSP and the Panel of a Bespoke Validation event to confirm that:
- the definitive validation documentation is complete.
 - the development of the definitive validation documentation has followed due process.
 - the validation criteria have been met.
 - any conditions set by the VSP have been met and signed off prior to the launch of the course.
- b) The VSP may make the following decisions:
- Approve.
 - Approve subject to one or more conditions – which must be signed off by the chair of the validation standing panel before the course can be launched.
 - Approve subject to one or more recommendations - to be recorded as actions on the Course Enhancement Review (CER) action log so that consideration and any actions agreed can be monitored.
 - Refer – the school, or for collaborative provision the partner, is asked to undertake further work.
- c) The validation process incorporates a risk management approach and therefore provides a level of scrutiny that is proportionate to the potential risk to which the development exposes the institution. Options will include:
- a standing panel process transacted by correspondence
 - a standing panel event that does not include a meeting with the development team.
 - a standing panel event that includes a meeting with the development team (for collaborative proposals, the development team will usually be invited to the meeting)
 - a bespoke panel with a discipline specific external panel member
- d) The University's validation criteria require that every course:
1. Demonstrates academic coherence;
 2. Enables students to achieve the appropriate academic level;
 3. Complies with the University's Academic Regulations for Taught Provision (ARTP);
 4. Gives due regard to relevant Quality Assurance Agency (QAA) [Benchmark Statements](#) and other external requirements (for example, those of professional bodies);
 5. Has been informed by careful consideration of external academic and professional feedback provided during the development process. For all courses employers must be consulted with and evidence of this provided within the documentation. For courses that are to become the knowledge award for an apprenticeship the external consultant must have both subject expertise and experience of apprenticeships;
 6. Has been developed with due regard to relevant University policy statements and strategies;
 7. Will be taught by staff who hold qualifications that are, at the least, equivalent to the level of the award, or who have significant relevant professional industry experience and expertise, meeting professional body requirements if applicable;
 8. Has definitive documentation that complies with standard University formats.

9. Has ensured that sufficient resources are in place to deliver the teaching and learning and to support the student experience.
- e) A VSP will usually include:
- A chair
 - Two internal readers
 - A subject representative (student) or Education Officer Students' Union
 - An external panel member (not subject-specific)
 - A representative from APS where collaborative proposals are being considered
- f) A bespoke validation event will usually include:
- A chair
 - One internal reader
 - A subject representative (student)
 - An external panel member (subject-specific)
 - A representative from APS where Collaborative Proposals are being considered
 - Bespoke events for Collaborative Proposals will generally be held at the proposed location of delivery
- g) The Chair of the VSP will be the Academic Registrar (AR) or nominee.
- h) External panel members are appointed, initially on an annual basis, but these colleagues are paid a daily rate for work undertaken.
- i) Academic Subject Leaders, one per School, are members of the VSP and form the pool from which internal readers are drawn. Each validation will require two readers drawn from a different school from the school bringing forward the development, who will read the submission and agree with the Chair one or more of the following courses of action:
- That the development team should be invited to meet with the standing panel.
 - That the standing panel should be able to complete the validation process without the need for a meeting with the development team.
 - Exceptionally that the standing panel is able to sign off the validation immediately.
 - That additional written feedback is required from an external academic with relevant subject expertise working on behalf of the validation standing panel.
 - Exceptionally that contrary to an earlier decision a bespoke validation event is required and membership of the panel should include an external panel member with relevant subject expertise.
- j) All members of the VSP are given access to the validation documentation two weeks prior to the validation standing panel meeting.
- k) Where a meeting is required the focus of the meeting is on the development process to date and the development team's response to the external consultation they have received.
- l) Each VSP event may consider several validations so different chairs and internal readers are allocated to different items of business to ensure workloads remain manageable and all items of business receive the attention they require i.e. a standing panel covering four items of business may use two chairs, and perhaps four internal readers. VSP meetings are officered by a Quality Administrator.
- m) The VSP makes a recommendation to AAC regarding the outcome of every development considered.

Modifications

2.17 The modification of existing provision is designed to enable minor changes to the definitive validation documentation to be managed securely but efficiently, ensuring that they are properly recorded and communicated to all those who need to know. Minor changes may be signed off at the level of the school (brief description, indicative syllabus, indicative resources, learning and teaching activities, module tutor) whilst others are submitted to the VSP.

2.18 **Modifications: the process**

- a) The process for the approval of modifications to existing provision mirrors the standing panel process with all business considered being either minimal or low risk.
- b) ACLs must consider and address the implications for franchise delivery when making changes to provision prior to submission to the standing panel.

2.19 **Change of Award Title**

- a) An application for a change of an existing award title is a significant change for a course team to request because, if approved, a new course code is required; recruitment is suspended to the existing provision; and the phasing out of the existing course must be dovetailed with the introduction of the new award title. The effective management of communications with existing and prospective students is essential as is the need to be mindful of Competition and Markets Authority's (CMA) requirements and the timely communication with staff from a range of professional departments and those within the school. Academic Affairs Committee (AAC) receives the completed form and the appended supporting evidence from:
 - The Director of Communications, Marketing & Student Records, or her nominee.
 - The External Examiner.
 - All existing students who will be affected by the proposed change if it is approved, confirming whether or not within each level that they all agree to the change of title.
 - The HoS confirming the arrangements for the timely provision of information to applicants for the existing award title who are already in the admissions cycle.
 - The Head of Academic Partnership Services where the award is franchised or validated.

2.20 **General Arrangements**

- a) Prior to the beginning of each academic year dates and staffing for validation standing panels are confirmed. Additional staffing and / or dates will be added if business increases. VSPs will sit every six weeks during term time i.e. six times a year but will be stood down if there is no business to consider.
- b) Any modifications business will usually be placed first on the agenda.

SECTION 3: Course Enhancement Review

The Scope of this Section

- 3.1 The UK higher education system is based on the principle of the autonomy and responsibility of the degree-awarding body in terms of the academic standards of the awards it offers and the quality of the learning opportunities it provides for students.
- 3.2 The process for Course Enhancement Review (CER) has been informed by the Quality Assurance Agency (QAA) UK Quality Code, [Advice and Guidance on Monitoring and Evaluation](#)
- 3.3 The [UK Quality Code](#), core practice '*Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them*' is also directly relevant as collaborative provision will fall within the remit of this process.
- 3.4 This section is also informed by both the European Association for Quality Assurance in Higher Education (ENQA) [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG 2015\)](#) and the [Office for Students Regulatory Framework for Higher Education in England \(February 2018\)](#).
- 3.5 CER is a first process within the University's internal quality framework, the means by which the university exercises its responsibility for quality and academic standards. ALL University course including franchise and validated provision are included in this process.
- 3.6 This section has been written for:
- Academic Course Leaders (ACLs)
 - Academic Link Tutors (ALTs)
 - Academic Subject Leaders (ASLs)
 - Heads of School (HoS)
 - School academic services teams
 - All staff who have a responsibility for academic quality whether they are based in schools, professional departments or at partner organisations
 - Individuals external to the University who are interested in the quality and academic standards of the university's provision e.g. QAA, Office for Students, Professional, Statutory and Regulatory Bodies (PSRBs).
- 3.7 Shorter sets of briefing notes and flow charts are also available for CER for collaborative provision.

Course Enhancement Review: the key features of the process

The University's Academic Strategy

- 3.8 CER is the process through which the University demonstrates that the academic portfolio continues to achieve the ambitions of the University's Academic Strategy:
- Ambition 1: Developing Attractive and Competitive Subjects
Ambition 2: Delivering Excellence in Learning & Teaching
Ambition 3: Ensuring Impact through Research and Practice

Ambition 4: Building an Engaging Approach to Enhancement

- 3.9 Through CER all existing courses are required to demonstrate that they continue to meet the criteria set out in the Academic Strategy Ambition 1, actively supporting the ongoing development of strong, attractive subject communities).
- 3.10 As part of Ambition 1 ‘Developing Attractive and Competitive Subjects’, the University’s Academic Strategy (2017 - 2022) sets out the University’s commitment to the core aspects to drive the development of subjects as:
1. *Continuing investment in physical and virtual community to promote a sense of belonging and engagement for students and staff, including co-location, social learning space, fit for purpose teaching space, and technology enabled collaboration and communication.*
 2. *Consideration of the concept of a library within the context of each subject, and integrating plans with wider co-location and social learning space considerations.*
 3. *Growth in every subject, but strategically identifying the most appropriate growth opportunities, and recognising our education mission and position as an anchor institution. Continual alignment with the local economic needs and ensuring local progression pathways for students will form important components of our growth plans.*
 4. *Building on the ‘Your Future Plan’ initiative, continuing to provide opportunities for students beyond the formal course curriculum while seen as an integral part of the course, underpinned by our Graduate Attributes, and leading to excellent outcomes for our graduates as reflected in upper quartile outcomes in the Graduate Outcomes Survey.*
 5. *Ensuring that students see no distinction between course curriculum and wider co-curriculum opportunities, that students understand the value of engaging with both curricular and co-curricular activities, and that we communicate the ‘course’ in that broader sense effectively for students, driving overall student engagement and outcomes.*
 6. *Building on our Higher Education Achievement Record (HEAR) developments, ensuring that the benefits for students drive the next phase as a core aspect of the implementation of the Employability Strategy.*
 7. *Building partnerships internationally and domestically, built upon mutual subject aspirations, and of benefit for our students.*

Academic Strategy 2017-22 Para 13

The implementation of a risk management approach:

- 3.11 The implementation of a risk management approach that enables ACLs, ASLs and HoS to be predictive rather than presumptive about the future performance of a course is an essential component of CER.
- 3.12 The list of requirements for the University’s academic portfolio (above) forms the criteria that are embedded within the CER. The criteria set a bar and form the basis of the review for each existing course. Where the criteria are not met decisions will ensue about the level of risk that results from this and whether / how this may be mitigated. The outcomes of discussions about the course in

relation to the criteria will inform the RAG-rating profile sheet for the course and eventually an overall judgement about the level of risk an existing course presents. The discussions will also inform the statements on enhancement and good practice.

An enhancement-led approach:

- 3.13 CER is underpinned by the concept of the timely consideration of relevant data inputs, leading to prompt intervention to address issues and to enhance provision.
- 3.14 The process is focused on action to enhance the learning opportunities available to the students that enable them to meet the course outcomes. Course teams will be directed to use the data available to them to identify key enhancement goals, to plan carefully for and then work steadily towards their achievement.
- 3.15 CER is also designed to meet the needs of course teams to receive, consider and respond to the range of sources of data pertaining to the provision received during the year rather than waiting until the autumn to consider and plan a response to all the data received in the previous academic year. CER offers the significant advantage that students may benefit personally from a course team responding to feedback within the current academic year.
- 3.16 CER is an enhancement-led process and while the consideration of data leads to action to enhance the course; on its own this is more likely to result in incremental rather than transformational change. By requiring course teams to plan for and undertake an annual larger scale enhancement event or activity, usually towards the end of the academic year, CER empowers course teams to reflect upon where they are and to plan for a leap forward.
- 3.17 In preparing for the enhancement event course teams, supported by their ASLs, will consider what it is that would take the course from being satisfactory / good / great to being good / great / outstanding. The answer to this question needs to be worked up to provide the focus for the enhancement event. The outcomes of the enhancement event, including any actions agreed, will be reported in the ACL reflective log with any actions placed on the action log to inform the ongoing CER process.
- 3.18 **Externality:** Externality within CER is provided by the external examiner. In their annual report external examiners are required to comment on every module they are responsible for at every location of delivery. Within their report external examiners will be asked to comment on the academic standards, course currency, student achievement and the quality of learning opportunities. External examiners' reports are one of the sources of information that form part of the evidence base for CER. In addition to the externality provided by external examiners, on some courses further externality will be provided by PSRB reports.

Course Enhancement Review: the components

- 3.19 There are two elements to CER:
- For home and franchised courses the provision of a course portal of information and data which includes the academic course leader generated reflective log and action log. A similar process of information sharing is operated for validated courses.
 - The RAG-rating profile for the course, and the statements on enhancement and good practice.

3.20 **Course Enhancement Review: a summary of the process**

ACL reviews information and data, including outcomes of discussions with students, employers and other stakeholders (e.g., PSRBs) as it arrives and comments in reflective log assigning actions as required.



ACL initiates CER drawing on reflective log.
Creates a summary of enhancement.
Creates a summary of good practice.
Completion of RAG-rating course profile sheet discussed with ASL.
ASL meets with subject representative.



RAG-rating for the course signed off by HoS in discussion with ASL.

Course Enhancement Review: a full description of the process

3.21 An initial meeting between the ACL and ASL (and the ALT where appropriate) includes discussion of the arrangements for:

- Planning meetings with the extended course team (including members of the course team who are based at collaborative partnerships).
- The involvement of course representatives (or equivalent at partners) – to ensure their involvement in decision-making about learning opportunities.
- Consideration of and response to the range of information and data about the course that will appear during the year in relation to student achievement, student satisfaction, currency of the curriculum and viability of the course.

3.22 Throughout the year the ACL reviews the information and data as it becomes available on the course portal, implementing the arrangements agreed with the ASL in relation to the involvement of the wider course team including the course representatives in the consideration of and response to each item. For collaborative provision, the information and data is reviewed through the Partnership Boards and relevant information is provided to the ACL via the ALT.

3.23 Throughout the year the ACL is responsible for recording the response to key information and data within the ACL reflective log, identifying those involved in the discussions; any actions agreed; enhancement activity or potential items of good practice using the fields available in the reflective log.

3.24 In September the ACL initiates CER by:

- Populating a RAG-rating profile sheet (Appendix 3.B) for the course, including a brief contextual response to the outcomes from an agreed set of information and data.
- Giving an initial overall RAG-rating for the course
- Completing an annual statement on enhancement (Appendix 3.C)
- Completing an annual statement on good practice (Appendix 3.D)

3.25 The ASL and the student subject representative review the data for each course (including franchise and validated provision) and consider the extent to which:

- The response in the RAG-rated profile reflects the information and data about the course.
 - The summary statement on enhancement is accurate and reflects a level of ambition and detailed planning that will lead to transformational change.
 - The summary statement on good practice is accurate and reflects a shared understanding of what constitutes good practice.
 - The overall RAG-rating outcome for the course is evidence-based and provides a sound indication of how the course should be able to perform in the future.
- 3.26 The ASL will meet with the HoS and, informed by the earlier discussions between the subject representative and the ASL, will confirm the CER outcomes and additional actions required for each course in the academic subject community. Any course allocated an overall red RAG-rating will be the subject of a review meeting to consider the future of the course. This meeting will be attended by the following role-holders:
- ACL
 - ASL
 - HoS
 - Director of Enhancement (DoE)
 - Academic Registrar (AR)
 - In addition for collaborative provision – ALT, Head of Academic Partnerships Services (HAPS)
- 3.27 The HoS and ASLs will prepare a summary of the outcomes of the CERs within the school and will forward this to the AR, and to the HAPS for collaborative provision
- 3.28 The AR will meet with HoS to moderate the CER outcomes.
- 3.29 The outcomes of CER will be provided to collaborative partners through the Partnership Boards.
- 3.30 The report containing the final set of CER outcomes for the institution will be presented to Academic Affairs Committee (AAC). This report will also identify any key themes for institutional development including any good practice that requires further dissemination.
- 3.31 This report on CER will become part of the annual AAC report on the operation and outcomes of the University's Enhancement Framework that will be presented annually to Academic Board. This report will also inform the Annual Business Review
- 3.32 The annual AAC report on the operation and outcomes of the University's Quality Framework will be submitted to University Council as part of the wider reporting that will ensure Council have the oversight they require of the operation of the University's arrangements for the assurance of academic standards and the quality of learning opportunities offered to students.
- 3.33 Schools will maintain oversight of any additional actions that courses RAG-rated red and amber are required to undertake, and will provide AAC with an interim report on their completion within six months of the CER.
- 3.34 The DoE will identify institutional enhancement themes arising from CER and will be responsible for the development of an action plan reflecting various means of addressing these e.g. the provision of reusable learning objects / other staff development activity. AAC will have oversight of this action plan.

SECTION 4: Periodic Review of Schools

The Scope of this Section

- 4.1 The UK higher education system is based on the principle of the autonomy and responsibility of the degree-awarding body in terms of the academic standards of the awards it offers and the quality of the learning opportunities it provides for students.
- 4.2 The process for the periodic review of schools has been informed by the Quality Assurance Agency (QAA) UK Quality Code, [Advice and Guidance on Monitoring and Evaluation](#)
- 4.3 The [UK Quality code](#) recognises that periodic review may happen at the level of the department and as the University's Continuous Improvement Monitoring (CIM) process requires a rigorous annual Course Enhancement Review (CER) (see Section 3), the University has chosen to implement a periodic review process at the level of the school.
- 4.4 The [UK Quality Code](#), core practice '*Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them*' is also directly relevant as collaborative provision will fall within the remit of this process.
- 4.5 This section is also informed by both the European Association for Quality Assurance in Higher Education (ENQA) [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG 2015\)](#) and the [Office for Students Regulatory Framework for Higher Education in England \(February 2018\)](#).
- 4.6 This section has been written for:
- Heads of School (HoS)
 - all staff who have a responsibility for academic quality whether they are based in schools, professional departments or at partner organisations
 - individuals external to the University who are interested in the quality and academic standards of the university's provision e.g. QAA, Office for Students, Professional, Statutory and Regulatory Bodies (PSRBs).

Periodic Review of Schools: the key features of the process

The University's Corporate and Academic Strategies

- 4.7 Periodic review of the school has been designed to ensure all aspects of the business of the school are aligned with the University's mission, Strategic Plan, corporate and academic strategies. The Academic Strategy has four ambitions:

Ambition 1: Developing Attractive and Competitive Subjects

Ambition 2: Delivering Excellence in Learning & Teaching

Ambition 3: Ensuring Impact through Research and Practice

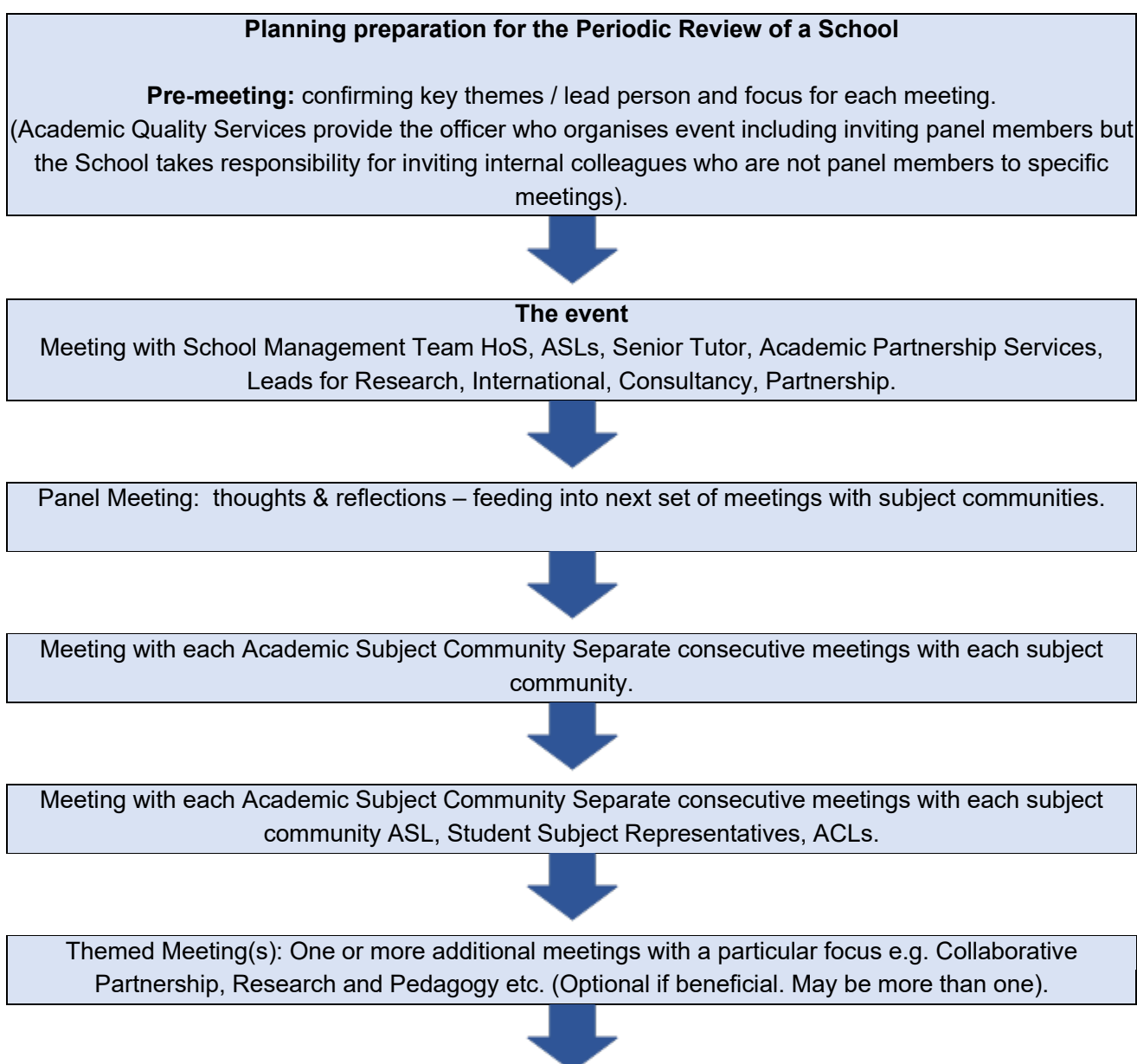
Ambition 4: Building an Engaging Approach to Enhancement

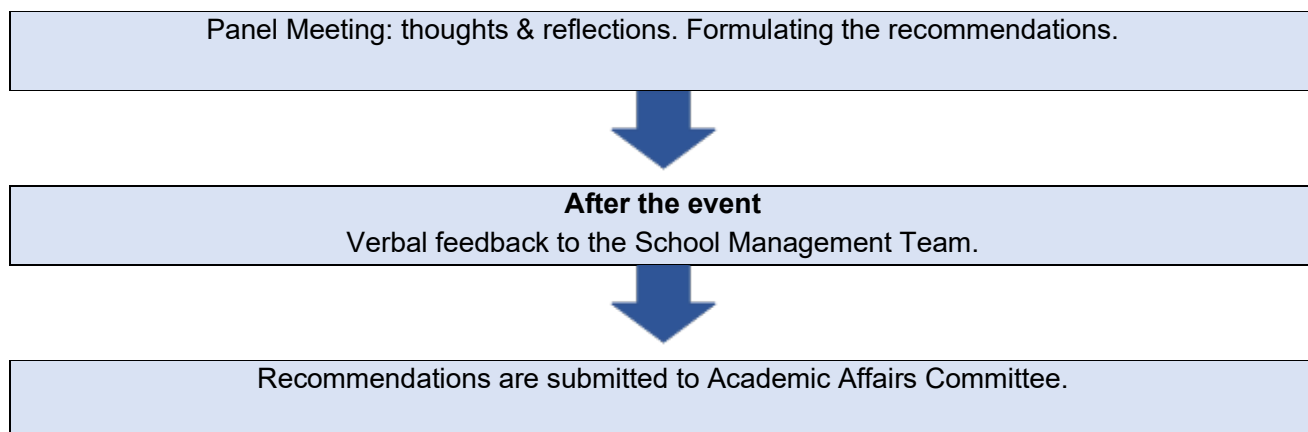
- 4.8 The Academic Strategy provides guidance and focus for all academic activity to ensure it actively contributes to the goals set out in The University's Strategic Plan:
1. To provide a breadth and richness of experience that enables all our students to reach their full potential;
 2. To provide teaching and support for learning of the highest quality;
 3. To undertake research and professional practice which enrich students' learning and create impact and benefit for others;
 4. To build partnerships which create opportunity, innovation and mutual benefit for the communities we serve
- 4.9 In this way the Academic Strategy ensures that the University's academic endeavour contributes directly to the University's Mission, more fully articulated within the three statements below that conceptualise how our mission informs our work:
- Our Mission - Founded on values, centred on students, focused on learning.*
- Outstanding support for students' learning in a personal and nurturing environment
 - Breadth and richness of experience enabling students to reach their full potential
 - Significant contribution to the sustainability and wellbeing across Gloucestershire.
- 4.10 **The implementation of a risk management approach:** A detailed risk assessment informs the development of the briefing document for the periodic review and so from the outset the periodic review panel is focused on areas of specific risk and opportunity for the school that need to be addressed by the review process. This document will be used to inform
- a) the selection of the key focus areas for the period review of the school
 - b) decisions around the role and focus of the external academic(s) contributing to the review
 - c) decisions around other external and internal membership of the periodic review panel
 - d) preparatory work that needs to be undertaken prior to the periodic review event
- 4.11 The periodic review culminates in a set of recommendations. The recommendations are submitted to Academic Affairs Committee (AAC) for consideration and if approved the school develops an action plan for the implementation of the recommendations. This is updated regularly and AAC monitors progress regularly. The outcomes of periodic review not only enable a clearer understanding of events in the past but will engender a much greater understanding of the capacity, capability and resilience of the school to manage different aspects of its business going forward. This information builds institutional learning in relation to the mitigation of risk and the development of increased capability and resilience within the school and the wider university.
- 4.12 **An enhancement-led approach:** The periodic review of the school will culminate in a set of recommendations and will identify areas for the professional development of the staff team within a subject community, school or collaborative partner. Rather than purely identifying the risks or potential threats to the work of a school we are committed to empowering those within the school to address them, where necessary allocating additional targeted resource to support and facilitate this learning.
- 4.13 **Externality:** In order to be transparent and publicly accountable, the periodic review of schools process makes careful use of external academic and professional expertise through the appointment of external panel member(s) and through enabling the views of external stakeholders' e.g. external examiners, employers, PSRB representatives to inform the periodic review process. In addition, drawing on colleagues from across the university to act as additional panel members, provides a useful opportunity for institutional learning and the sharing of good practice.

Periodic Review of Schools: the purpose

- 4.14 The purpose of the periodic review of schools is to help a school to reflect on the previous cycle and to learn from this; to identify key priorities and challenges and to work with them to agree how these should be addressed. Potential focus areas include:
- a) The external environment within which the school is operating
 - b) The management and leadership of the school
 - c) The school's key areas of business e.g. the academic portfolio, teaching, research, consultancy, collaborative provision, international students
 - d) Teaching, learning and assessment
 - e) Work with professional departments: marketing, recruitment, estates, Library Technology & Information Services and Academic Registry.
 - f) The alignment and engagement of the school with the University's internal priorities e.g. the Academic Strategy, Your Future Plan, Enhanced Year, Personal Tutor Scheme
 - g) Student engagement, achievement, progression and destination
 - h) Staffing: appointment, development and scholarly activity

4.15 Periodic Review of Schools: a summary of the process





Periodic Review of Schools: a full description of the process

- 4.16 Periodic review of schools operates on a six-yearly cycle but the risk management approach may identify the need for a school to undergo periodic review within a shorter timeframe. A schedule for the periodic review of schools is drawn up so that HoS know in good time when their review is due. It is anticipated that usually there will be two periodic reviews per year.
- 4.17 In November each year schools undertake School Strategy Discussions which are aligned with the University's business planning and academic portfolio review cycles. One aspect of School Strategy Discussions is an evidence-based discussion of the strengths, weaknesses, opportunities and threats faced by the school and its academic subject communities. Commonly known as a SWOT Analysis; undertaken rigorously this is a form of risk assessment.
- 4.18 In a year when a school is due to have a periodic review the School Strategy Discussion will form a natural starting point for the review as it draws upon key metrics about the performance of the school and its subject communities across all its areas of business, both within the university and by subject areas across the sector. This risk assessment, and the record of the discussion within the meeting, is designed to help the school management team refine their priorities and will form a key briefing document for the periodic review of the school.
- 4.19 A periodic review of schools planning document template is provided which, on completion, will contain all the arrangements and deadlines for the review and is submitted as a draft document to AAC for approval.
- 4.20 The administrative arrangements will be undertaken by the officer from the Quality team.
- 4.21 The Academic Registrar (AR), in consultation with University Executive Committee (UEC), is responsible for the appointment of the panel, including the appointment of one or more external panel members with suitable senior experience and relevant discipline knowledge. Usually the panel membership will include:
- a) Chair – senior member of university staff
 - b) External academic panel members
 - c) A Students' Union representative
 - d) One internal panel member (Head of School or Academic Subject Leader) from a different school to the one being reviewed
 - e) Academic Registrar (AR)
 - f) A member of the ADU
- 4.22 Consideration should be given to the appointment of additional internal and external panel members

to reflect the focus of the review.

- 4.23 A meeting will take place between the Chair of the panel, the AR and the HoS due to undergo periodic review to confirm the scope of the review and whether, in addition to a meeting with each subject community, any optional themed meetings are required. If possible the external panel members (EPMs) will join the meeting either in person or remotely, if not, the chair of the panel will need to brief the EPMs after the meeting. This meeting will usually take place about four weeks prior to the review.
- 4.24 The chair of the panel provides a detailed planning brief to include a list of any further preparatory work needed, the meetings they wish to have during the review; a list of the names of those required to attend the meetings and also any specific evidence required for the review in addition to the standard overview document with links to the set of information and data.
- 4.25 EPMs are briefed by the chair and then given access to the information and data they require so that they can undertake their preparatory work.
- 4.26 The officer circulates an electronic agenda and any papers for the event 10 working days prior to the review.
- 4.27 The HoS is responsible for coordinating the invites to the attendees for each meeting.
- 4.28 The officer organises a pre-meeting usually a week prior to the review to enable the chair to brief the internal panel members. EPMs are not required to attend the pre-meeting but they are welcome to join the meeting by Skype or to submit written comments by email.
- 4.29 The periodic review of schools event opens with a meeting of the panel to confirm the process for the review and the focus of each meeting. The pattern of meetings for the event comprises meetings with different groups followed by panel meetings.
- 4.30 The focus of each meeting and possibly the number of meetings will depend upon the agreed areas for discussion.
- 4.31 After the final meeting the periodic review of schools panel may choose to provide some brief verbal feedback to the HoS and members of the team.
- 4.32 The record of the event will be the minutes of each meeting and the set of recommendations agreed by the panel
- 4.33 The HoS is invited to comment on the draft recommendations before they are confirmed, and presented to AAC. Once a set of recommendations are approved by AAC the HoS is asked to draw up an action plan for the implementation of the recommendations and progress made in relation to this work is overseen by AAC.
- 4.34 Once the recommendations are approved by AAC the HoS presents them to the School Management meeting where they inform the cycle of school planning and development.
- 4.35 AAC also identifies any key themes for institutional development to be progressed by the Director of Enhancement (DoE) who also oversees the dissemination of good practice identified within the school during the periodic review of schools process.

SECTION 5: Collaborative Partnerships

The Scope of this Section

- 5.1 As a Degree Awarding Body (DAB) the University is responsible for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities in relation to all course design, development and approval activity. This responsibility relates to all the University's awards including those validated for collaborative partners.
- 5.2 The approval of new partnerships and the review of existing partnerships provides us with an opportunity to appraise any partnership to ensure that the University is assured of the academic and operational standards at the partner institution.
- 5.3 This section of the handbook has been written using the indicators and guidelines in the Quality Assurance Agency (QAA) [UK Quality Code](#) core practice *'Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them'*
- 5.4 This section has been written:
- For all staff who have a responsibility for academic quality and standards and whether they are based in schools, professional departments or at partner organisations.
 - Specifically for those with responsibility for the oversight and management of partnership operations both at the University and in partner organisations.
- 5.5 This section sets out the procedures for:
- Partnership Approval
 - Delivery Approval
 - Approval of Articulation Arrangements
 - Periodic & Annual Review of Partnerships
 - Annual Business Review (ABR) of Collaborative Partnerships
 - Partnership liaison and management
 - Partnership Boards
 - Partnership Termination
- 5.6 Additional briefing notes are available for:
- Partnership Approval/Review processes
 - Delivery Approval process
 - Approval of Articulation Agreements
 - Role of the Academic Link Tutor (ALT) and Academic Partnerships Service Office
 - Annual Business Review of Collaborative Partnerships

Risk Management Approach

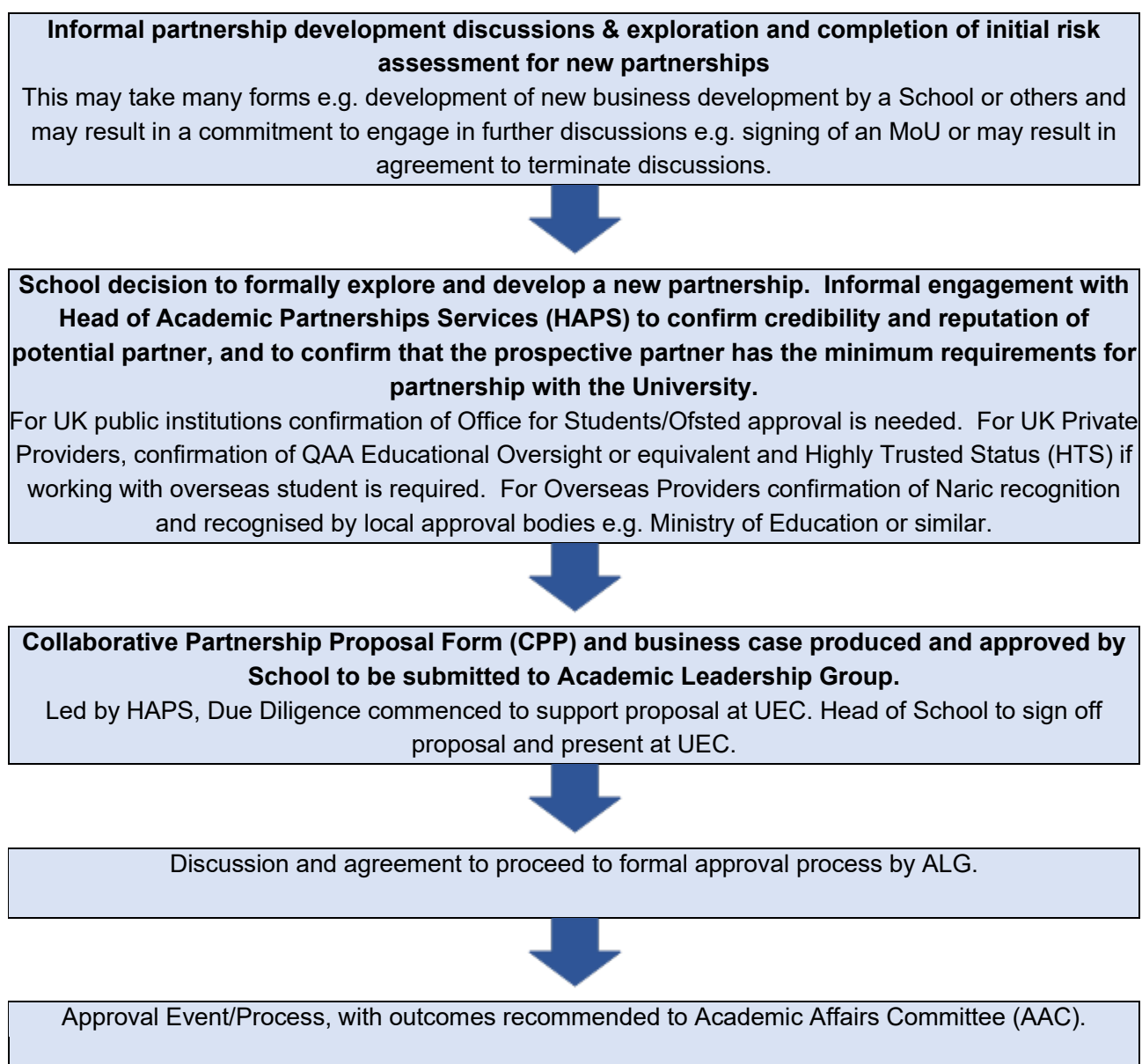
- 5.7 In line with the University's approach to the management of risk the following processes have been designed to be applied flexibly. This approach considers past performance of the school and partner (the provider) but it also considers the competence of the provider going forward and the contexts within which it is operation now.

Partnership Approval: the purpose

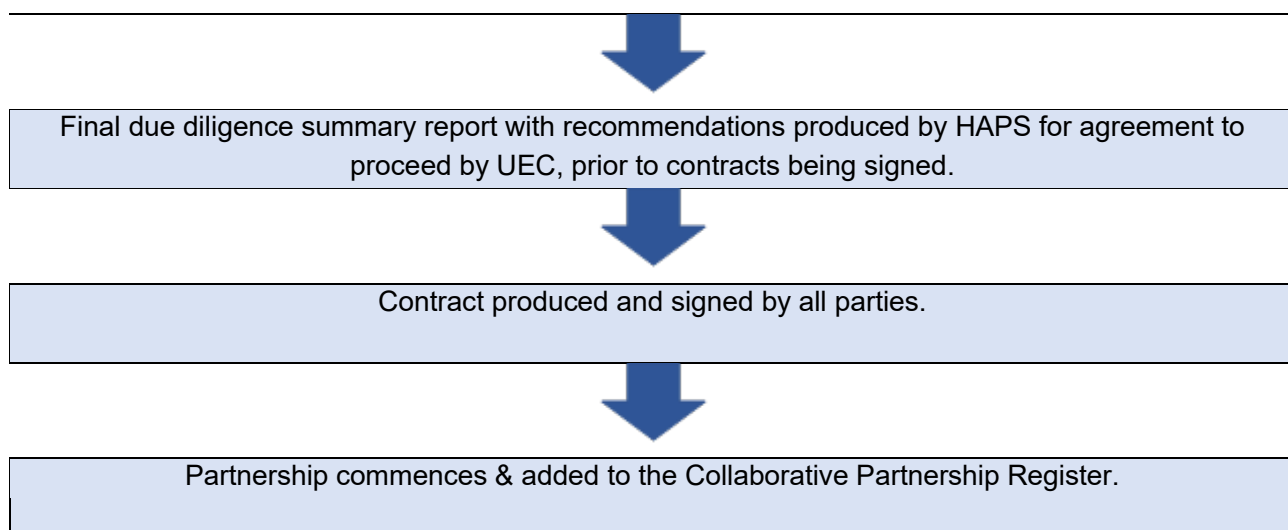
- 5.8 For prospective partners, the approval process provides the opportunity to fully appraise a potential new partner through understanding their legal and financial standing and institutional policies and practice. It enables confirmation of the strategic fit in terms of both organisations' missions and objectives. Finally, through this process UoG ensures that both organisations have the appropriate core competencies to enter into the partnership.
- 5.9 Appendix 4.A provides information of the Categorisation of Collaborative Partnerships, with level one typically presenting a lower level of risk than a level seven arrangement. It is acknowledged that these categories merely provide easily identifiable 'standard' activity and a risk management approach will be taken with activity that falls between categories. The approval and monitoring of activity is undertaken using an approach that is consistent with the level of risk.

Partnership¹ Approval: a summary of the process

5.10



¹ For all partnership proposals where UoG credit is being delivered or supported by partner institution (excluding placements).



Partnership Approval: the process

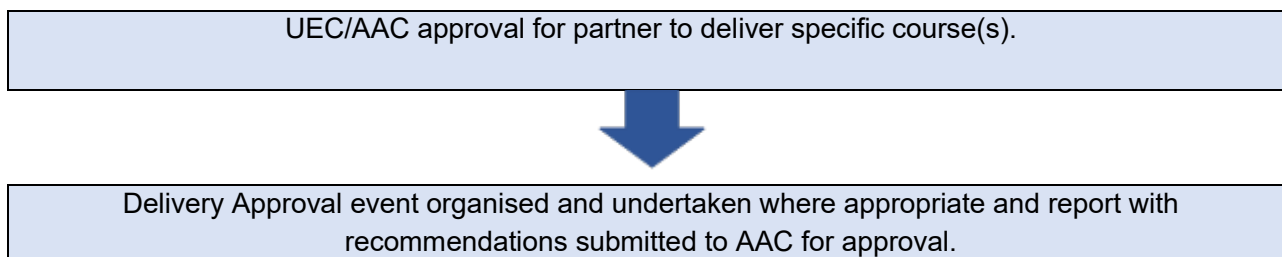
- 5.11 The approval of new partnerships is managed through Academic Partnership Services (APS) based within Academic Registry.
- 5.12 Approaches for new partnerships can come from a variety of sources – through APS, Schools or direct approaches to the University.
- 5.13 In some cases a quick decision is made by the Head of Academic Partnership Services and/or Head of School (HoS) if they do not want to progress the discussions. If the discussions are to progress, all prospective new partners are requested to complete a proposal document which provides the University with enough information to make a decision if the partnership is to be explored further.
- 5.14 Proposals which are not progressed past this point are documented within APS, confirming why the partnership was not progressed.
- 5.15 The Head of Academic Partnership Services (HAPS) will work with the School(s) to progress the development and prepare the documents for presentation at UEC.
- 5.16 The HAPS will commence the legal, financial and process due diligence.
- 5.17 Outcomes of the due diligence together with the Collaborative Partnerships Proposal and business case will be presented at ALG for consideration. The Head(s) of School from the subject area(s) together with the HAPS will attend ALG to present the proposal.
- 5.18 As part of the due diligence process, the HAPS will recommend to ALG the type and level of approval event required for the proposal. This recommendation will be based on a risk management approach after fully investigating the level of risk with the particular partner.
- 5.19 Following approval from ALG to proceed to partnership approval, the APS will manage the formal approval process and report the recommendations to the AAC, who will be required to confirm the recommendations/conditions in the approval visit report.

Delivery Approval: the purpose

- 5.20 For each course delivered by a partner organisation the University needs to confirm that the partner has the resources (both physical and human) to deliver specific provision. In addition, the University requires confirmation that the host school has the capacity to manage its responsibilities for quality assurance and enhancement. The Delivery Approval process enables these assurances to be gained.

Delivery Approval: a summary of the process

5.21



Delivery Approval: the process

- 5.22 The Delivery Approval process assesses the partners' ability to delivery specific courses at a specific location. As such, the University appraise the partners' capacity to deliver the course in terms of appropriate staffing, learning resources, student support and learning and social facilities. The process further explores the capacity of the school to support the development and confirms the operational activities to facilitate the delivery of the course.
- 5.23 The Delivery Approval process can be part of an existing process i.e. Partnership Approval/Review or Validation of a course.
- 5.24 For new partnerships offering franchise provision, the Delivery Approval investigations can be completed as part of the Partnership Approval process or as a separate Delivery Approval event. For existing partners offering additional franchise provision, a Delivery Approval event may still be required for the new provision. Reports and recommendations are submitted to AAC for approval.
- 5.25 For new partnerships offering validated provision, the Delivery Approval event is normally carried out at the same time as the validation fo the new award. The Panel will submit recommendations and the report to AAC to make the decision on behalf of Academic Board.
- 5.26 For additional sites for delivery with an existing partner a Location of Delivery Report is compiled by the HAPS and/or ALT/ACL (where subject expertise is required) and submitted to the to AAC to make the decision on behalf of Academic Board.

Partnership Reviews

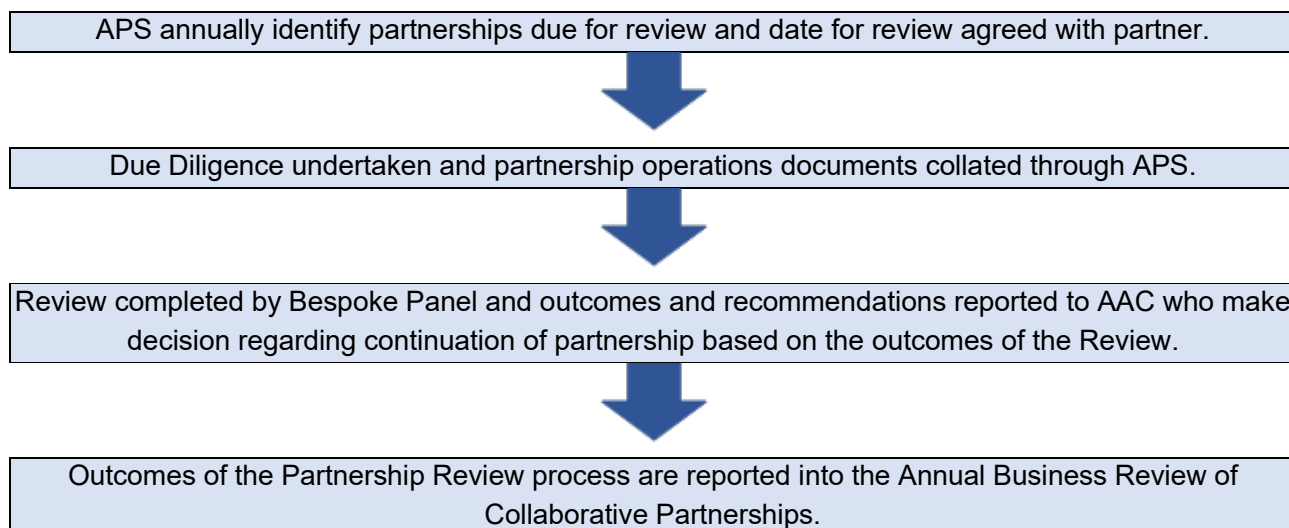
- 5.27 In addition to reviewing individual courses offered at collaborative partner organisations, the University also conducts a process for periodic and annual review of partnerships at the institutional level. The timeframe this happens will be specified in the contract but will not exceed 5 years.

Periodic Partnership Review: the purpose

- 5.28 Partnerships are usually approved for a period of 5 years which is stipulated in the Collaborative Partnership Agreement/Contract. Prior to the expiry of the Agreement the University will take the opportunity to re-appraise the arrangement. The legal and financial due diligence will be re-visited and the operations of the partnership will be fully re-appraised.

Periodic Partnership Review: a summary of the process

5.29

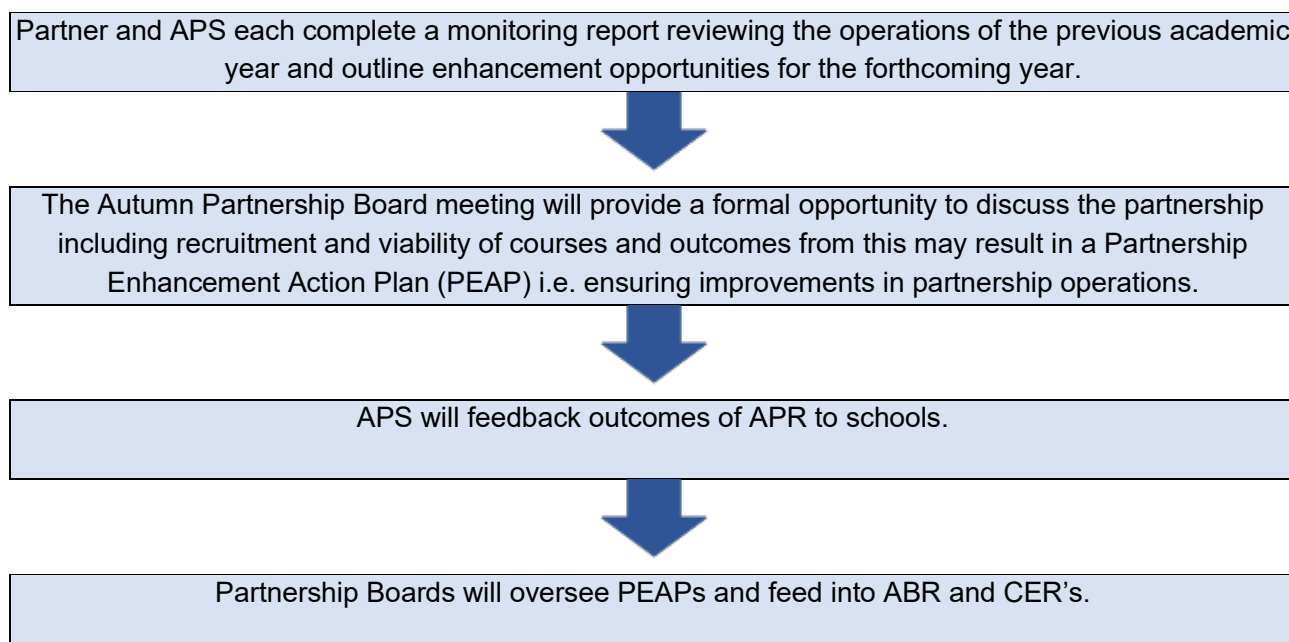


Annual Partnership Review: the purpose

- 5.30 Annual Partnership Review (APR) is carried out to provide an institutional context for the individual Course Enhancement Reviews (CERs). It informs the University of any significant developments within the partner institution and allows for a discussion about potential additional developments within the partnership. It evaluates the operation of the partnership and provides a formal means by which the partner can feed back to the University on generic matters.

Annual Partnership Review: a summary of the process

5.31



Business Review of Collaborative Partnerships: the purpose and process

- 5.32 In addition to the approval and review processes outlined above, the University undertakes to complete a Business Review of all collaborative partners. The review provides an opportunity for UEC to have a strategic oversight of collaborative provision through the Annual Business Review

chaired by the Vice Chancellor. This 'committee' is comprised of relevant members of UEC. The reporting to this committee is carried out by APS.

- 5.33 APS lead the collation of information and evidence from colleagues across the University to provide a comprehensive appraisal of each partnership with recommendations for future action relating to each specific arrangement.
- 5.34 The ABR can make the decision to terminate partnership agreements. If such a decision is made, the termination of the arrangement will follow the University standard process for this as outlined further in this section of the handbook.
- 5.35 The ABR main meeting will be held annually in February, with the opportunity for an additional meeting in July.

Partnership Liaison & Management

- 5.36 The University is committed to developing and maintaining effective partnerships which both assure the quality and standards of its awards whilst at the same time bringing mutual benefits to both institutions.
- 5.37 Although all University colleagues may liaise and support collaborative partnerships there are a number of key areas and people who take direct responsibility for the management and support of collaborative arrangements.
- 5.38 **Academic Partnerships Services (APS):** This service is based within Academic Registry and the key functions of this area are:
 - a) To develop and implement the quality assurance and operational processes for the management and oversight of collaborative partnerships.
 - b) Oversee the Contract management of Collaborative Agreements.
 - c) Act as a central liaison and guidance point for internal and external colleagues in relation to collaborative partnerships and provide regular communications to appropriate colleagues.
 - d) Develop and manage the process of Partnership Approval and Reviews.
 - e) Undertake the invoicing of collaborative partners.
 - f) Maintain the University [Register of Collaborative Partnerships](#).
- 5.39 In addition to APS there is a specific role that is important to the liaison with validated provision collaborative partners; namely the ALTs. This role is mentioned throughout this Quality Handbook and additional information about the role is detailed in the [ALT Handbook](#). For partners with franchise provision liaison will lie with the Academic Course Leader and the Module Tutors for the course at UoG working with their counterparts at the Partner.
- 5.40 APS has operational oversight of the work of ALTs within specific partnerships, providing continuous central support and guidance for these roles operating 'in the field' as well as working closely with Registry and Academic Services colleagues to ensure effective local administrative support for collaborative activities.
- 5.41 **Academic Link Tutors (ALTs):** ALTs are academic colleagues who are appointed by the school to provide support and guidance to a partner at a subject level for validated provision. The main role of the ALT is to support the academic delivery of collaborative provision offered through partners to

ensure that standards and quality are maintained; and that the course team at the partners are working in accordance with University policy and procedure.

Partnership Boards

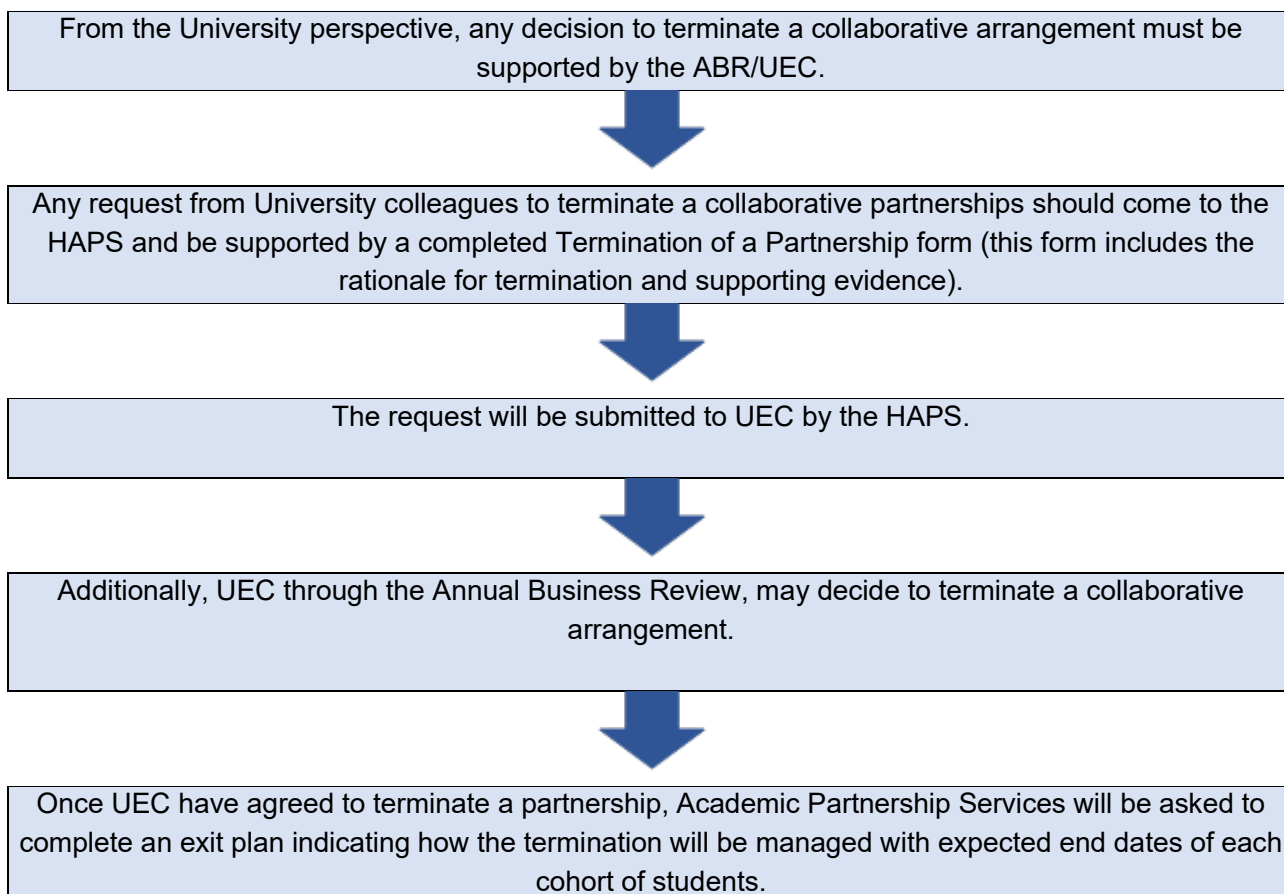
- 5.42 Partnership Boards provide a formal arena in which to review the operation and effectiveness of the overall partnership.
- 5.43 Partnership Boards will oversee the Partnership Enhancement Action Plan (PEAP) and will provide relevant contextual information to support CER and oversight of academic standards and quality at course level.
- 5.44 Partnership Boards will occur twice in each academic year. The first between October and December; and the second between March and April.

Termination of Partnerships

- 5.45 The decision to terminate a partnership may be taken by the University or by a collaborative partner. Partnership termination should always be carried out in line with the terms of the Partnership Agreement.

Termination of Partnerships by the University – a summary of the process

5.46



- 5.47 Following the UEC decision, a formal letter, signed by the Vice-Chancellor will be sent to the partner institution confirming the decision to terminate the partnership. The letter will make reference to the effective date at which the partnership ends, taking account of notice periods where appropriate.

Termination of a Partnership by the Partner

- 5.48 Partner institutions will have their own internal procedures for closing a partnership. In such cases institutions must comply with the terms set out in the Partnership Agreement, which includes ensuring that any remaining students are able to complete their studies up to the maximum registration date.
- 5.49 Once the University have been advised of the decision to terminate, APS will work with the partner to develop an exit plan indicating how the termination will be managed with expected end dates of each cohort of students.
- 5.50 Partners will be expected to comply with all aspects of the Collaborative Agreement and the University's quality assurance and operational processes throughout the termination.
- 5.51 The Partnership Boards will maintain oversight of the exit plan and advise the schools and AAC when all students have completed and the courses are to be closed for that partner to deliver.

APPENDIX 1.A: Key Terms

1. **The Quality Framework** has informed the development of a set of processes for managing academic quality and standards. Students are full partners in the development of and engagement with the quality framework who share responsibility for decision-making about their learning opportunities. The Quality Framework describes an enhancement-led approach to quality that is designed to help us achieve the ambitions set out in the University's [Academic Strategy \(2017-2022\)](#) in order to improve the experience of all University students and staff engaged in learning and teaching.
2. **Quality Enhancement** is defined as the set of policies and activities through which the University ensures systematic and deliberate improvements are made to student learning opportunities and to the learning opportunities available to staff through their continuing professional development, research and scholarly activity. The focus of the University's enhancement effort extends beyond improvements and innovation in academic practice to include interventions to develop the culture, structures, systems and procedures of the institution.
3. **Quality Assurance** is defined as the culture, based on sound principles and processes, which creates an environment for the establishment, maintenance and consistent application of academic standards. Quality assurance processes should support enhancement.
4. **Academic Standards** are defined as measures of the absolute performance of students in assessed work, and the consistency, reliability and external validity of the assessment process, and of the awards made by the University.
5. **Collaborative Provision** as defined by the University includes any module or programme for which the University holds ultimate responsibility but which is delivered, in whole or in part, by or with another body. This definition excludes the University's own campuses and individual claims for credit for prior certificated learning which should be considered in accordance with the Accreditation of Prior Learning (APL) procedures.

APPENDIX 2.A: Academic Strategy Criteria for new proposals

Every new proposal will be required to demonstrate that it is aligned to the University's commitment to the core aspects to drive the development of subjects:

1. *Continuing investment in physical and virtual community to promote a sense of belonging and engagement for students and staff, including co-location, social learning space, fit for purpose teaching space, and technology enabled collaboration and communication.*
2. *Consideration of the concept of a library within the context of each subject, and integrating plans with wider co-location and social learning space considerations.*
3. *Growth in every subject, but strategically identifying the most appropriate growth opportunities, and recognising our education mission and position as an anchor institution. Continual alignment with the local economic needs and ensuring local progression pathways for students will form important components of our growth plans.*

4. *Building on the 'Your Future Plan' initiative, continuing to provide opportunities for students beyond the formal course curriculum while seen as an integral part of the course, underpinned by our Graduate Attributes, and leading to excellent outcomes for our graduates as reflected in upper quartile outcomes in the Graduate Outcomes Survey.*
5. *Ensuring that students see no distinction between course curriculum and wider co-curriculum opportunities, that students understand the value of engaging with both curricular and co-curricular activities, and that we communicate the 'course' in that broader sense effectively for students, driving overall student engagement and outcomes.*
6. *Building on our Higher Education Achievement Record (HEAR) developments, ensuring that the benefits for students drive the next phase as a core aspect of the implementation of the Employability Strategy.*
7. *Building partnerships internationally and domestically, built upon mutual subject aspirations, and of benefit for our students.*

Academic Strategy, Ambition 1

APPENDIX 2.B: Course Development Process – Targeted Support Form

This form should be completed by Heads of School and will accompany a proposal for a new course development (PAF / PAC) when it is submitted to Academic Affairs Committee (AAC)
Targeted support for the development of new courses

In completing this form we ask you to consider carefully the particular challenges facing this development and whether there is a case for targeting specific resources to support the development team / partner to bring the development to a successful academic validation and launch.

The options available for additional support include:

- Additional support from within the School
- Support from the University's enhancement team
- Support from a professional department
- Support from the Collaborative Partnerships Service
- Additional external consultation (academic / professional / employer or industry-related)

Collaborative developments

Please identify any particular issues of which we need to be aware in order to fully support a successful development process?

All Developments: Contextual Information – internal factors

Please identify any particular subject or university-based issues (e.g. PSRB related, market/industry/professional practice, articulation to the NQF, pedagogic, or curriculum developments) that the development will need to address. Please suggest how we may best support the development team to address these challenges during the development process.

All Developments: Contextual Information – external factors

Please identify any particular external challenges and their implications explaining how we may best support the development team to address these challenges during the development process

Please identify the hours allocated via the workload allocation model (WAM)

- To the development team leader
- To other members of the development team

This proposal is ready for consideration by Academic Affairs Committee (AAC). Subject to the appropriate mitigation of the issues identified above, the development team / partner should be able to bring the proposal to a successful validation and launch within the specified timescale.

Name		Date	
Role Title			

APPENDIX 2.Ci: Membership of the UoG Development Team

- Development team leader
- Academic Subject Leader (ASL)
- Other members of the subject team as appropriate
- Enhancement team representative
- LTI representative
- Student representation (no expectation to attend meetings but will be consulted by the development team during the development process)

APPENDIX 2.Cii: Additional membership of the Development Team for collaborative partnership developments

- Academic Partnership Services (APS) will provide generic support for partner course developments in terms of information on processes and may be able to join a development team meeting or provide advice outside the meeting.
- APS (in conjunction with the Academic Link Tutor), will produce the Course Resource Report to be submitted to the Head of School with the draft definitive validation documents
- For validated provision the Academic Link Tutor (ALT) will have appropriate subject expertise and will be the University's representative on partner development teams. The ALT will confirm that the development

process and the draft documentation meet the University's requirements prior to submitting this to the HoS who will confirm whether Stage 2 is complete and the development is now ready to be submitted for validation.

APPENDIX 2.D: Definitive Validation Documentation

Overview Document
<ul style="list-style-type: none"> • Introduction to the proposals to include the rationale for the structure and level of the course • Alignment with the University's Strategic Plan, Academic Strategy and supporting policies • The scholarly activity / research base that underpins the teaching • The course Teaching, Learning and Assessment Strategy • Evidence of appropriate external consultation and how this has been responded to • Evidence of activities focused upon building student employability skills
Appendices
<ul style="list-style-type: none"> • Planning Approval Form (PAF) or Planning Approval Form: Collaborative Partners (PAC) • Programme Specification • Course Assessment Strategy (CAS) • Course Map(s) • Module descriptors for every module that appears on the course map(s) (new and existing) • Short CVs to a common format for all who will be teaching on the course (ensuring that only relevant professional details are included and any personal information is removed)
In addition <i>for courses that are to become the knowledge award for an apprenticeship only</i>
<ul style="list-style-type: none"> • Mapping to Apprenticeship Standard
In addition <i>for collaborative provision only</i>
<ul style="list-style-type: none"> • Course resource report • Draft collaborative delivery plan

APPENDIX 2.E: Validation Criteria

To be successfully validated a course must:

1. Demonstrate academic coherence;
2. Enable students to achieve the appropriate academic level;

3. Comply with the University's Academic Regulations for Taught Provision (ARTP);
4. Give due regard to relevant Quality Assurance Agency (QAA) [Benchmark Statements](#) and other external requirements (for example, those of professional bodies);
5. Have been informed by careful consideration of external academic and professional feedback provided during the development process. For all courses employers must be consulted with and evidence of this provided within the documentation. For courses that are to become the knowledge award for an apprenticeship the external consultant must have both subject expertise and experience of apprenticeships;
6. Have been developed with due regard to relevant University policy statements and strategies;
7. Be taught by staff who hold qualifications that are, at the least, equivalent to the level of the award, or who have significant relevant professional industry experience and expertise, meeting professional body requirements if applicable;
8. Have definitive documentation that complies with standard University formats.
9. Have ensured that sufficient resources are in place to deliver the teaching and learning and to support the student experience.

APPENDIX 2.F: Key elements within an external consultant report

External academic consultation on the proposed course: <i>Please identify award and course title (e.g. BA (Hons) English)</i>	
Name of collaborative partner <i>Where appropriate</i>	
Name of external consultant	
External consultant's role title	
External consultant's institution	

Please comment on the areas identified below:

- The proposed title (appropriateness and whether it will be recognised by and attractive to prospective students)
- The level of the course and its links to external reference points e.g. QAA subject benchmark statements and Professional, Statutory and Regulatory Body (PSRB)
- The learning outcomes for each exit award of the course and for individual modules
- Whether the course is well designed and contains models of teaching, learning and assessment that will create an intellectually challenging student experience.
- The balance of the course content (e.g. theory / practical / placement opportunities / employability / curriculum breadth and depth / personal and academic outcomes)
- Progression arrangements within the course including sub-awards
- Industry / professional relevance
- Mode of delivery (including particular distance learning)
- Employment prospects on completion of the course
- Any specialist resources required to complete the course

- Any specific issues you wish to draw to the attention of the validation standing panel
 - The readiness of the proposed course for validation by the University
-

APPENDIX 2.G: Proposed definitive documentation for minor modifications

1. Top-sheet summarising the required changes.
 2. Evidence of external examiner support for the changes.
 3. Evidence of consultation with all existing students affected by the proposed changes.
 4. Arrangements for timely communication with applicants regarding any changes that could be perceived as a material change to the course or confirmation that that this is not required.
 5. Evidence of consultation with the academic course leaders of other courses that will be affected by the change or confirmation that this is not required.
 6. Evidence of consultation with collaborative partners who franchise the course or who use it as a progression route or confirmation that the course is not franchised or used as a progression route by collaborative partners.
 7. Amended programme specification (track changes).
 8. Amended course map.
 9. Any new or amended module descriptors.
-

APPENDIX 2.H: Changes to an existing course that do not require sign-off or that may be signed-off by the Academic Course Leader or Academic Link Tutor for validated collaborative provision

- *Note:* The appropriate form(s) must be completed and submitted with the amended module descriptor (track changes) to ensure the appropriate and timely processing of the information.
 - Changes to the indicative resources of a module (no sign-off required).
 - Changes to the following sections of a module descriptor – brief description, indicative syllabus, learning and teaching activities, module tutor (sign-off by the academic course leader or the academic link tutor for collaborative provision).
-

APPENDIX 2I: Changes to existing provision that may be undertaken as modifications

- This process may be used to address module level change where the following criteria apply:
 - the award title remains appropriate
 - the resources agreed during the original development remain appropriate
-

- the impact of the proposed changes on existing students or current applicants is not significant. I.e. it is not a material change to the course that could be perceived as having a negative impact on existing students or those applicants who have accepted a place on the existing course unless the proposed change is urgent and unavoidable e.g. in response to Professional, Statutory and Regulatory Body (PSRB) requirements

Examples of changes that may be undertaken as modifications.

- Changes to the learning outcomes of a module.
- Changes to the assessment of a module.
- Addition of option module(s).
- Deletion of option module(s).

APPENDIX 2.J: Changes to existing provision that require a validation process

- The validation process must be used when the proposed changes to an existing course are significant* and will result in a material change to the course to the extent that one or more of the following apply :
 - the proposed changes will mean the award title is no longer appropriate.
 - the resources agreed during the original development are no longer appropriate.
 - the impact of the proposed changes on existing students or current applicants is significant, i.e. it is a material change to the course and as the proposed changes are not urgent they would be better considered as part of a validation process which, if necessary, will enable existing students to complete their intended award. Applicants can be advised in a timely way of the changes and if necessary supported to find an alternative course of study.
- Examples of changes that require a validation process.
 - Changes to the award title and the programme learning outcomes.
 - Changes to the mode of delivery or significant change to an assessment strategy.
 - The addition of a new award

*It is not possible to provide a formulaic definition of what constitutes 'significant' change. This will depend both upon the nature of the course and the nature of the modules being added or removed. The evaluation of what is considered significant cumulative and/or step change is based on a consensus of academic judgement and will differ depending on the type of programme, subject area, professional body, mode of delivery etc.

APPENDIX 3.A: The Course Portal: Information and Data

1. The development of a 'portal' through which the course leader (and others) can see all the course information and data, including the information generated by the course leader (reflective log, action log, RAG-rating profile and statements on enhancement and good practice).
2. Information includes:
 - a) Course definitive documentation (or links to it)
 - b) Course handbook
 - c) Module guides (including the assessment brief)
 - d) Subject benchmark statements (or links to them)
 - e) External examiner reports (or links to them)
 - f) Professional, Statutory and Regulatory Body (PRSB) documentation (if relevant)
 - g) Market – competitor information and trends
 - h) Reflective log
 - i) Action log
 - j) RAG-rating profile sheet
 - k) Annual statement on Good Practice
 - l) Annual statement on Enhancement
3. Qualitative data includes:
 - a) Annual Course Evaluation (ACE) course level comments
 - b) ACE module level comments
 - c) National Student Survey (NSS) comments
4. Quantitative data includes:
 - a) Student achievement
 1. Degree classification and trends
 2. Module mark profile and trends
 3. Outliers – awards and modules
 - b) Student progression
 1. Level 4 to 5 progression and trends
 2. Level 5 to 6 progression and trends
 3. Progression between stages at Level 7
 - c) Applications and trends
 - d) Enrolments and trends
 - e) Conversion and trends
 - f) ACE and trends
 - g) NSS and trends
 - h) Postgraduate Taught Experience Survey (PTES) and trends
 - i) Destination of Leavers from Higher Education (DLHE) survey and trends

APPENDIX 3.B: RAG-Rating Profile Sheet

The RAG-Rating Profile Sheet is partly pre-populated from the underpinning data, and partly populated based on the judgments of the course leader: *(Franchise partners may be required to provide specific information relating to their location of delivery and this will be done via the Academic Link Tutor (ALT))*

- a) Enrolments in prior year (pre populated)
- b) Enrolment trend (three prior years) (pre populated)

- c) Market – subject trend (three prior years) (pre populated)
- d) Degree classifications in prior year (pre populated)
- e) Level 4 to 5 progression in prior year (pre populated)
- f) Annual Course Evaluation (ACE) overall satisfaction (pre populated)
- g) National Student Survey (NSS) overall satisfaction (pre populated)
- h) Postgraduate Taught Experience Survey (PTES) overall satisfaction (pre populated)
- i) Destination of Leavers from Higher Education (DLHE) survey (employment plus graduate employment) (pre populated)
- j) External examiners reports (ACL populated RAG)
- k) Professional, Statutory and Regulatory Body PSRB reports (Academic Course Leader (ACL) populated RAG)
- l) Curriculum (ACL populated RAG)
- m) Learning, teaching & assessment (ACL populated RAG)
- n) Human resources (ACL populated RAG)
- o) Physical resources (ACL populated RAG)
- p) Overall RAG for course (ACL populated RAG, but red if enrolments red)

The aim for the RAG-Rating Profile sheet is a one-side of A4 summary, concluding with an overall RAG-rating agreed with Academic Subject Leader (ASL) who will discuss with the subject representative and then Head of School (HoS) for sign-off. The overall risk context for the school will influence the decision on the ability to mitigate the rated areas, and therefore the overall RAG-rating for the course.

APPENDIX 3.C: Annual Statement on Good Practice

The aim is a brief statement on good practice, drawing on the good practice items in the reflective log. The selected items should be areas for sharing within the school and potentially across the University. The good practice items will be a source of information for the Academic Development Unit (ADU) in undertaking enhancement work across the University.

APPENDIX 3.D: Annual Statement on Enhancement

The aim is a brief statement on enhancement, drawing on areas in need of enhancement from the reflective log and the resulting actions. The selected items should provide context underpinning the decisions about overall course RAG status, and be more extensive in the event of a red RAG-rating. The enhancement items will be a source of information for the Academic Development Unit (ADU) in undertaking enhancement work across the University.

APPENDIX 4.A: Categorisation of Collaborative Partnership

Level 1: School-based training, clinical and other placements; overseas student exchanges
Within this category the University may delegate to a partner organisation such as a school or hospital limited responsibility for student learning and assessment. Also included within this category are student exchanges managed in collaboration with overseas HE providers, e.g. via the Erasmus programme. The approval and monitoring of this activity is delegated to the Academic Course Leader (ACL) within the context of the course and the overall School.
Level 2: Outreach Learning Venues
Within this category University staff or approved University partners are fully responsible for delivering UoG provision and supporting students at an external venue (This excludes any UoG campuses or Partner approved delivery locations). These venues are not the students' main study base as students will have approved support and learning facilities either on-line or at a specific approved venue as confirmed at the validation or delivery approval. These venues are only to enhance existing delivery and will generally be ad hoc short term opportunities. The approval and monitoring of this activity is delegated to the ACL within the context of the course and the overall School.
Level 3: Outreach Supported Learning Centres
Within this category University staff are responsible for delivering UoG provision at an external venue (this could be a further education college or a private UK college or overseas college or similar), but the partner has some delegated/agreed responsibilities for facilities and for providing learning support and/or student services. The approval and monitoring of this activity is shared between the Academic Partnership Services at a Partnership level and the Academic Link Tutor (ALT)/ACL within the context of the course and the overall School. Approval of these partnerships is required through the Academic Affairs Committee on behalf of Academic Board.
Level 4: Articulation Agreements
<p>Within this category the University recognises and grants credit exemption to students completing a named programme of study of another awarding body to enable their progression to a UoG programme at a point other than its normal start ('entry with advanced standing') In this particular context, articulation agreements are, for example, likely to be with overseas institutions or UK private providers or an Awarding Body that wish their certificate or diploma students to progress to entry with advanced standing on to an UoG award.</p> <p>Additionally, Articulation is seen as the process by which qualifications studied at particular organisations or approved by a specific awarding body are used as an entry requirement for the usual starting point of an award. Articulation is used when a number of students will be applying with the same entry requirements from a specific awarding body/institution and not for individual claims for APL.</p> <p>The approval and monitoring of this activity is shared between the Academic Partnership Services at a Partnership level and the ALT/ACL within the context of the course and the overall School. Approval of these partnerships is required through the Academic Affairs Committee on behalf of Academic Board.</p>
Level 5: Franchised provision leading to an academic award or credit
Within this category the University franchises its own modules or programmes for delivery by another organisation. The approval and monitoring of this activity is shared between the Academic Partnership Services at a Partnership level and the ACL/MT within the context of the course and the overall School. Approval of these partnerships is required through the Academic Affairs Committee on behalf of Academic Board.

Level 6: Validated provision leading to an academic award or credit
Within this category the University validates a complete programme of study or parts thereof, developed or designed by another organisation (or in collaboration with UoG) for delivery by that organisation. The approval and monitoring of this activity is shared between the Academic Partnership Services at a Partnership level and the ALT/ACL within the context of the course and the overall School. Approval of these partnerships is required through the Academic Affairs Committee on behalf of Academic Board.
Level 7: Joint Venture (Risk level dependant on specific agreement)
This category relates to a contractual relationship where the University would pool resources and expertise with one (or more) organisations to work together on a particular project or initiative. University Executive and Council approval is required for these developments.