

LTC13D064

Title: *Report to LTC – Implementation of the Quality Code B10:
Managing higher education provision with others*

Author: Sally Walker – Head of Partnerships

Date: May 2014

Circulation: Learning and Teaching Committee – 14 May 2014

Agenda: LTC13A005

Version: Final

Status: Open

1 Introduction

QAA UK Quality Code for Higher Education

This report sets the context for the supporting mapping documentation for B10: Managing higher education provision with others and forms part of the whole university exercise in engaging with the Quality Code.

Chapter Expectation:

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.

2. The Process

A B10 working group was established under a chapter champion. The members of the group are set out below. A student member and another member of academic staff were nominated, but did not attend any of the meetings.

This mapping exercise was focussed around ensuring sound quality assurance to maintain high academic standards and the document, therefore, records the following:

- i) evidence of compliance where the Group was satisfied that current processes meet The Expectation and Indicators
- ii) action points where the Group felt that further work was required to ensure full compliance
- iii) action points where the Group identified opportunities for quality enhancement. This was given a high consideration by the Group in order to develop our policies and processes in pursuit of excellence in our academic standards.

- iv) responsibilities for action points
- v) timelines for implementation of action points

The complexity of managing B10, impacting on LTS, REN and ARM presented significant challenges. In order to assure the group that aspects were being covered from all angles, the indicators were considered individually from four perspectives: Partnerships, Placements, Study Abroad and Postgraduate Research. Once these had been considered individually for compliance, action and enhancement, they were merged into the accompanying document.

In addition the UEA Placement Code of Practice was mapped against B10. Although it was found to be compliant with B10, on reflection it has been agreed that it would be more appropriate to change the way the information is presented to a Placement Handbook and appropriate amendments to the UEA regulations.

3 Implementation at UEA

The attached document shows the action to be taken and key dates for reporting progress to LTC. Whilst not essential to compliance with the QAA Code, it was agreed at the meeting of LTC on 19th March 2014 that the Director of University Services (Learning and Teaching) would establish a Working Group which would consider arrangements for supporting UEA students who were not on campus because they were studying abroad. This would include consideration of PGR students. This group will take the outcomes of the mapping process into account when making its recommendations.

4 Implementation at Partner Colleges

For all parts of the QAA Quality Code, individual partners are working through the expectations and indicators, using it as an opportunity to instigate enhancement in addition to demonstrating compliance. The progress of partners is reported through the individual Joint Boards of Studies.

5 National Picture

The Head of Partnerships (Sally Walker) was responsible for setting up a day seminar for the Council for Validating Universities entitled *Enhancing placements & work based learning through engagement with Chapter B10 on 7th April 2014*. The seminar considered:

- Good Practice for Work Based and Placement Learning in Higher Education
- How institutions with diverse placements and/or study abroad programmes manage their arrangements
- What issues were identified under the previous Audit methodology
- How can institutions demonstrate engagement with B10 at Higher Education Review
- The potential to demonstrate enhancement when engaging with Chapter B10

The day programme included talks from the QAA and ASET (the professional body for placement and employability staff). Individual sessions were delivered by Sally Walker and the Head of Quality, UCS (Mark Lyne) and a session on enhancement was led by the Academic Director of Taught Programmes (Adam Longcroft) with support from the Partnerships Manager (Stephen Knock).

One of the key areas for discussion was how institutions assure themselves that their procedures are tailored and proportionate to the risk. This is an area that will require further exploration and clarification from the QAA. Until such clarification emerges, it is clear that it is best to take a cautious approach.

It was clear from the seminar that UEA was experiencing similar issues to comparable universities in the identified need to enhance consistency of student experience across the range of placement activities. The key to managing activities is the development of appropriate software which can support the full range of activities. This has been identified as an enhancement activity on the attached mapping document.

6 Conclusion

The conclusion of the group was that, broadly, the indicators were currently being met and, as required by the expectation, we can demonstrate that UEA takes 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.

Consideration of the code shows that there is scope for enhancing our practice and this has been identified as clear actions which will be reported back to LTC as set out in the mapping document

UK Quality Code Mapping Document & combined Action Plan for the UEA Learning and Teaching Strategy

Chapter B10: Managing higher education provision with others

Chapter Champion: Sally Walker

Chapter Expectation:

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.

Area	EVIDENCE	ACTIONS	WHO ?	BY WHEN ?
Indicator 1				
A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.				
Partnerships	<p>Review of Partnerships Office showed it is appropriately resourced for current activity</p> <p>Approved Partnerships Strategy Partnerships Handbook section 4</p>	<p>Develop revised <i>Partnerships Strategy</i> with input from stakeholders</p>	ADP	LTC approval October 2014
Placements	<p>Extract from UEA Placement Learning and Work-based Learning Code of Practice:</p> <p><i>The University of East Anglia is committed to maximizing the opportunities that its students have to develop practical experience of professional settings, work experience in other countries, language skills and exposure to a range of cultures. The University is committed to working collaboratively with professional, statutory and regulatory bodies (PSRBs), employers, external partners and other HEIs to ensure that its provision meets the needs of students, employers and society in general</i></p>	<p>A working group of LTC has been set up to look at how placements are considered at course approval stage. This may include revisions to the approval form and process. The course approval process more broadly is currently under discussion. (LTS Minutes 19 March 2014)</p> <p>University oversight for all placement-type activity will require further discussion.- to be embedded into regulations which will then have force.</p>	<p>DLTS</p> <p>HLTS (Q)</p>	<p>Progress report to LTC October 2014</p> <p>Progress report to LTC October 2014</p>

	The strategic decisions for learning opportunities outside UEA which form part of the programme of study are made at programme level (see actions)			
PGR	<p>PGR Learning and Teaching Strategy and PGR Recruitment Strategy (in preparation) cover strategic approach to PGR provision including aspects of provision with others. B10-PGR Implementation Group has mapped out 15 to 20 areas of PGR provision covered within this, ranging from major doctoral training partnerships to individual student fieldwork arrangements.</p> <p>Oversight maintained through:</p> <ul style="list-style-type: none"> • Postgraduate Research Executive • Quarterly B10-PGR Implementation Group meetings 	<p>Strategy to be developed for increased placement provision if FMH pursue plans to recruit non-NHS funded international ClinPsyD trainees</p> <p>Strategic approach to co-tutelle provision to be developed as part of PGR Recruitment Strategy</p> <p>PGR co-tutelles to be recorded on partnerships database</p> <p>Staff resource for Doctoral Training Partnerships under regular review, with linked requests for additional resource for PGR Service via Central Units Bidding round as needed</p> <p>Strategic approaches for other partnerships (e.g. with University Campus Suffolk) under regular review.</p>	HPGR	End July 2014
Study Abroad	<p>Requirements for Study Abroad are detailed on webpage http://www.uea.ac.uk/study/study-abroad</p> <p>Oversight maintained through:</p> <ul style="list-style-type: none"> • Continual working relationships • Personal meetings with partners at sector conferences • Site visits for relationship management and recruitment • Hosted inward visits from partners 	International Office to provide evidence of scrutiny.	HOI	End July 2014
Indicator 2				

Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

Partnerships	<u>Partnership Agreements</u>	No further action required		
Placements	<p>UEA Placement Learning and Work-based Learning Code of Practice</p> <p><u>Placement Learning and Work-based Learning Code of Practice</u></p> <p>The UEA Code of Practice makes roles and responsibilities clear:</p> <p>Section 5: Error! Reference source not found.</p> <p>Section 6: Error! Reference source not found.</p> <p>Section 7: Error! Reference source not found.</p> <p>Section 8: Error! Reference source not found.</p> <p>Section 9: Error! Reference source not found.</p> <p>Section 10: Error! Reference source not found.</p>	<p>The UEA Placement Learning and Work-Based Learning Code of Practice should be revised and the content split into two “Placement and Work based learning regulations” and a “Placement Handbook” (which could form part of the current generic student handbook).</p> <p>Action: Course review process needs to be reviewed to ensure that placements are reviewed as part of the process and that compliance with UEA requirements is demonstrated.</p>	HLTS (Q)	October LTC
PGR	Doctoral Training Partnership arrangements are reviewed by DTP Management Boards; other arrangements are reviewed by Postgraduate Research Executive	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	School approvals and relationship maintenance and quality review through participant feedback.	Need to provide examples	HOI	July 2014

Indicator 3				
Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.				
Partnerships	For partnerships business case is separated from course/institution approval.	No further action required		
Placements	<p>LTS Document shows where records located <u>Z:\LTS Folders\Placements\QAA Quality Code (B10)\MoUs agreements where records held.docx</u></p> <p>For programmes leading to vocational qualifications – these have the majority of placements at present, student numbers usually commissioned by external government bodies</p> <p>UEA CoP states:</p> <p>9.1. Schools making new arrangements for placements/work-based learning experiences with an employer or external organisation of any kind will ensure that the placement/work-based learning provider confirms:</p> <ol style="list-style-type: none"> 1. That a learning experience of an appropriate standard will be provided for the student(s); 2. That it has appropriate insurance, equality, and health and safety policies in place; 3. The identity and contact details of a key contact person/staff member who will act as the student's mentor/supervisor whilst on placement; 4. Arrangements whereby the student's 	<p>Annual report on placements will be submitted to LTC (structure and content to be confirmed)</p> <p>Internships will be covered in more appropriate sections of the Code.</p>	HLTS (Q)	

	<p>progress will be monitored;</p> <p>5. That it has a complaints procedure which the student can use in the same way as any other staff member or member of the organisation;</p> <p>6. Where relevant, the placement will meet the requirements of relevant statutory and regulatory, professional or funding bodies (PSRBs).</p> <p>1.2. The School of Study will ensure that details relating to any new placement/work-based learning arrangement, including full contact details of the organisation concerned and details (where known) of where the student will be residing whilst in placement, are shared with the relevant LTS HUB. The HUB concerned will ensure that these details are recorded and kept (in the longer term this information will be held on a central Placements Database).</p>			
PGR	Overseen by Postgraduate Research Executive when applicable	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	UEA students do not pay for study abroad.	n/a		
Indicator 4				
Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves that they have the legal capacity to do so.				
Partnerships	<p>UEA has currently only one such arrangement with University of Essex for University Campus Suffolk.</p> <p>Partnerships Handbook</p>	<p>Further clarification has been provided on joint and dual awards.</p> <p>http://www.uea.ac.uk/partnerships/international/International+Handbook</p>	HOP	Completed Jan 2014
Placements	n/a	n/a		

PGR	Co-tutelle provision is checked on a case-by-case basis (dual awards)	PGR co-tutelles to be recorded on partnerships database	HPGR	July 2014
Study Abroad	n/a	n/a		
Indicator 5				
The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.				
Partnerships	Risks assessed via validation and review/revalidation for partner institutions managed by Partnerships Office http://www.uea.ac.uk/partnerships/international/International+Handbook	Checklist and revised process for initial scrutiny in place for new proposals http://www.uea.ac.uk/partnerships/policy-and-forms/proposal	HOP	Completed
Placements	UEA CoP Appendix 1 Risk Assessment Tool for Student Placements Appendix 2 Placement provider Agreement Form Appendix 3 Placement Approval Form Appendix 4 Types of Risk (Low, Medium and High) Appendix 5 Risk management approach: Low, Medium & High (for use when completing Risk Assessment Tool) Appendix 6 Placement Health and Safety Requirements Appendix 7 Induction Checklist	Need to ensure that risks are considered at programme approval and review. Feed into review of programme approval and revisions to review process	HLTS (Q)	Progress report to October 2014 LTC
PGR	Indicator 5 - Fieldwork+Risk+Assessment+Form.pdf Indicator 5 - Research+and+fieldwork+absence+(pdf).pdf Cotutelles signed off by Academic Director of PGR (to	PGR co-tutelles to be recorded on partnerships database	HPGR	End July 2014

	be recorded – see above) CoP includes risk assessment for placements.			
Study Abroad	Attached 2013-14 YA and Erasmus handbooks (multiple additions/ improvements planned for next version). Indicator 5 - GeneralGuide.YA2013-14.docx Indicator 5 - Outgoing ERASMUS Guide 13-14.pdf Risks may also be assessed as part of the course review process.	Annual analysis of study abroad assessments to be provided to LTC as part of study abroad report	HOI	December 2014
Indicator 6				
Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.				
Partnerships	For Partnerships due diligence is part of the approval process, periodically checked at Institutional Reapproval/Revalidation. Agreements can be checked/reviewed at any time if concerns are raised.			
Placements	UEA CoP Appendix 2 Placement provider Agreement Form Appendix 3 Placement Approval Form	<ol style="list-style-type: none"> 1. Placement Provider Agreement Form to be amended to give brief summary of the type of work to be undertaken by the student (not necessary for professional Schools where have own agreements with providers in place). 2. Need to provide information on where the student can access other student feedback on placements 3. Need to articulate the process for review of placements and consider inclusion in annual course update. 'Professional' Schools often have to comply with regulations of the PSRBs who accredit the programmes so usually well covered. 	HLTS (Q)	Progress report to October LTC

		<p>4. Suggest a summary table clearly showing who has responsibility for each aspect</p> <p>5. Need to ensure every placement has agreement</p>		
PGR	Reviewed by B10-PGR Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	<ul style="list-style-type: none"> Continual working relationships Personal meetings with partners at sector conferences Site visits for relationship management and recruitment Hosted inward visits from partners 	To be included in annual study abroad report to LTC	HOI	December 2014 LTC
Indicator 7				
There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.				
Partnerships	<p>All MoUs and agreements held on the Partnerships database are monitored and reviewed at least every five years.</p> <p><u>Partnership Agreements</u></p> <p>Approved process for signature for MoUs</p> <p>http://www.uea.ac.uk/partnerships/international/International+Handbook appendix B and C</p> <p>All Partnerships covered by Partnerships Office are subject to legally binding agreements monitored and reviewed at least every five years</p>	No action required		
Placements		Database of MoUs for Placements to be centralised (using Partnerships model)	HLTS (Q)	

PGR	Range of different agreements including DTP collaborative agreements, individual contracts for students and terms of reference for Management Boards	PGR to provide an annual report summarising current agreements to PGR Executive	HPGR	December 2014
Study Abroad	<ul style="list-style-type: none"> Non-Erasmus: Proposals for extending or initiating partnerships with non-EU universities are critically discussed with Schools; agreements are confirmed in writing and added to the Partnerships database. Erasmus: EU bi-lateral agreements are generally School-specific and approved by School at annual signings.	N/A		
Indicator 8				
Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body which retains oversight of what is being done in its name.				
Partnerships	Processes as set out in the Partnerships Handbook demonstrate control of academic standards Serial arrangements not allowed unless agreed in writing and formally approved by UEA. (although there are currently no such arrangements) Evidence - partnership agreements	No further action required		
Placements	This is for collaborative arrangements. Learning opportunities, where relevant to placements are covered in 6 above, however note action 1	Need to review placement template to specify that placements cannot be at any other institution than that named in the agreement (i.e. a placement at a partner of that institution is not acceptable).		
PGR	Reviewed by B10-PGR Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	Currently, non-transferring marks are sent directly to Hubs. Transferring marks are prepared by Study	Need clarification on marks from other institutions counting towards UEA degrees. Needs to be clear in Undergraduate Regulations.	HOI	Progress report to December

	Abroad Office and signed off by School Abroad Coordinator(s).			LTC
Indicator 9				
Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.				
Partnerships	Partnership agreements have termination clauses which ensure that students are supported through their agreed course of study following termination of an arrangement. The university is aware of its obligations and would put remedial action in place should a partner not fulfil their obligations as set out in the agreement.	None required		
Placements	If a placement provider withdraws, a new placement would be found.	Action: See Action Indicator 2		
PGR	Reviewed by B10-PGR Implementation Group, reporting to Postgraduate Research Executive with any required actions	Contingency plans for students with supervision at London Academy of Diplomacy following UEA London closure	HPGR	July 2014
Study Abroad	Termination clause provides sufficient time to find a new placement. There are currently enough options to allow fulfilment of University pastoral responsibility to students enrolled on YA. Slots are decided upon between 18-24 months in advance and a partner would never renege on such an arrangement prior to the last-agreed cohorts' participation. However, should this occur, the SA office would very likely be able to arrange a reallocation to another partner university.	None required		
Indicator 10				
All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.				

Partnerships	Agreement database covers all partnership agreements and reviewed annually	There is a central record of where placement agreements are kept.		
Placements	<p>The CoP 9.2 states: 1.1. <i>The School of Study will ensure that details relating to any new placement/work-based learning arrangement, including full contact details of the organisation concerned and details (where known) of where the student will be residing whilst in placement, are shared with the relevant LTS HUB. The HUB concerned will ensure that these details are recorded and kept (in the longer term this information will be held on a central Placements Database).</i></p> <p>The link below shows work in progress for ensuring we comply with the UEA Code of Practice for Placements</p> <p>Z:\LTS Folders\Placements\Code of Practice for Placements\Mapping of COP 2013.xlsx</p> <p>LTS Document shows where records located</p> <p>Z:\LTS Folders\Placements\QAA Quality Code (B10)\MoUs agreements where records held.docx</p>	A central database for all of these records would enhance the management of placements	HOI/ HLTS (Q)	Progress report to December LTC
PGR	Reviewed by B10-PGR Implementation Group	Records are maintained but need to be indexed	HPGR	December 2014
Study Abroad	Year in Industry records and review maintained at School or Faculty level.	Review how all placement and study abroad information should be handled	HOI HLTS (Q)	
Indicator 11				
Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.				
Partnerships	Partnerships Handbook			

	<p>International Partnerships Handbook</p> <p>Partnerships Agreements</p> <p>UCS Joint Academic Committee</p> <p>Joint Boards of Studies</p> <p>https://www.uea.ac.uk/partnerships/committeepapers</p>			
Placements	This relates to Collaborative Provision and is not applicable for the Placement CoP			
PGR	Reviewed by B10-PGR Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	Credits awarded by other institutions can count towards a UEA degree but credit is granted in their name.	Currently, non-transferring marks are sent directly to Hubs. Transferring marks are prepared by Study Abroad Office and signed off by School Abroad Coordinator(s).		
Indicator 12				
When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.				
Partnerships	<p>Partnerships Handbook</p> <p>Validation reports</p>	<p>Validation/Revalidation/reapproval events include PSRBs where appropriate</p> <p>PSRB recognition made clear in student handbooks</p>		
Placements	<p>Placement Learning and Work-based Learning Code of Practice</p> <p>The UEA CoP (page 30) clear states: <i>Where appropriate, Placement Organisers should refer to the requirements of any relevant professional or regulatory body (PSRB) in relation to professional practice obligations.</i></p>			

PGR	Applies to Doctorate in Clinical Psychology and relations with the Cambridgeshire and Peterborough Foundation Trust	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad	N/A			
Indicator 13				
Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree awarding body.				
Partnerships	https://www.uea.ac.uk/partnerships/committeepapers Validation/Revalidation/reapproval procedures as set out in Partnerships Handbook Validation conditions/recommendations and requirements monitored through JAC/JBOS			
Placements	This does not relate to placements			
PGR	Reviewed by B10-PGR Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review		
Study Abroad				
Indicator 14				
Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and ensure that admissions are consistent with their own admissions policies.				
Partnerships	Individual Partner mapping (Responsibility for admissions and registration clear in partnership agreements).	Admissions for each partner mapped against the Code of Practice and will be mapped against the quality code		
Placements	This does not relate to placements			
PGR	Reviewed by B10-PGR Implementation Group	Review admissions procedures for UEA PGR students at UCS	HPGR	July 2014
Study Abroad				
Indicator 15				
Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.				
Partnerships	Partner assessment strategies and regulations	Feedback from Partner Institutions incorporated into design		

	<p>approved by UEA – Evidence JBOS/JAC</p> <p>Assessment responsibilities of each party set out in Partnership agreements</p>	<p>of regulations and procedures. For example, IHSCS, Guernsey are involved through the Taught Programmes Policy Group (TPPG).</p>		
Placements	<p>Details of Placement provider training kept.</p> <p><u>Z:\LTS Folders\Placements\QAA Quality Code (B10)\Placement Provider training details 16 05 13.docx</u></p> <p>The Code of Practice refers to external staff being involved in assessment</p>	<p>Action: Suggest a review of this to ensure that this is being monitored and actioned effectively</p> <p>How do we ensure that all appropriate staff are trained?</p> <p>Implications for assessment in/of practice?</p> <p>For some UEA programmes with integrated year abroad assessments do count – how is this managed?</p>		
PGR	Reviewed by B10-PGR Implementation Group	Review assessment and transfer procedures for UEA PGR students at UCS	HPGR	July 2014
Study Abroad		<p>Some YA receive credit which counts toward degree classification; some merely have to pass.</p> <p>All students receive a transcript from the host university (which is positive for employment and for PG application).</p> <p>Investigate Diploma Supplement to be created by LTS for all returned UEA students who participated in exchange.</p> <p>SA office will include in the 'Business section' by end of Sep 2013 a list and description explaining:</p> <p>Marks earned abroad contribute to degree classification for:</p>		

		<ul style="list-style-type: none"> • 4 year integrated Master's programmes • 3 year Bachelor degree programmes with a Year Abroad <p>Marks earned abroad are pass/fail and do not contribute to degree classification:</p> <p>4-year Bachelor degree programmes with a Year Abroad</p>		
Indicator16				
Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.				
Partnerships	<p>All External Examiners for UEA partners approved by UEA's Director of Taught Programmes. Partnerships Handbook</p> <p>UEA approved briefing packs, and under review via individual partner mapping exercise</p> <p>External Examiner response forms approved by UEA</p>			
Placements		N/A – External Examiners are appointed for the UEA programme by UEA		
PGR	Reviewed by B10-PGR Implementation Group but mostly covered by B11 Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review. Extensive review being carried out under B11 regarding all PGR external examining and revisions to Instructions to Examiners and regulations during 2014.		
Study Abroad				
Indicator 17				
Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.				
Partnerships	<p>JBOS papers</p> <p>JAC papers</p>			

	<p>Courses at partners reviewed annually through agreed process and reported to JBOS. Partnerships office involved in reviews.</p> <p>For UCS joint award, all courses are reviewed and sampled by the universities via a risk-based approach</p>			
Placements	We will need to provide evidence for review	See above re integration into course approval and review		
PGR	Reviewed by B10-PGR Implementation Group	Review programme review processes at UCS	HPGR	July 2014
Study Abroad		<p>For EU placements, students complete a Learning Agreement which is approved by academic. 2013-14 outbound non-EU cohort will be required to complete a LA.</p> <p>Arrangements for course/module review to be checked. – ACTION</p>		
Indicator 18				
Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.				
Partnerships	<p>Publicity protocol included in partnership agreements and amendments received by JBOS – evidence JBOS papers</p> <p>Easton (Minute 13) CCN (Minute 17) INTO (Minute 18) LAD (Minute 19) Mountview (Minute 12) IHSCS (Minute 23)</p> <p>All web-based information reviewed annually by partnerships office and reported to JBOS</p> <p>Prospectus signed off by Partnership Office</p>			

	<p>Student Handbooks approved at validation and then reviewed on an annual basis and reported to JBOS</p>			
Placements	<p>Further information in this indicator states: <i>All students who are on placements, participating in study abroad schemes, taking modules or registered on programmes delivered by organisations other than the degree-awarding body (in particular in the context of transnational education) are routinely provided with information about their studies and clear statements about their rights and responsibilities as students, as set out in Indicators 4 and 5 of Part C: Information about higher education provision.</i></p> <p><i>They also receive information about:</i></p> <ul style="list-style-type: none"> • <i>their entitlements to services (including access to language support and orientation in the case of international students) and how to access services</i> • <i>their relationship to the degree-awarding body and what information will be shared between the organisations involved</i> • <i>any entitlements to membership of student representative bodies (of the degree awarding body)</i> • <i>whether the disciplinary and/or fitness to practise procedures applicable (if any) are those of the delivery organisation, support provider or the placement host</i> • <i>the avenues open to them for concerns, complaints and appeals, and how these are divided between the delivery organisation, support provider or partner and the degree-awarding body</i> • <i>the degree-awarding body's responsibilities to a</i> 	<p>Action</p> <p>The production of a student-focussed Placement Handbook should include all the above</p>		

	<p><i>student where an employer is a delivery organisation or support provider, and in particular where the student is an employee of that organisation (for example if the student is made redundant, moves to a post with another company, or is redeployed to another site).</i></p> <p><i>Degree-awarding bodies acknowledge different levels of responsibility for students registered on programmes delivered with other organisations. Students and prospective students are explicitly informed of the nature of their formal relationship with their degree-awarding body, and which organisation is responsible for which part of their learning experience. Any changes to arrangements are communicated promptly to students.</i></p> <p><i>Evidence – Student Handbooks</i></p>			
PGR	Reviewed by B10-PGR Implementation Group	No immediate actions required but B10-PGR Implementation Group will keep under review.		
Study Abroad	Indicator 5 - GeneralGuide.YA2013-14.docx	See YA Handbooks Annual review of accuracy of Year Abroad placements information on partner sites to be undertaken.		
Indicator 19				
When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement. The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.				
Partnerships	Appendix 2 of institutional agreements All degree certificates produced by UEA (apart from the joint awards for UCS which are produced by University of Essex). These certificates all show the location of study.			

	There are no partners where delivery is not in English Detailed records of study are produced by partners as agreed in the partnership agreement			
Placements	n/a			
PGR				
Study Abroad	N/A			

Chapter B10: Learning & Teaching – Mapping Group members:

- Sally Walker (HOP) (Chapter Champion)
- Karen Blackney (ARM)
- Becky Fitt (LTS)
- Adam Longcroft, (ADTP)
- Vivien Easson (Head of PGR Office, REN)
- Stephen Knock (Partnerships Office, LTS)

The indicators for Chapter B10, ‘at a glance’:

Indicator 1
A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.
Indicator 2
Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.
Indicator 3
Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.
Indicator 4
Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves that they have the legal capacity to do so.

Indicator 5
The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis.
Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.
Indicator 6
Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.
Indicator 7
There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.
Indicator 8
Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body which retains oversight of what is being done in its name.
Indicator 9
Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.
Indicator 10
All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.
Indicator 11
Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.
Indicator 12
When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.
Indicator 13
Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree awarding body.
Indicator 14
Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and

ensure that admissions are consistent with their own admissions policies.

Indicator 15

Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.

Indicator16

Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

Indicator 17

Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

Indicator 18

Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

Indicator 19

When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement. The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.