



# **Collaborative Provision Policy**

**Owned by: Provost & DVC**

**Approved by: Senate Portfolio Development Committee on 10<sup>th</sup> July 2014**

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**Version 1.4 Updated to Reflect transfer of responsibilities from SPSP to Directorate 9th July 2020**

**Approved by Senate Chair's Action**

# Collaborative Provision Policy

## 1. Aims & Objectives

The aim of this policy is to ensure that all Regent's University London students have a high quality student experience irrespective of where they are studying, and that academic standards are appropriately safeguarded. To this end there should be clearly defined processes in place to safeguard academic standards, and the learning opportunities and overall student experience for Regent's students studying at collaborative partners of the University.

The quality framework for managing collaborative provision with others should adhere to the expectations set out in the Quality Assurance Agency's (QAA) "UK Quality Code for Higher Education", in particular "Part B: Assuring and Enhancing Academic Quality" and principally "Chapter B10: Managing Higher Education Provision With Others".

The expectation for Chapter B10 states:

*"Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively."*

Any collaborative arrangement that Regent's enters in to should be principally aligned with the University's Internationalisation Strategy in terms of approved models of collaboration and priority markets, and where the proposal for collaboration differs, a clear academic and financial rationale must be provided.

The objective of this policy is to provide an overarching set of principles that will underpin the quality framework for the effective management of collaborative arrangements with other institutions, which should contain the necessary checks and balances for each model of collaborative provision and ensure that the processes underpinning them are consistent, efficient and effective in safeguarding the academic standards, learning opportunities and overall student experience for Regent's students.

## 2. Guiding Principles

This policy is concerned primarily with ensuring that Regent's students, who are studying at other institutions that Regent's has a collaborative arrangement with, receive an overall comparable experience to studying at Regent's and that academic standards are appropriately safeguarded. It also seeks to aid staff by setting out clear and defined principles, which underpin the rest of the quality framework for collaborative provision. The policy is also guided by the principles set out in the QAA's UK Quality Code for Higher Education and in Regent's Internationalisation Strategy.

## 3. Policy statement

Regent's University London believes that by creating a quality framework that adheres to the principles stated in this policy, the University will be able to adequately safeguard the academic standards, provision of learning opportunities and overall student experience for Regent's students studying at collaborative partners.

Collaborative provision is defined as educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

Regent's intends to engage principally in three types of collaborative provision, as set out in the University's Internationalisation Strategy and as defined in Chapter B10 of the QAA's Quality Code:

- **Articulation arrangement:** A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body.
- **Dual/double or multiple awards:** Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them.
- **Jointly delivered programme:** A programme delivered or provided jointly by two or more organisations, irrespective of the award (whether single, joint, dual/double or multiple). It refers to the education provided rather than the nature of the award.

At this time, Regent's has decided not to engage with the following types of collaborative provision:

- **Franchising:** A process by which a degree-awarding body agrees to authorise a delivery organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes. Often, the degree-awarding body retains direct responsibility for the programme content, the teaching and assessment strategy, the assessment regime and the quality assurance. Students normally have a direct contractual relationship with the degree-awarding body.
- **Validation:** a process by which a degree-awarding body judges a module or programme developed and delivered by another organisation and approves it as being of an appropriate standard and quality to contribute, or lead, to one of its awards. Students normally have a direct contractual relationship with the delivery organisation.

Proposals for collaborative provision must meet at least one of the following criteria:

- The proposal is located within one of the University's priority markets, as defined within the University's Internationalisation Strategy.
- The programme contributes to the enhancement of the University's reputation through the development of academic relations with a partner organisation.
- The programme strengthens an existing successful partnership.

The Collaborative Provision Policy impacts upon the University by allowing the opportunity for the development of collaborative provision arrangements, as defined above, which expose the University to new risks in relation to assuring the quality of collaborative provision and the academic standards of Regent's University London awards to which such provision leads.

#### **4. Implementation of this policy**

All staff at Regent's are expected to be responsible for implementing this policy. This policy will be available to all staff and students. It will be monitored by Directorate on behalf of Senate.

## **5. Procedure and Process**

Before investing significant resource and effort in a prospective collaborative partnership, Section 1 "Early Scrutiny of prospective Partners" of the "Appointing New University Partners" form should be completed and approved by the DVC. In due course, all other sections of the form should be completed and brought forward for scrutiny and approval by Directorate on behalf of Senate.

A 'Collaborative Provision Partner Review Process' should also be established to review:

- Academic performance of partnership students, relative to the performance of the standard London-based Regent's cohort, on an annual basis
- Financial, contractual and management arrangements, relative to the related objectives in the original proposal, in the year prior to the end of the agreement. At this point, a review of the benefits set out in the original proposal should be undertaken and a decision made as to whether Regent's wishes to renew the agreement for a further five years or terminate it.

## **6. Measurement of policy's success**

Feedback on the success of this policy from students and staff at Regent's is passed on to Directorate. The measure of success for this policy will be that students who are studying at a collaborative partner will receive a comparable experience to those studying at Regent's and that there are no concerns over differing academic standards. This will result in confidence for Regent's that the processes underpinning collaborative arrangements are being managed effectively and that academic standards are being safeguarded. This can be measured by the amount of complaints that Regent's receives from students studying at collaborative partners and appropriate quality assurance processes to ensure that academic standards are being maintained.

## **7. Monitoring of the policy**

Monitoring of this policy is conducted throughout the year as part of the University's normal business processes.

## **8. Review of the policy**

Once a year, during the summer, the effectiveness of this policy will be reviewed by the Provost & DVC. Any major changes will need to be approved by Senate.