



Department of Academic Quality (DAQ)

A guide to Managing Collaborative Provision

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This guide is intended to provide information and guidance for those involved in the management of the University's academic partnerships and provision.

It covers processes for approval and review, ongoing monitoring of provision and the suspension/closure of programmes/academic partnerships.

For forms, templates, and further guidance please visit

dmu.ac.uk/daq

where you will find a wealth of information on academic quality management at DMU as well as a series of [quick start guides](#) with reference to the main QA processes. You can also access all of our [guidance and forms](#).

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Introduction

Who is this Guide for and what does it cover?

This guide is aimed at:

- Staff involved in developing new collaborative partnerships, both in De Montfort University (DMU) and at collaborative partners
- Developers of new collaborative programmes, both in DMU and at collaborative partners
- Staff with responsibility for the management of academic quality at collaborative partners
- DMU Programme Leaders, Collaborative Link Tutors, Associate Professors (Quality), Associate Deans (Academic) and Associate Deans (International).

The guide covers the approval of new collaborative partners and programme delivery, the ongoing monitoring of collaborative provision, the subsequent review of collaborative partnerships and the suspension/closure of collaborative programmes/partnerships and other changes. Please note the paragraphs below on **Consumer Rights legislation** and **Universal Design for Learning (UDL)**.

The approval and operation of collaborative programmes validated under the University's 'Validation Service' model is covered in Section 6 in this Guide. Information on the process for approval of programmes for delivery at partner institutions can be found in the DAQ [Guide to Validation](#), available from the Department of Academic Quality (DAQ) website (www.dmu.ac.uk/qa).

DMU definition of collaborative provision

The DMU definition of collaborative provision below is based on the Quality Assurance Agency (QAA) The revised UK Quality Code for Higher Education: <https://www.qaa.ac.uk/quality-code>

Learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.

There are 15 models of collaborative activity within the University's current framework for collaborative provision (CP), categorised into three elements according to activity type and risk. **Academic Partnerships** - Activities which involve partner institutions delivering or supporting an element of, or an entire DMU programme. **Recruitment Partnerships** - Relationships which are ostensibly established in order to recruit students to follow DMU programmes at the University, whether through standard or advanced entry. **Student Mobility** - Reciprocal and non-reciprocal arrangements which allow DMU students to undertake part of their programme of study at a partner institution with the credits gained whilst studying at the partner institution contributing to their DMU award. A definitive list of the taxonomy of CP models can be found on the DAQ website ([DMU definition and models of activity](#)) and in Appendix A.

As well as Higher Education Institutions (HEIs) and Further Education (FE) colleges, commercial bodies, training organisations, student support providers and other education providers fall within the scope of the University's quality framework for collaboration.

This Guide covers processes that fall within the Academic Partnerships category but also covers Enhanced Progression Agreements (EPAs) in terms of partner approval and collaborative review. Although EPAs fall within the Recruitment Partnerships category, there are elements in this model that require closer scrutiny from an academic quality perspective and which therefore dictate that some Quality Assurance (QA) processes are appropriated for this type of provision.

Faculties normally lead collaborative initiatives and have responsibility to monitor the operation and effectiveness of the provision, with added oversight by the Department of Academic Quality (DAQ). An up-to-date list of the faculty-based provision in operation is provided in the [collaborative register](#), published on the DAQ website.

This guide does not cover the management of other types of collaborative provision that fall within the definition of Recruitment Partnerships or Student Mobility e.g. progression agreements, Study Abroad (fee paying), Erasmus, student exchanges or Higher/ Degree Apprenticeships. Separate guidance is available from the Global Partnerships Unit (GPU) in the case of Recruitment Partnerships type of activity, including GPAs, and the International Office or DMU Global in relation to Student Mobility. Similarly, work based learning and student placement activity is managed separately by Careers and Employability within Student and Academic Services (SAAS).

Reference points

In developing, extending or managing collaborative partnerships and/or provision, reference should be made to the [QAA The revised UK Quality Code for Higher Education](#) and the [QAA Subject Benchmark Statement\(s\)](#) for programme validations. It should be noted that the University's use of the terms 'partner' and 'partnership' in this context is as follows:

Partner (or 'partner organisation'): Another awarding body with which a degree-awarding body enters into an agreement to deliver learning opportunities and grant awards.

Throughout this guide colleagues are referred to other publications by the Department of Academic Quality (DAQ) which should be read alongside this one. These include:

- DAQ [Guide to Validation](#)
- DAQ [Guide to Curriculum Modifications](#)

All of the above guides can be found on the DAQ website along with contact details for the [wider DAQ](#).

Where use of forms and templates are available to assist in managing processes these have been highlighted with the 📄 symbol. Forms that are not for internal use only can be found on the [guidance and forms](#) webpage.

Consumer rights legislation

The University is subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. This guidance document relates to processes which may have an indirect impact on information to applicants and students and includes advice

about making such information easily accessible and transparent. Please refer to the Competition and Markets Authority guidance to HE providers on consumer rights legislation (March 2015) for more information if necessary at: <https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students>

The QAA Revised UK Quality Code for Higher Education is underpinned by relevant Advice and Guidance documents. The Advice and Guidance is divided into 12 Themes and it is designed to support new and existing providers in meeting the mandatory requirements of the Quality Code. It has been developed in partnership with the higher education sector and includes guiding principles, practical advice and further resources.

The Advice and Guidance theme on [Admissions, Recruitment and Widening Access](#) addresses the responsibility bestowed on UK higher education providers to produce appropriate information, focused on their intended audiences, about the higher education learning opportunities they offer. The Admissions, Recruitment and Widening Access Advice and Guidance theme reflects the General Principles that apply to giving information about higher education provision and include ensuring that information is timely, current, transparent, and focused on the needs of the intended audiences; that HE providers are responsible and accountable for the information they produce about the learning opportunities they offer; and that the information is accessible to diverse audience, available and retrievable.

Universal Design for Learning (UDL)

DMU academic quality processes (such as; validation, curriculum modifications, periodic review, annual monitoring , external examining, collaborative review) ensure that the University's approach to quality management, articulated through the University's [Academic Quality Policy](#), is embedded with the focus on enhancing the learning opportunities made available to all students and assuring quality and standards.

Intrinsic to our academic quality processes is Universal Design for Learning (UDL). UDL is an educational framework that guides the design of learning, specifically around curriculum delivery, materials, assessments, policy and practice. The DMU UDL framework is based on a rigorous, research-based foundation; it provides a focussed and student-centred basis for understanding and applying inclusivity within teaching practice. A universal curriculum refers to planning programmes that are barrier-free wherever feasible. If programme content is well designed, delivered and assessed so that students with learning differences and physical disabilities are able to gain access, it will enable them to receive an equivalent learning experience to their peers.

Our approach to teaching, learning, assessment and student support should be capable of anticipating, and adapting to, the differentiated student needs. These can be known and clear, as in the case of many students with disabilities, or subtle and intrinsic, arising from cultural or racial identity, self-expectation, learning 'styles' or other psychological attributes. The value of applying UDL is that if a DMU programme of study is made more accessible and inclusive; it benefits those student identified above but also all other students too. Link Tutors or the designated UDL Champion for Validation Service provision can assist academic staff to explore, embed and strengthen UDL within their own practise, curriculum and assessment design and delivery.

Further information on UDL can be found via Blackboard and at:
<http://www.dmu.ac.uk/dmu-students/udl/universal-design-for-learning.aspx>

Section 1: Approval of new collaborative partnerships and programmes

Summary of key stages

In summary the key stages of approval of a new collaborative partnership are:

- Initial enquiries/discussions, to examine the fundamental basis for the collaboration
- Obtaining evaluation and consideration of the proposal from the faculty against strategic priorities
- Obtaining strategic approval in principle to collaborate, through the University Executive Board, and the International Strategy Committee (ISC) in the case of overseas developments
- Drafting of Partner Institution Collaborative Agreement (the contract)
- New partner approval exercise on behalf of the University Collaborative Provision Committee (UCPC), which may be combined with programme validation and/ or delivery approval
- Endorsement of the recommendation of the approval by the University Collaborative Provision Committee (UCPC) and Executive Board (EB)
- Agreement and signing of the Partner Institution Collaborative Agreement

See also **Diagram 1** below for the different phases that the partner approval process involves for academic partnerships. **Diagram 2** focuses on the development and validation of new programmes only, which may take place alongside the partner approval process (see Phase 2, Diagram 1).

Diagram 3 is for Enhanced Progression Agreements (EPAs) only.

Diagrams 1 and 3 are available for printing from the [guidance and forms](#) webpage on the DAQ website.

Initial Enquiries/Discussions

Enquiries may come from a variety of sources or be initiated from within the University but at an early stage the **faculty Executive, Associate Professor (Quality) and Educational Partnerships (EP)** - for UK proposals - or the **Global Partnerships Unit (GPU) and the Associate Dean (International)** - for international partnership proposals - should be involved in discussions and kept informed of progress.

In the case of Validation Service (VS) proposals, the approval process progresses with Educational Partnerships acting in the capacity of a faculty. In the case of VS proposals it is anticipated that the partner institution's senior member of staff with strategic responsibility for HE will approach the University via EP with a proposal for which they seek validation, and for which it is not obvious that collaboration with a faculty can occur. The EP Manager will review the proposal to ascertain if there is scope for collaboration with a faculty or whether it should be considered as a Validation Service application. If there is scope for collaboration with a faculty then the relevant faculty will be contacted.

Internal Endorsement

If the EP Manager feels that the proposal should be considered under Validation Service then they will seek endorsement from the Dean of each Faculty (Phase 1a in the Approval diagram). This ensures that the faculties are aware of the proposal and that it does not conflict with any future developments.

Before embarking on the formal approval process, it is desirable to engage in a period of informal contact and collaboration, for example involving staff visits to the partner sites (to include all sites where the partner proposes to deliver the DMU validated programmes) during which the University and prospective collaborative partner can develop mutual confidence. This provides an opportunity to share information about the University's approach to managing collaborative partnerships so that the prospective collaborative partner has a good understanding of what is expected but it also determines the degree of proportionality of the approval process for a particular partnership proposal.

Particularly where a proposed collaboration is not with an Higher Education Institution (HEI) or Further Education College (FEC), the University also needs to be clear who in the prospective collaborative partner has the authority to enter into negotiations with the University and make an official decision to enter into an agreement. In a non-educational body this would be a member of the senior management. If the organisation has sub-divisions or associated companies it may be necessary to clarify which legal entity the agreement will be with.

Where the proposed partnership involves multiple awards, both DMU and the prospective partner will need to discuss a bespoke plan for approval, as each proposal will have its own, unique complexities (see Guide to Developing Multiple Awards). It is anticipated that Phases 1, 2 and 3 in Diagram 1 however will still be carried out. The process for approving EPAs follows [later](#).

Academic Partnerships: The process for gaining approval of a new collaborative partnership [Phase 1]

The first phase of the formal approval process includes initial Due Diligence, where the EP or GPU colleague allocated to support the process will send the prospective partner a briefing document accompanied by a request for the partner to submit the following:

- The Legal and Financial Due Diligence form, which also covers financial accounts for the last three years
- Where appropriate, a statement of experience in delivering the proposed programme at HE level (an email will suffice)
- CVs for relevant teaching staff. Partners may find the guidance listed below a useful document to refer to:
 - ▣ [Teaching teams in partner institutions – guidance on DMU expectations](#)

These documents will assist the faculties in considering the proposal in more detail. The Legal and Financial Due Diligence form and accounts will only be used to inform the decision to proceed to the next phase of the approval process. EP or GPU will also undertake a costings exercise for the proposed provision. It is important for the faculty and the partner to ensure that the partnership and proposed programmes for delivery are not listed on the website until approval in principle has been granted by Executive Board (see Phase 3).

As part of this phase, the faculty (ies) complete

- The Balance Scorecard that outlines the faculty's perceived risks and opportunities for the particular partnership. Once approved at the Faculty Academic Committee (FAC) it should be forwarded to EP or GPU, as appropriate.
- New collaborative partner/programme site visit resource checklists
- Proposed programme market analysis

On receipt of the documents listed above EP/ GPU will disseminate the documents to the Faculty Deans and also the PVC (Academic) for discussion and collective endorsement to proceed with the Approval process. The prospective partner will be informed in good time in the event that the proposal does not progress. If the proposal is endorsed then 'critical decision makers' convene to consider if there is a business case and indicative project timescales to achieve phases 2, 3 and 4 (outlined in the subsequent sections). To facilitate these discussions, the faculty should complete a:

- Draft Faculty Evaluation of Proposal (FEP), which once endorsed by the faculty Dean, should be submitted to EP/ GPU. The draft FEP demonstrates that key decision makers have considered the timescales and resources to bring the proposal to realisation, by identifying an appropriate project timeline.

The details in the draft FEP will be the set of information needed at this stage to determine whether the proposal can proceed to full due diligence. Following completion of the draft FEP:

- EP/ GPU will consult with the Partnerships Manager (Quality) in DAQ to highlight the benefits and potential risks to the proposal so that safeguards can be considered. All other completed documents in Phase 1 may also be considered for this discussion.
- EP/ GPU will forward the proposal to the PVC (Academic) and PVC (International) to seek recommendation to proceed to full due diligence.

Non-internal document templates for Phase 1a in Diagram 1 are available on the DAQ [guidance and forms](#) webpage:

EP/ GPU sends to the prospective partner

- [Briefing paper for prospective partners](#)

Prospective partner sends to EP/ GPU

- Legal and Financial Due Diligence form ([UK](#) or [International](#))
- Partner institution teaching staff CVs (*no DMU template*)
- Statement by the partner of their experience of delivering programmes at HE level - where appropriate (*an email will suffice*)

Faculty sends to EP/ GPU

- [Programme site/campus of delivery visit resource checklist](#)
- Proposed programme market analysis form (*internal use only, source: EP/GPU*)
- DMU balance scorecard (*internal use only, source: EP/GPU*)
- Faculty Evaluation of Proposal (FEP) - following agreement by the critical decision makers to proceed (*internal use only, source: EP/ GPU*)

Full Due Diligence: examining the fundamental basis for the collaboration [Phase 2]

DMU adopts a risk based and proportionate approach through its approval and review procedures to ensure potential risks are considered, managed and mitigated. The level and profile of risk is evaluated through appropriate academic, business and financial due diligence. This acts as a prerequisite prior to entering into collaborative arrangements (and renewing collaborative arrangements) to assess the strategic fit and standing of a collaborative partner.

Collaborative partnerships must be built on the elements listed in the table overleaf. However, added emphasis will be given in certain areas and information relevant to due diligence may differ between partnership submissions depending on the type/location of the proposed partnership, particularly in the case of non-traditional educational establishments and/or overseas partnerships.

Full Due Diligence is managed centrally by EP/ GPU who will initiate requests for information to prospective partners and other external and internal sources. This will be in the form of a **Partner Overview Document (POD)**.

- The **POD** needs to be completed and submitted by the partner. The faculty link(s) and the EP/ GPU Account Manager can provide assistance with references to DMU policies and procedures. It will ask for information on:
 - The partner's strategic plan
 - The partner's size and portfolio, including student and staff populations, geographical spread, etc.
 - The partner's learning and teaching strategy or statement
 - Information about the partner's marketing and promotion; admissions policies; enrolment, registration and student data requirements; student induction and student support; learning resources; programme assessment administration; quality management; staffing relationship with DMU.

EP/ GPU will advise on a realistic deadline for the partner to submit the above in line with the next meeting of the Executive Board. The POD should be used to inform the final version of the FEP.

The above information will serve to capture the following important areas for discussion:

<p>Compatible and complementary educational objectives</p> <p>This can be judged by considering the prospective collaborative partner’s mission statement and strategic plan in addition to considering the range of existing provision and the staffing establishment. The Teaching and Learning strategy will also be considered, including the partner’s understanding of the principles of Universal Design for Learning (UDL): DMU’s framework that underpins teaching, learning and assessment.</p>
<p>Effective management system</p> <p>Systems need to be in place to support programme management and operations such as enrolment of students, programme monitoring and administration of assessments.</p>
<p>Provision of an academic environment appropriate to HE</p> <p>Where the prospective collaborative partner is not a traditional educational establishment particular consideration needs to be given to how critical reflection is fostered appropriate to the level and type of the award.</p>
<p>Resources to support HE programmes</p> <p>Staff should be appropriately qualified and experienced with a strategy in place for staff development and time available to engage in scholarly activity. Some faculties may require that staff are research active. The staff team should be reasonably sustainable and resilient. Evidence of provision of support and welfare of students should be sought. Learning resources are considered in detail as part of the programme approval process, but also at the collaborative partner approval stage, evidence is required that adequate learning resources are in place, or that there is a commitment to providing these.</p>
<p>Quality assurance</p> <p>DAQ through involvement in the initial approval stages and also via the Approval Panels will investigate the prospective collaborative partner’s approach to quality assurance and establish how well prepared they are to adopt University QA procedures.</p>
<p>Regulatory framework</p> <p>The prospective partner should have a robust regulatory framework, for example having clear procedures for governing student complaints and appeals and mechanisms for adopting DMU processes/regulations.</p>

Dean/Faculty executive support

Processes are in place within each faculty for considering new developments at an early stage in order to ensure their fit with the faculty's strategic plan. As discussed in Phase 1, the **faculty lead academic** should bring any new proposal involving a prospective new partner to the attention of the **Associate Professor (Quality)** and **Faculty Executive**, including the **Associate Dean (Academic)** and the **Associate Dean (International)** where appropriate, as soon as possible, to obtain faculty support and ensure that proposals are consistent with the aims and objectives of the University Collaborative Provision Strategy and Faculty Strategic Plan. All new proposals should be given further scrutiny at the Faculty Collaborative Provision Committee (FCPC) prior to formal approval at the Faculty Academic Committee (FAC). In the case of Validation Service provision the Validation Service Board (VSB) will scrutinise the proposal, following endorsement from the PVC (Academic). Overseas proposals will also be considered by a Faculty International Committee (FIC) and the International Strategy Committee (ISC) for added oversight.

As part of Phase 2 the PMB Chair (or other lead academic) will prepare the **Final Faculty Evaluation of Proposal (FEP)**, adding further information to the draft FEP, as appropriate. The Final FEP needs to be approved by the FAC and submitted to the EP/ GPU colleague allocated to support the process. This will form part of the application to Executive Board for 'approval in principle' along with other key documents (see below). Advice and guidance is available from EP/ GPU at all stages of the development.

Please refer to [Diagram 2](#) and the DAQ [Guide to Validation](#) for approval of new programmes., Formal approval by the PMB, in the case of faculty-owned provision, or VSB for Validation Service and, where applicable the faculty Development and Review Committee (DARC) of the new programme proposal (i.e. endorsement of the New Programme Planning Form), should **not** be given until initial approval from the PVC (Academic) and PVC (International) has been received [Phase 1b].

In exceptional cases and where committees do not sit within the required timeframe, a 'fast-track' application may be made via EP/ GPU for consideration by the PVC (Academic).

[Diagram 2](#) illustrates the steps for a **new programme** approval process.

During this phase, EP/ GPU will prepare the Executive Board Submission (EBSUB) document, based on the information provided so far.

Non-internal document templates for Phase 2 in Diagram 1 are available on the DAQ [guidance and forms](#) webpage:

Prospective partner submits to EP/ GPU

- [Partner Overview Document \(POD\)](#)

Faculty sends to EP/ GPU

- Final Faculty Evaluation of Proposal (FEP) (*internal use only, source: EP/ GPU or DAQ*)
- [New programme planning form](#) (only for new programme developments) or
 - [Fast-track request form](#) (only for new programme developments)

EP/ GPU prepares

- Executive Board Submission (EBSUB) (*internal use, source: EP/ GPU or DAQ*)

University Executive Board 'Approval in principle to collaborate' [Phase 3]

All proposals involving the establishment of a new collaborative partnership, whether in the UK or overseas **must** be submitted to the Executive Board for 'approval in principle to collaborate'.

EP/ GPU will co-ordinate this activity, working closely with the faculty, Finance, and the Department of Legal Affairs. The partnership and proposed programme(s) must not be advertised on either the partner's or DMU's website until EP/ GPU has confirmed to the faculty and the partner that approval in principle has been granted by Executive Board.

Collaborative Partner Approval event preparations [Phase 4]

The establishment of a new collaborative partnership is directly linked to the delivery of a programme or programmes. Once Executive Board has granted 'approval in principle' to collaborate, work should begin on preparations for partner approval according to timescales agreed with, and confirmed by, EP/ GPU. In many cases a partner approval event will be part of the same visit as the delivery approval of a programme(s) and where applicable, validation of a new programme.

Exceptionally, where the partnership approval proposal involves a complex arrangement of programmes, possibly across two or more faculties, it may be appropriate to hold a partner approval event first. EP/ GPU will advise the prospective partner and the faculty accordingly.

Drawing up an agreement of partner institution contract (Partner Institution Collaborative Agreement)

Alongside preparation of the partner and programme approval documentation for the approval event, an appropriate partner institution contract needs to be drafted. This will be prepared by the DMU Legal Services in consultation with the EP/ GPU.

It is important that time is allowed for consideration of the Partner Institution Collaborative Agreement (the contract) by the prospective collaborative partner **in advance** of the collaborative partner approval event; so that the Agreement can be signed as soon as possible following a successful partner approval event.

Approval project team

It is important that the approval event is properly supported by relevant colleagues at DMU. A suggestion would be for a project team comprising the EP/ GPU Account Manager / Servicing Officer, the Associate Professor (Quality), the DMU Link Tutor(s) or academic lead, the Associate Dean (Academic), the Associate Dean (International) - for overseas proposals - and the Head of School(s)/ Department(s) to meet briefly as soon as 'approval in principle' is granted by Executive Board in order to:

- Identify the stakeholders that are supporting the event (and thus the partnership longer term)
- Determine the roles and responsibilities of each member of the project team e.g. the faculty to support the partner in completion of the documentation, EP/ GPU to organise a panel and logistics for the event
- Determine risks (perhaps via a RAID (Risks, Assumptions, Issues and Dependencies) Log)

- Agree on an implementation plan (stages, timeline, and future face-to-face or virtual meetings) and an appropriate communications plan

This will be a useful way to confirm the faculty's commitment and involvement in the process. The Director of Faculty Operations should also be made of plans aware at this stage, for administrative purposes. By this stage, EP/ GPU will have already identified an Account Manager for the partnership and similarly, the faculty will have ideally nominated Link Tutors for the programme(s).

The project team should consider organising at least one further meeting at a later stage in order to:

- Log progress of the implementation and communications plans
- Consider options for External Examiner arrangements, where applicable

The Account Manager/ Servicing Officer should finalise this process by recording and communicating to the project team:

- Confirmation of the Approval Panel for the event
- Completion of the event preparation aspect and confirmation of delivery of the documentation to the Approval Panel
- Assessment of the success of the implementation and communications plans/ Lessons Learned (for discussion and evaluation post-event)

It is estimated that the Account Manager/ Servicing Officer will spend the equivalent of seven full-time working days on average for this stage of the approval process.

Timescales from event preparation through to approval event in Phase 4

Timescales for the preparation for a typical partner and programme approval event and the activity leading up to this once approval in principle is granted by EB, is indicated below. This will vary depending on the partner arrangements but can serve as a guide:

Timescales	Activity	Further information	Action by
Ongoing, leading up to a minimum of four weeks before the approval event	Partner prepares event documentation in close consultation with the DMU faculty lead. Both parties need to approve the documentation before submission to the Servicing Officer.	Ensure the documentary requirements are complete. Also see Section 2 for an understanding of DMU's expectations around annual quality monitoring as this is an important aspect the panel will want to see the partner is knowledgeable about.	Prospective partner
Four weeks before the approval event	Documentation submission: the documentation must be submitted for the attention of the Servicing Officer in hard copy (sufficient copies for all members of the panel) and electronically by the set deadline advised by the Servicing Officer.	The Servicing Officer will disseminate the documentation to the panel	Prospective partner Servicing Officer
On receipt of documentation	Circulation of documents to the Approval Panel in hard copy and electronically. The panel should have		Servicing Officer/ Approval

	ideally two weeks to review the documentation and to submit their feedback to the Servicing Officer who will need half a day to collate the comments in readiness for the pre-event meeting.		Panel
Two weeks before the approval event	Pre-event meeting at DMU takes place: the panel meet to discuss the documentation and formulate key lines of enquiry for the approval event.	The partner and External Panel Member(s) are not required to attend.	Servicing Officer/ Approval Panel
Immediately following pre-event meeting	The Servicing Officer informs the partner of the key lines of enquiry. The partner <i>may</i> be asked for clarifications/further documentation if the panel deem this necessary following the pre-event meeting.		Servicing Officer/ Prospective partner
Typically 1 or 2 weeks after the pre-event meeting.	Approval event takes place at the prospective partner's premises. This will include a tour of the site(s) where the programme(s) will be delivered.	The partner will host the event and should arrange for senior staff, programme team and existing students to be available to meet with the panel. The Servicing Officer will prepare the agenda and confirm timings in advance of the event.	Prospective partner Servicing Officer
Following the approval event	Following a successful approval event the collaborative partner contract is finalised (this may be subject to any conditions set at the approval event). All conditions and required technical corrections must be addressed prior to teaching commencing	The panel will inform the prospective partner of the outcome verbally at the close of the event so that the partner can immediately make progress with addressing conditions or Required Technical Corrections (RTCs). A final outcome and detailed report will follow with commentary of the discussions taken place at the event.	Prospective partner Servicing Officer

Documentation

At the event preparation stage, the prospective partner will be required to submit various documents to the EP/ GPU in advance of the event. The “paperwork” aspect of an approval event depends on the *type of approval event* it will be. The table below provides a brief summary of what documentation is required depending on the type of partnership and the type of approval event. An event can be a combination of both partner and programme approval and therefore need more documents to be submitted for the Approval Panel’s consideration.

For example,

- The documents in Documentation Groups A and B would be relevant for a new partner wishing to deliver existing DMU *franchised* programmes (faculty owned).
- Documentation Groups A and C only would be relevant for a new partner wishing to deliver a newly developed programme (faculty owned) or a programme not delivered at DMU and not affiliated to a DMU academic faculty (Validation Service).
- Documentation Group B would be relevant for an **existing** partner wishing to deliver existing DMU franchised programmes (faculty owned) or
- Documentation Group C would be relevant for an **existing** partner wishing to deliver a new programme not delivered at DMU or affiliated to a DMU academic faculty (Validation Service) or a new faculty owned programme, also not delivered at DMU.

Approval event	Type of partnership			Documentation Group that the Approval Panel will receive:
	Faculty owned (new programme development)	Validation Service	Faculty owned (Franchise: existing DMU programme)	
New Partner Approval (faculty owned or Validation Service)	✓	✓	✓	A: EB submission , POD, SLA
Delivery Approval of existing DMU faculty owned programme or Validation of a new programme to be delivered by an existing partner	✓	✓	✓	B: CAD, Student Handbook
Validation of New Programme <i>which will include Delivery Approval</i>	✓	✓		C: New Programme Planning Form or Fast Track Form, CAD, Student Handbook

Full descriptions follow below.

Documentation Group A: for Partner Approval

For the partner approval element of the visit, the Servicing Officer for the event will ensure the panel receive the following:

1. The **POD** completed by the partner at the due diligence stage
2. New Collaborative Partner Approval submission presented to Executive Board (**EB submission**) - prepared by the Servicing Officer and will exclude all financial and

commercially sensitive information related to the prospective partner as received at due diligence stage.

Timescales: EP/ GPU will need to prepare the EB submission in line with the paper deadline set by EB [Phase 3].

3. A draft version of the University's standard Service Level Agreement (**SLA**) customised by the partner and the Account Manager

The SLA forms one of the Schedules of the formal Partner Institution Collaborative Agreement (the contract). The final version of the SLA will be agreed between the partner and EP/ GPU following the event and then attached to the Collaborative Agreement. The SLA will be confirmed or updated annually as part of the Annual Quality Monitoring process (see Section 2: Monitoring Collaborative Provision, in this Guide).

Timescales: Submission of the SLA will have a deadline attached to it, set by EP/ GPU, so that the panel receives all Group A documentation at least four weeks before the event. For combined partner approval and programme delivery approval events the SLA deadline will be the same as that for the deadline for Documentation B and/or C.

Documentation Groups B and C: Programme Delivery approval and/or Programme Validation

Documentation Group B: for programme delivery approval i.e. to deliver faculty owned existing franchise provision as part of either:

- a standalone event for existing partners
- a combined event with the approval of new partners (see Documentation Group A too)

Documentation Group C: for programme validation i.e. the development of a new programme that is faculty owned or which sits under the Validation Service as part of either:

- a standalone event for existing partners
- a combined event with the approval of new partners (see Documentation Group A too)

Timescales Groups B and C: for the programme delivery approval element of the visit, the partner and faculty link must complete the documentation at least four weeks before the date of the approval visit (a deadline will be fixed in consultation with EP/ GPU) in order to allow the panel sufficient time to consider and comment on the documentation.

Documentation formats for Groups B and C: the documentation is to be submitted by the partner to the Servicing Officer in two formats: 1) x8 bound, in hard copy for circulation to the panel and 2) electronically. Partners are advised to work closely with the 'owning' faculty lead in order to prepare the documentation who in turn will consult with Associate Professor (Quality) or Associate Dean (Academic) or Associate Dean (International), as appropriate.

Documentation focus for the panel Group B: The panel for a delivery approval element of an event considers the partner's ability, experience and expertise to deliver the programme and the partner's and faculty's capacity to manage their responsibility for quality assurance of the delivery.

Documentation focus for the panel Group C: The panel will want to be assured that the new programmes to be validated and approved for delivery align appropriately with the standards set by

the UK Quality Assurance Agency (QAA) and the Framework for Higher Education Qualifications (FHEQ), plus any other relevant Professional Statutory and Regulatory Body (PSRB), where applicable. In addition, as with Group B, the panel will also consider the partner's ability, experience and expertise to deliver the programme and the partner's and faculty's capacity to manage their responsibility for quality assurance of the delivery.

Differences between documentation Group B and C: The documentation for a Delivery Approval (B) is very similar to that for a Programme Validation event (C). This is because delivery approval is embedded within a Programme Validation event. The main difference is that for a stand-alone Delivery Approval event for existing partners proposing to deliver franchised DMU programmes, the Approval Panel will not be examining the content of the programmes and the modules (as franchised programmes have already been validated at DMU) but instead will focus on all other areas of delivery and the compatibility with DMU and the faculty. If, on the other hand, the partner proposes to develop a new programme or significantly modify a DMU franchised programme to suit their particular needs, it is more appropriate to consult requirements for Documentation group C.

Documentation requirements for Groups B and Group C: The Servicing Officer for the event will ensure the panel receive the following documentation which will be prepared by the partner, in close consultation with the faculty, EP/ GPU Account Manager and Servicing Officer, where appropriate:

1. The Core Approval Document (CAD)

- [See table below](#) for full details of the documentation that should be contained with the CAD depending on the type of event.
- Priority CAD documents: Two forms within the CAD need to be submitted to the Servicing Officer first/ asap, as a priority, because relevant DMU staff require to comment on the partner's feedback before submission to the Approval Panel. The Servicing Officer will seek comments from DMU colleagues and then return these forms to the partner for a response to the DMU comments. The partner's response should then be added to the CAD submission. The event's Servicing Officer will advise on deadlines for the priority forms, which need to be submitted to the Servicing Officer simultaneously. The two priority forms are:
 - ▣ Enhancing Learning through Technology (ELT) [programme development tool](#) – to be completed by the partner and returned to the event's Servicing Officer by the required deadline
 - ▣ Equality prompts – to be completed by the partner and returned to the event's Servicing Officer by the required deadline. Further DMU reference documents which may help the partner with their equality considerations include:
 - ▣ [Equality prompts list](#) and [process diagram](#)
 - ▣ [equality in the curriculum](#), and
 - ▣ [liberation, equality, and diversity in the curriculum](#)

2. The Student Handbook(s)

- A Student Handbook should be submitted for each programme under consideration. For assistance on the style and content of the handbook, DMU have a [Programme handbook](#)

[guidance](#) | [template](#) which partners should consult to ensure all of the required information is covered. The guidance includes a section on Library and Learning Services (LLS) for Collaborative Partners. It is expected that the format of the Handbook will reflect the “personality” of the partner organisation and will be appropriate for students.

For faculty-owned existing franchised programmes, an existing DMU faculty handbook will already exist and the partner should tailor the content so that it is suitable for the students at the partner institution.

The student handbooks are a key source of information for students and are subject to the annual quality monitoring process. It is one of the main documents at approval stage and is taken into account when the approval panel reaches a judgement about the nature and quality of the programme and/ or student experience. Partners are advised to work closely with the faculty Link Tutor (for faculty owned provision) or External Subject Adviser (ESA) and Educational Partnerships (EP) (for Validation Service provision), who in turn will consult with DAQ, as appropriate.

Preparing the Core Approval Document (CAD)

The information contained within the CAD will vary depending on the type of provision i.e.

- Group B: Faculty-owned franchise (existing programme) FAC-F
- Group C: Faculty-owned provision (newly validated programme) FAC-V
- Group C: Validation Service VS

The table overleaf is an indication of the information that is required, depending on the type of event while the CAD table of contents (see live link below) on the DAQ guidance and forms webpage can help structure the document.

The document is available on the DAQ [guidance and forms](#) webpage:

 [Core Approval Document \(CAD\) table of contents](#)

What the CAD is looking for:	Type of provision		
	Grp B	Grp C	Grp C
	FAC-F	VS	FAC-V
a) Programme information/ rationale, to include projected student numbers for the cohorts of the first three years; opportunities for progression or, in the case of graduates, employment or further study; and estimated parameters for minimum and maximum student numbers	✓	✓	✓
b) Target market and evidence of market demand and external consultation – including employers and potential students. Any endorsements should also be included as Appendices. <i>Endorsements serve as independent indicators of quality. Evidence of external input into the development of the programme, including statements of support from external examiners, external peers, employers, industry, etc. are all relevant and welcomed endorsement. Another example of suitable endorsement could be an</i>	✓	✓	✓

<i>agreement with an external agent or training agency who is involved with the provision.</i>			
c) Commentary on internationalisation, PSRB and/ or (for overseas partners) other external regulatory requirements	✓ Source: faculty	✓	✓
d) Fit with Quality Assurance Agency (QAA) subject benchmark statement(s) if appropriate Further guidance: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements	x	✓	✓
e) Match with Framework for Higher Education Qualifications (FHEQ) level descriptors Further guidance: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf	x	✓	✓
f) Programme structure and course and module templates, indicating which are new/existing (to be signposted or included as verbatim in the programme/student handbook) Further guidance: Programme and module specifications (course and module templates) – quick start guide Module specification (module template) and guidance Programme specification (course template) and guidance	✓ Source: faculty	✓	✓
g) Assessment matrix mapping modules to programme learning outcomes. Consider whether the programme content allows students to sufficiently meet the desired learning outcomes. Also, consider whether the assessments are commensurate to the level of the award offered.	✓ Source: faculty	✓	✓
h) Indicative student assessment timetable	✓	✓	✓
i) Teaching, learning and assessment strategy or statement of approach. To include specific commentary on the understanding of the principles of Universal Design for Learning (UDL) : DMU’s framework that underpins teaching, learning and assessment) and how these principles will be implemented in the proposed delivery. Further references include the University Learning, Teaching and Assessment Strategy (ULTAS) and the DMU Assessment and Feedback Policy .	✓	✓	✓
j) Resources statement to include: <ul style="list-style-type: none"> • *Physical resources – generic and subject specific • *Human resources including details and responsibilities of ‘partner programme coordinator’ and senior team, core teaching team and input from visiting lecturers/ industry • **CVs for all teaching staff indicating which level of study and module each member of staff will be teaching on – if this is a new programme with teaching staff not yet hired, partners should submit an implementation plan that shows the number of required staff per level of study and per module, the recruitment timeline and selection criteria/ person specification for the required teaching staff. • *Library and learning resources 	✓	✓	✓

<ul style="list-style-type: none"> * Staff development arrangements and formal strategy * Student guidance and support – including academic/ study skills, pastoral/ welfare; induction 			
k) *Arrangements for capturing the Student Voice (student feedback & representation)	✓	✓	✓
l) Arrangements for programme marketing, recruitment, selection and admissions, management and quality assurance arrangements (overview and reference to Service Level Agreement – SLA). Special mention should be given to the Competition and Markets Authority CMA) advice to Higher Education on accuracy of public information and the strategies that the partner has agreed with DMU to ensure compliance. Further guidance (from DMU website): Service Level Agreement template Higher education: consumer law advice for providers and students	✓	✓	✓
m) Completed, approved New Programme Planning form or Fast Track form Further guidance: New programme planning form Fast-track request form		✓	✓ Source: faculty
n) Enhancing Learning through Technology (ELT) completed template – see comment on priority forms above Further guidance: Enhancing Learning through Technology (ELT) programme development tool	✓	✓	✓
o) Equality prompts completed template – see comment on priority forms above Further guidance: Equality prompts list and process diagram Equality guidance – equality in the curriculum liberation, equality, and diversity in the curriculum	✓	✓	✓

* this information should already be available in draft form in the POD submitted for Group A documentation but the CAD requires more information/ expansion based on further discussions with the faculty or EP (for Validation Service)

** CVs should contain the following:

- FULL NAME
- ROLE
- DMU PROGRAMME(S) TO BE TEACHING ON
- DMU MODULES TO BE TEACHING ON (Level and module name)
- DATE OF APPOINTMENT AT [PARTNER]
- EMPLOYMENT HISTORY
 - Name of previous institution(s) with Start and End dates
 - Overview of duties and responsibilities
- QUALIFICATIONS
 - Name of qualification || Start and End dates qualification gained || Awarding institution/body

- MAIN TEACHING AREAS
- PROFESSIONAL ACTIVITY
- RELEVANT ACADEMIC AND NON-ACADEMIC EXPERIENCE
- RESEARCH ACTIVITY
- MEMBERSHIP OF PROFESSIONAL SUBJECT REGULATORY BODIES

Panel for Partner Approval, Programme Validation(s) and/ or Delivery Approval

A panel will be appointed by the University as follows:

- Chair (member of Executive Board or senior academic outside of the proposing faculty)
- Department of Academic Quality (DAQ) Representative (consult with the Partnerships Manager (Quality) in the first instance). Every effort should be made to ensure that a DAQ rep is available. Where a DAQ representative is not available, DAQ will assist by nominating an Associate Professor (Quality), who must be from outside the owning faculty. The Approval Panel will not be quorate without a DAQ rep.
- Academic representative from outside the owning faculty (Internal Panel Member –IPM)*
- External Panel Member (EPM)**
- EP/ GPU Servicing Officer
- Student or De Montfort Student Union (DSU) representative
- Library and Learning Services representative - to provide comments on the “Library and Learning Services requirements for new programme(s)” form and attend the pre-event meeting. It is not necessary to attend the event.

Other panel members may be co-opted.

* As Associate Professors (Quality) are academic members of staff, where they replace a DAQ rep an IPM is not needed because they can perform both roles

** The External Panel Member (EPM) should have expertise in the subject area of the programme(s) proposed. However, as the role of the EPM will include consideration of the collaborative arrangements as a whole he/she should also have knowledge and experience of collaborative activities. External Panel Members are subject to an approval process, as described in the EPM nomination form. EPM fees are subject to tax but expenses are not.

Document templates are available on the [DAQ guidance and forms](#) webpage:

- ☰ [External panel member nomination form](#) for collaborative provision
- ☰ [External panel member claim form](#)

The Approval event [Phase 5]

Pre-event meeting - held at DMU

For all types of events, this meeting will usually be held approximately two weeks before the approval visit to the prospective collaborative partner and will include discussion of the proposed itinerary and the documentation submitted by the partner and the faculty.

The following DMU staff are invited to join the Approval Panel*** at the pre-event meeting:

- The faculty Associate Professor (Quality), as appropriate

- The faculty Associate Dean (Academic) and/ or Associate Dean (International), where appropriate
- The faculty lead(s)
- The EP/ GPU Account Manager

*** Although External Panel Members are not required to attend, they are required to email their comments to the Servicing Officer in a set template by a given deadline and prior to the pre-event meeting.

The Approval Panel and colleagues will discuss the institutional and management aspects of the collaboration and any issues arising from the documentation. The meeting will be informed by the panel members' initial comments on documentation which may include requests for further information or clarification in advance of the approval visit.

In the case of Partner Approval events, the meeting will also be used to seek assurance from EP/ GPU that the draft Partner Institution Collaborative Agreement has been drawn up and agreed in principle with the prospective collaborative partner.

In the case of overseas proposals, the panel may also be briefed by faculty experts or the International Office with regard to the cultural, social and political climate of the country to be visited. Domestic arrangements for overseas visits will also be agreed.

Typical lines of enquiry will be communicated to the partner by the EP/ GPU Servicing Officer following the pre-event meeting at DMU.

The document is available on the [DAQ guidance and forms](#) webpage:

 [Typical lines of enquiry example](#)

Approval Visit

The itinerary will include meetings with:

- Senior staff at the partner institution, to discuss strategic fit and overall management and resourcing of the proposal
- Main collaborative link at the partner institution who will provide institutional support for the collaboration
- Teaching staff at the partner institution, to discuss operational issues relating to particular programmes, as described in the submitted documentation outlined in the sections above.
- Learning Resource Manager or equivalent at the partner institution
- Student Support Manager at the partner institution
- Current and/or prospective students at the partner institution

All meetings will include the DMU Link Tutor and/ or main faculty lead who should attend the event.

The approval visit will include a tour of the facilities: library and learning resource areas, student learning and social areas and key specialist resources for specific programmes requiring particular

assets, for example, labs. The tour will also explore issues raised in the equality prompts template and the Approval Panel will note matters of accessibility.

Where the itinerary includes a delivery approval or programme validation, the panel will consider whether the programme(s) proposed can be delivered to a standard at least equivalent to the learning experience at DMU, as per the guidelines set out in the DAQ [Guide to Validation](#). If there are identified shortfalls in provision these may be addressed in conditions of approval.

Outcome

In summing up, the panel will make one of the following recommendations to the UCPC:

- Approval of the application with/without conditions and/or recommendations and Required Technical Corrections (RTCs)*
- Rejection of the application

Separate outcomes will be presented for any programmes being considered for validation and/ or approval at the same time. The Outcomes report will also include examples of good practice and commendations that the panel wishes to note for the attention of the UCPC. A verbal report on the outcome will be communicated at the end of the event and formal notification will follow (see below).

***Conditions** are mandatory requirements that must be addressed satisfactorily before teaching/ delivery can commence. Depending on the nature of the conditions these may be met before the *partner institution contract* can be signed or delivery of any programme can commence (or continue in operation after a specified date). Issues that have not been discussed during the event will not be included as conditions unless the panel discusses them with the prospective collaborative partner's representatives before reporting back. Otherwise, the visiting panel will not expect to engage in further dialogue at this stage. All conditions will have a definitive deadline by which they need to be met. See "Responding to Conditions" below.

***Recommendations** are not mandatory but should be given due consideration by the respective party (e.g. faculty, partner, EP/ GPU or all) and assurance that efforts have been made to respond to these where deemed possible, will be requested by the Servicing Officer. Where they have not been acted upon, the Account Manager will provide an explanation to the Panel and this will be noted formally in the 6 month review (see below).

***Required Technical Corrections (RTCs)** RTCs are identified shortfalls that are not as serious as conditions but which need to be addressed by a deadline specified by the Approval Panel before delivery can commence, such as changes required to the programme handbook and technical corrections to templates.

Subject to the fulfilment of any conditions, the panel will normally recommend entering into a contract for an initial period of three years when the partnership will be subject to a Collaborative Review (and renewed every five years thereafter). EP/ GPU will monitor progress made on conditions, recommendations and RTCs and seek reports of action taken to address these issues. Progress will be formally noted in the six month follow up review (see below).

After the event [Phase 6]

Formal notification of outcome of event

Irrespective of the result of the event (approval or rejection) the Servicing Officer will circulate a formal Outcomes report, normally within five working days of the approval event, once the panel Chair has approved it. In the case of a successful event, details of the Outcomes report and any associated conditions, recommendations and RTCs should be circulated to the partnership's programme team so that work can commence in response to the panel's feedback. The full report will follow the initial Outcomes report and should ideally be circulated within one month from the date of the event.

The initial draft of the full report will be sent to the panel Chair for comments and/or amendments. It will also be sent to the partner for comment on factual accuracy. The draft will then be revised, as required, and circulated promptly to the remaining panel members and the partner for comment/amendment, factual/technical inaccuracies, giving them a timeframe within to respond.

Circulation of final report

The final, approved report will be circulated to UCPC as well as a number of key individuals for action within the University's systems. FCPC is also informed via EP/ GPU membership.

Key individuals include

- The relevant DMU faculty or faculties (Dean, Associate Professor (Quality), Link Tutor, programme team, where appropriate)
- Head of DAQ
- Partnerships Manager (Quality)
- The Educational Partnerships (EP) Manager, for UK partnerships or the Director of Global Partnerships Unit (GPU), for international partnerships
- The EP/ GPU Account Manager
- The Principal or CEO of the partner institution
- The senior member of staff in the partner institution with strategic responsibility for Higher Education or equivalent
- The Taught Programmes Office
- Other relevant stakeholders – e.g. the Marketing and Communications department

Responding to conditions

It is the responsibility of the partner institution senior member of staff with strategic responsibility for Higher Education to oversee the process of meeting conditions of approval, and to ensure that the documentation in response to the conditions is submitted to the EP/ GPU Servicing Officer by the date specified in the Outcomes report. The Servicing Officer will liaise with DMU colleagues (i.e. faculty, library and learning services and central services, where appropriate) to formally request responses to any conditions within the timescale stated.

The follow-up activity undertaken by the partner institution will include the provision of evidence to the Chair of the Approval Panel that action has been taken in response to the conditions set, as well as the preparation of a formal response to any recommendations. The evidence produced must be sent to the Servicing Officer for onward transmission to the Chair. The Chair, on behalf of the

Approval Panel, must confirm to the Servicing Officer that she or he is satisfied with the action taken in response to the conditions and recommendations set.

Partner Institution Collaborative Agreement (the contract)

Following the event for a partner approval, the Partner Institution Collaborative Agreement should be signed as soon as possible after approval is given and in all cases prior to teaching commencing. This will appear as a standard condition of partner approval.

For existing partners, following the delivery approval of a new programme, a programme composition, which forms a Schedule of the Collaborative Agreement (the contract) must be approved and added to the contract. This will appear as a standard condition of standalone programme validation and/or programme delivery approval.

Six month follow up

A six-month follow-up exercise, which may involve a visit to the collaborative partner by representatives of the Approval Panel, will result in a report to UCPC on progress made (for long distance partners a paper-based exercise will be undertaken supplemented by a meeting conducted by Skype or videoconference as appropriate). An executive summary of progress on conditions and recommendations should be completed by partners (in consultation with the faculty and EP/ GPU) prior to the six month review.

The document is available on the DAQ [guidance and forms](#) webpage:

 [Six month follow up report](#)

Proposal to deliver additional programmes to existing partnerships

For a number of reasons an existing partnership may wish to deliver additional programmes. The process for approving this proposal involves an evaluation of the proposal, following discussions with the partner to identify the details of the proposal's request. See Diagram 2 below.

The Faculty Evaluation of the Proposal (FEP) is the form that needs to be completed by the faculty lead(s) wishing to proceed with the proposal. The FEP explains the process in detail. It requires the input of critical decision-makers and the endorsement of the faculty Dean before it is submitted to the Faculty Collaborative Provision Committee (FCPC) and the Faculty International Committee (FIC) – where relevant – before final note at the Faculty Academic Committee (FAC). The final version of the FEP be submitted to EP/ GPU. Where an existing partner institution is in good standing they may advertise the new course "subject to approval" once approved through FCPC (or equivalent).

Faculty lead manages the completion and submission of the Faculty Evaluation of Proposal (FEP):

 Faculty Evaluation of Proposal (FEP) - following agreement by the critical decision makers to proceed (*internal use only, source: EP/ GPU*)

Type D1 Approval of New Programmes within an Approved Collaborative Partnership

While a full Approval Panel process is the University's standard approach to ensure rigorous approval of new programmes, it may not always be appropriate or necessary for the full Panel to be convened. In such cases a **Type D1 Approval Event** will be held. The associated process and the approval event are suitably rigorous but are proportionate in relation to the amount of new material or revised content to be approved.

An example of where a Type D1 Approval might be used is where a programme is being transferred to DMU as part of an approved collaborative partnership arrangement where students may already be studying for an award. In such cases, and within a compressed timescale, the opportunity to carry out a comprehensive review the programme(s) in the short term is very limited, but the University will still wish to assure itself of the rigour and currency of the programme.

It may be desirable to employ the Type D1 process to approve more than one programme at the same event. This would be appropriate where cognate programmes are being considered and where, for example, a single external panel member may provide the expertise needed to evaluate more than one programme.

Documentation

For each programme being considered at a Type D1 Approval event the following documentation is required:

- **Faculty Evaluation of Proposal (FEP)** for Collaborative Provision. For dual awards information on joint development already undertaken and planned are required, together with details of arrangements for management of the programme(s)
- **Programme Specification and Module Specifications** for all modules;
- For dual awards, **mapping of programme** (at Module and/or Programme LO level), and a detailed **curriculum map**, indicating how students are able to meet the requirements to qualify for a dual award. The document should map the programme to the expectations of the FHEQ and relevant UK credit framework, relevant benchmark statement(s) and any PSRB requirements to show how it meets DMU requirements.
- Any bespoke **combined regulations** and/or **PSRB requirements** for the programme
- **Programme Handbook**. For dual awards, a single jointly agreed document is required, which includes details of key student experience aspects (appeals, complaints, admissions);
- Relevant **reports from the partner approval visits/events** and any responses to conditions/recommendations therein.

Panel for Type D1 Approval

An Approval Panel will be appointed by the University as follows:

Chair	Member of Executive Board or senior academic outside of the proposing faculty
Department of Academic Quality (DAQ) Representative.	Every effort should be made to ensure that a DAQ representative is available. Where this is not possible DAQ

	will assist by nominating an Associate Professor (Quality) who must be from outside the owning faculty. The Approval Panel will not be quorate without a DAQ rep.
Internal Panel Member (IPM):	an academic representative from outside the owning faculty for the programme(s);
External Panel Member (EPM) *:	An academic representative from outside the University with expertise in the subject area of the programme(s) proposed. S/he should also have knowledge and experience of collaborative activities. EPMs are subject to an approval process, as described in the EPM nomination form.
Student or De Montfort Students Union (DSU) representative.	
Servicing Officer	EP / GPU or DAQ Servicing Officer

Library and Learning Services representative	To provide comments on the “Library and Learning Services requirements for new programme(s)” form and attend the pre-event meeting where appropriate.
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*EPMs submit their comments regarding the programme rather than attend the event. The EPM should provide information on any matters of concern and include a recommendation for approval or otherwise, along with any proposed conditions and/or recommendations. The report should be sent to the Servicing Officer and will be forwarded to the Panel, the DMU Programme Leader and the DMU Link Tutor, who will be invited to the approval meeting to discuss points raised in the report.

The Approval Event

Pre-event Meeting - held at DMU

This meeting will be held approximately two weeks before the approval event and will include discussion of the documentation submitted by the Faculty and partner. The following staff are invited to join the Approval Panel at the pre-event meeting:

- The Faculty Associate Professor (Quality);
- The Faculty Associate Dean (Academic) and Associate Dean (International);
- Partner Programme Representative (eg. Programme Leader);
- The Faculty lead(s) (Programme Leader / Link Tutor);
- EP / GPU account manager.

At the pre-meeting the management aspects of the programme collaboration and any issues arising from the documentation will be discussed.

Panel members will be invited to submit initial comments on the documentation to the servicing officer before the pre-meeting. These comments, which may include requests for further information or clarification in advance of the approval event, will inform the discussion and help the Approval Panel to formulate its main lines of enquiry for the approval event itself. Following the pre-event meeting the main lines of enquiry will be communicated to the partner and Faculty by the Servicing Officer

Approval Meeting - held at DMU

The Panel will consider whether the programme(s) being proposed can be delivered to a standard at least equivalent to the learning experience at DMU, as per the guidelines set out in the *DAQ Guide to Validation*. If there are identified shortfalls in the provision these may be addressed in the conditions of approval.

An indicative timeline for the event is given here:

9.15 – 10.15	Private meeting of the Panel
10.15 – 11.30	Meeting with the DMU Faculty lead(s), APQ, ADA/ADI, EP/GPU account manager
11.30 – 12.00	Private meeting of the Panel
12.00 – 12.15	Feedback

This timeline can be altered at the discretion of the Chair as required.

Outcome

The outcome of the Type D1 Approval Event is communicated to the Faculty, the collaborative partner and DMU's EP/GPU account managers. In summing up the panel will make one of the following recommendations to the UCPC:

- Approval of the programme with/without conditions and/or recommendations.
- Rejection of the programme.

Separate outcomes will be presented for any programmes being considered for validation and/ or approval at the same time. The Outcomes report will also include examples of good practice and commendations that the Panel wishes to note for the attention of the UCPC. A verbal report on the outcome will be communicated at the end of the event and formal notification will follow.

***Conditions** are mandatory requirements that must be addressed satisfactorily before teaching/ delivery can commence. Depending on the nature of the conditions these may be met before delivery of any programme can commence (or continue in operation after a specified date). Issues that have not been discussed during the event will not be included as conditions unless the panel discusses them with the prospective collaborative partner's representatives before reporting back. Otherwise, the visiting panel will not expect to engage in further dialogue at this stage. All conditions will have a definitive deadline by which they need to be met. See "Responding to Conditions" below.

***Recommendations** are not mandatory but should be given due consideration by the respective party (e.g. faculty, partner, EP/ GPU or all) and assurance that efforts have been made to respond to these where deemed possible, will be requested by the Servicing Officer. Where they have not been acted upon, the Account Manager will provide an explanation to the Panel and this will be noted formally in the 6 month review (see below).

Subject to the fulfilment of any conditions, the panel will usually recommend approval of the programme for an initial period of three years*, when the partnership will normally be subject to a Collaborative Review (and renewed every five years thereafter). The date for meeting conditions, before which delivery of the programme cannot commence, will be set by the Chair of the panel. The Servicing Officer will monitor progress made on conditions, recommendations and RTCs and seek reports of action taken to address these issues.

* The panel may, at its discretion, recommend approval for a shorter period.

After the event

Formal notification of outcome of event

Irrespective of the result of the event (approval or rejection) the Servicing Officer will circulate a formal Outcomes report, normally within five working days of the approval event, once the panel Chair has approved it. In the case of a successful event, details of the Outcomes report and any associated conditions, recommendations and RTCs should be circulated to the partnership's programme team so that work can commence in response to the panel's feedback. The full report will follow the initial Outcomes report and should ideally be circulated within one month from the date of the event.

The initial draft of the full report will be sent to the panel Chair for comments and/or amendments. It will also be sent to the partner for comment on factual accuracy. The draft will then be revised, as required, and circulated promptly to the remaining panel members and the partner for comment/amendment, factual/technical inaccuracies, giving them a timeframe within to respond.

Circulation of final report

The final, approved report will be circulated to UCPC as well as a number of key individuals for action within the University's systems. FCPC is also informed via EP/ GPU membership.

Key individuals include

- The relevant DMU faculty or faculties (Dean, Associate Professor (Quality), Link Tutor, programme team, where appropriate)
- Head of DAQ
- Partnerships Manager (Quality)
- The Educational Partnerships (EP) Manager, for UK partnerships or the Director of Global Partnerships Unit (GPU), for international partnerships
- The EP/ GPU Account Manager
- The senior member of staff in the partner institution with strategic responsibility for Higher Education or equivalent
- The Taught Programmes Office
- Other relevant stakeholders – e.g. the Marketing and Communications department

Responding to conditions

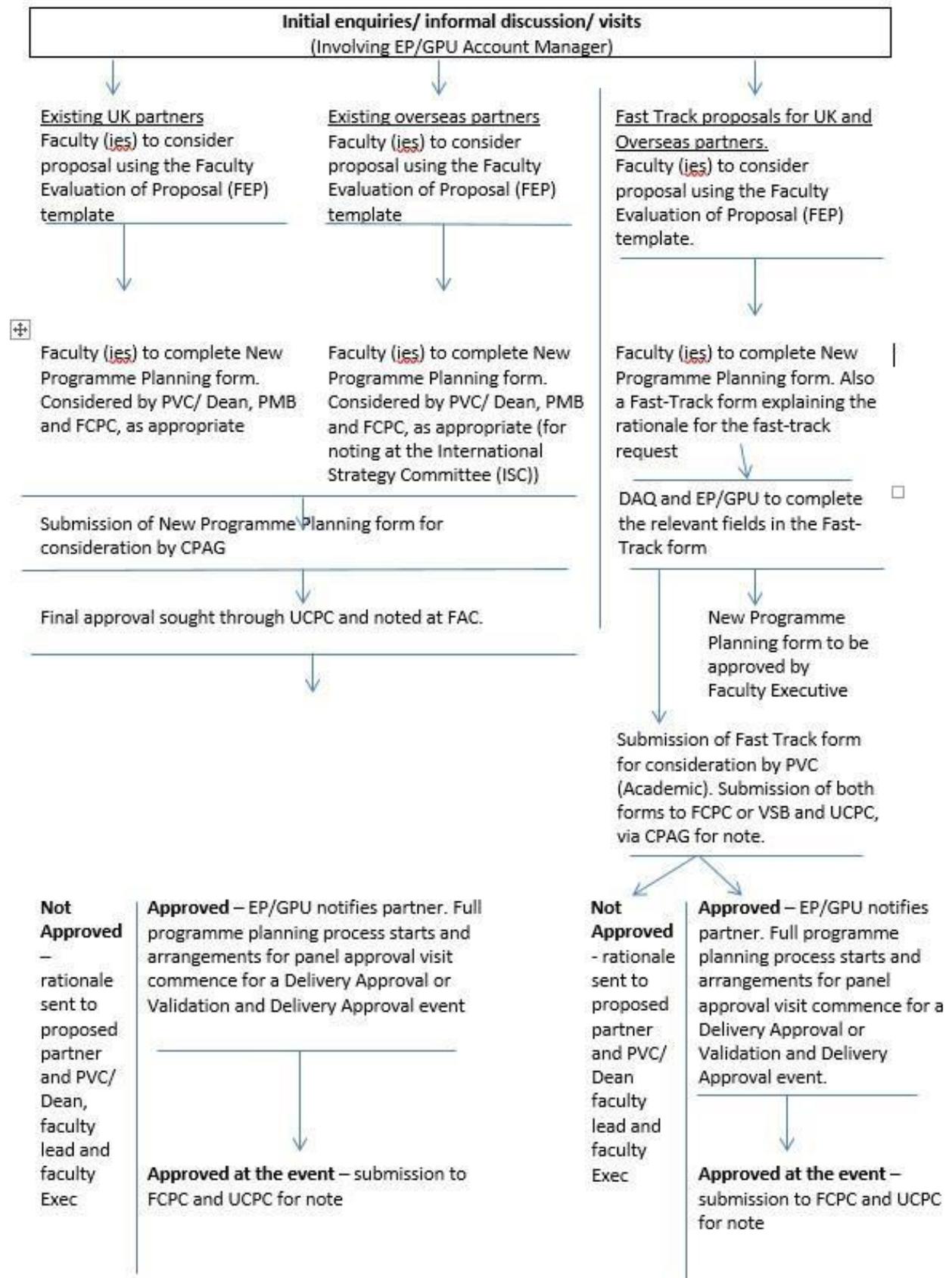
It is the responsibility of the partner institution senior member of staff with strategic responsibility for Higher Education, together with the DMU Programme Leader and Link Tutor, to oversee the

process of meeting conditions of approval, and to ensure that the documentation in response to the conditions is submitted to the Servicing Officer by the date specified in the Outcomes report. The Servicing Officer will liaise with DMU colleagues (i.e. faculty, library and learning services and central services, where appropriate) to formally request responses to any conditions within the timescale stated.

The follow-up activity undertaken by the partner institution, working closely with the DMU Programme Leader and Link Tutor, will include the provision of evidence to the Chair of the Approval Panel that action has been taken in response to the conditions set, as well as the preparation of a formal response to any recommendations. The evidence produced must be sent to the Servicing Officer for onward transmission to the Chair. The Chair, on behalf of the Approval Panel, must confirm to the Servicing Officer that she or he is satisfied with the action taken in response to the conditions and recommendations set. The report of the outcome of the approval event will be submitted to FCPC and UCPC for note, together with any further updates on progress.

Diagram 2:

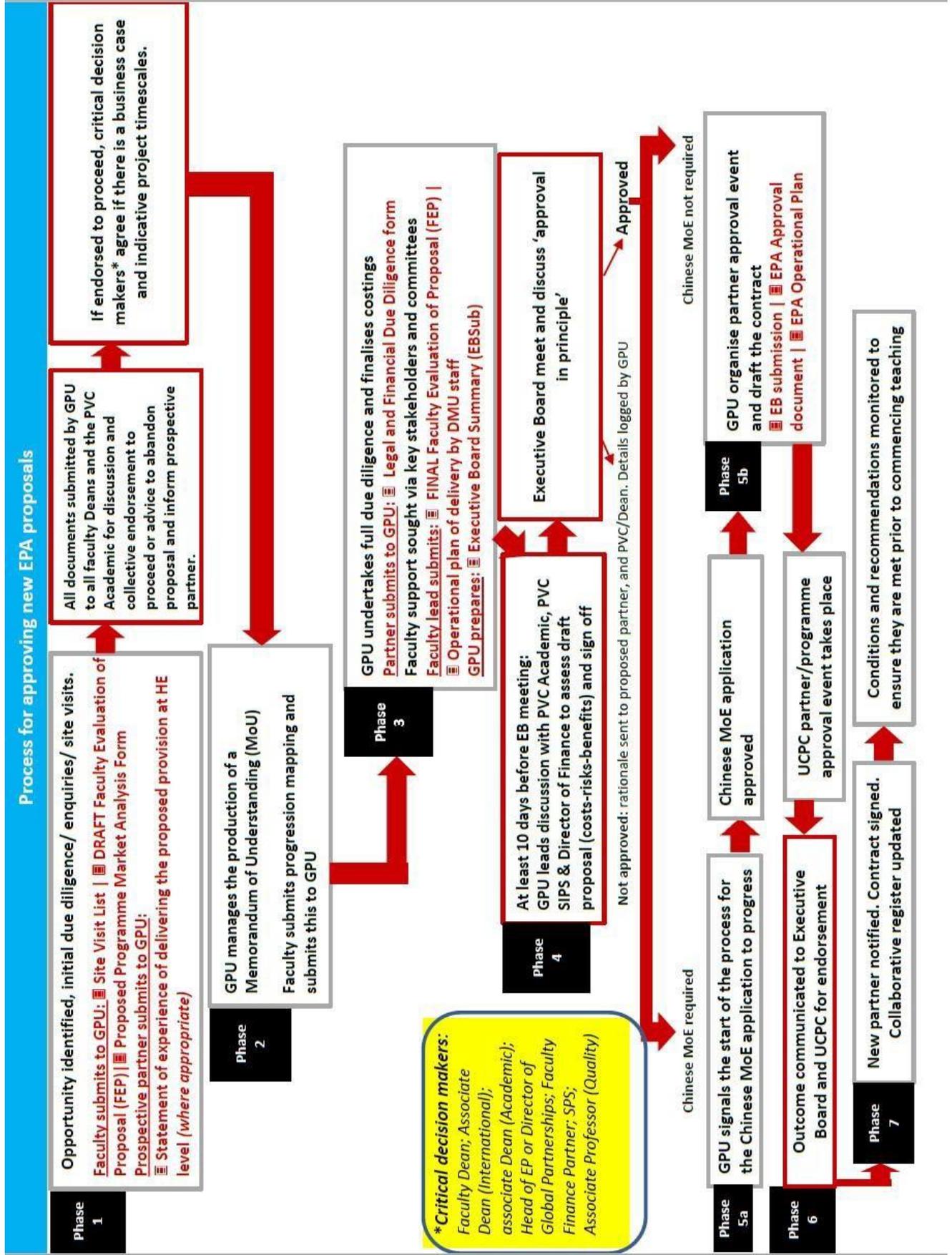
Development and Approval of UK and Overseas Collaborative Programmes



Enhanced Progression Agreements (EPAs) – Diagram 3 – DMU Process for approving new Enhanced Progression Agreement (EPA) partnership proposals – see also [DAQ guidance and forms webpage](#) for stand-alone version

Enhanced Progression Agreements (EPAs) – Diagram 3

(also available on the [guidance and forms](#) webpage under “Approval”)



Enhanced Progression Agreements (EPAs): The process for gaining approval of a new collaborative partnership: Initial Due Diligence [EPA Phase 1]

As in the case of the Academic Partnerships type of collaborative activity, Enhanced Progression Agreements (EPAs) also require a period of initial talks before engaging with formal processes. Enquiries may come from a variety of sources, or be initiated from within the University, but at an early stage the Faculty Executive, Associate Professor (Quality) and the Global Partnerships Unit (GPU) should be involved in discussions and kept informed of progress.

As part of the initial discussion period DMU staff may wish to visit the partner institution or the partner institution representatives may wish to begin discussions at DMU, during which the University and prospective collaborative partner can develop mutual confidence. This provides an opportunity to share information about the University's approach to managing EPAs so that the prospective collaborative partner has a good understanding of what is expected. GPU must be involved in these discussions or at the very least be kept informed of their outcome. A visit report is produced, which must be submitted to GPU in the first instance, as part of initial due diligence. At the same time, a statement of the proposed partner's experience of delivering programmes at HE level must also be produced as well as a draft Faculty Evaluation of Proposal (FEP).

Faculty sends to GPU

- ☐ Institutional Visit Report & GPU Instruction Form for Recruitment Partnerships (*Source: GPU*)
- ☐ Proposed Programme Market Analysis Form (*internal use only, source: GPU*)
- ☐ Draft Faculty Evaluation of Proposal (FEP) - to be completed by the faculty (*internal use only*)

Partner sends to GPU

- ☐ Statement by the partner of their experience of delivering programmes at HE level – where appropriate (*email will suffice*)

Curriculum Mapping [EPA Phase 2]

Assuming that the initial conversations prove fruitful and the faculty and prospective EPA partner wish to go ahead, a Memorandum of Understanding (MoU) is produced by GPU. Following this, the faculty undertake a mapping exercise to establish parity with the proposed progression route to a DMU degree.

These developments are led by the Global Partnerships Unit (GPU) and are noted at the Faculty's Collaborative Provision Committee (FCPC) and therefore the Faculty Academic Committee (FAC) and the University Collaborative Provision Committee (UCPC) and also the International Strategy Committee (ISC).

Full Due Diligence and Executive Board submission [EPA Phase 3]

Once the curriculum mapping exercise has been completed satisfactorily, GPU will begin the full Due Diligence process, to include financial statements and the final Faculty Evaluation of Proposal (FEP) for the EPA, including details about the operational execution of the venture. The compilation of this information will be led by the faculty, with involvement from the partner where applicable (e.g. financial statements). This information will inform the submission to Executive Board (EB). GPU will

manage the due diligence and EB submission. GPU will also undertake a costings exercise for this proposal as it does for all collaborative provision proposals that fall within the GPU remit.

Non-internal document templates are available on the DAQ [guidance and forms](#) webpage:

Partner sends to GPU

- ▣ Legal and Financial Due Diligence form ([International](#)) – to be completed by the partner and submitted to the GPU colleague allocated to support the process

Faculty sends to GPU

- ▣ Final Faculty Evaluation of Proposal (FEP) (*internal use only*)
- ▣ EPA Operational plan (of delivery by DMU staff) – to be completed by the faculty (*internal use only*)

GPU prepares

- ▣ Executive Board Submission (EBSUB) (*internal use only*)

University EB ‘Approval in principle to collaborate’ [EPA Phase 4]

All proposals involving the establishment of a new collaborative partnership, whether in the UK or overseas **must** be submitted to the Executive Board for ‘approval in principle to collaborate’.

GPU will co-ordinate this activity, working closely with the faculty, Finance, and the Department of Legal Affairs.

Approval event [EPA Phase 5]

There are two types of EPA approval. Where the EPA requires approval by the Chinese Ministry of Education (MoE), once EB has granted approval in principle for the partnership, GPU will signal the start of the process for the Chinese MoE application to progress and be submitted at the first available opportunity. If the Chinese MoE approves the application [Phase 5a] GPU will start to organise the DMU partner approval event to take place at the partner institution. At the same time, GPU will draft the contract in anticipation of a successful DMU partner approval event [Phase 5b].

Where the EPA does not require Chinese MoE approval, it is once EB grants approval in principle for the partnership that GPU can begin organising the DMU partner approval event to take place at the partner institution. At the same time, GPU will draft the contract in anticipation of a successful DMU partner approval event [Phase 5b].

In preparation for the event, GPU will assemble an Approval Panel comprising:

- Chair (member of Executive Board or senior academic outside of the proposing faculty)
- Department of Academic Quality (DAQ) Representative (consult with Partnerships Manager (Quality) in the first instance). Every effort should be made to ensure that a DAQ rep is available. Where a DAQ representative is not available, DAQ will assist by nominating an Associate Professor (Quality), who must be from outside the owning faculty. The Approval Panel will not be complete without a DAQ rep.
- *External panel member (EPM)
- GPU Servicing Officer

Other panel members may be co-opted.

*As the role of the External Panel Member should include consideration of the collaborative arrangements as a whole he/she should have knowledge and experience of collaborative activities. The EPM should also have expertise in the subject area of the programme(s) proposed. EPMs are subject to an approval process, as described in the EPM nomination form. EPM fees are subject to tax but expenses are not.

Document templates are available on the [DAQ guidance and forms](#) webpage:

- [External panel member nomination form](#) for collaborative provision
- [External panel member claim form](#)

As with Academic Partnerships, the Approval Panel will receive documentation to consider and prepare certain lines of enquiry that will inform the approval event's discussion with the partner.

The documentation for the Approval Panel to consider is as follows:

- Executive Board submission (EBSUB) – to be completed by the event's Servicing Officer. All financial detail and commercially sensitive information submitted by the partner will not be shared with the Approval Panel
- Enhanced Progression Agreement (EPA) Approval document – to be prepared by the faculty giving background information on the partner institution and the relationship with DMU, in addition to the background of the Chinese MoE requirements (where applicable) (*internal use only*)

Pre-event meeting - held at DMU [EPA Phase 6]

For all types of approval event, this will usually be held approximately two weeks before the approval visit to the prospective collaborative partner and will include discussion of the proposed itinerary.

The following DMU staff are invited to join the Approval Panel** at the pre-event meeting: the faculty Associate Dean (Academic); the faculty Associate Dean (International); the faculty lead(s); and a representative from GPU. The Approval Panel and colleagues will discuss the institutional and management aspects of the collaboration and any issues arising from the documentation. The meeting will be informed by panel members' initial comments on documentation which may include requests for further information or clarification in advance of the approval visit.

The meeting will also be used to seek assurance from GPU that the draft Partner Institution Collaborative Agreement has been drawn up and agreed in principle with the prospective collaborative partner.

The panel may also be briefed by faculty experts or the International Office with regard to the cultural, social and political climate of the country to be visited. Domestic arrangements for overseas visits will also be agreed.

****** Although External Panel Members are not required to attend, they are required to email their comments to the Servicing Officer in a set template by a given deadline and prior to the pre-event meeting.

Approval Visit

The itinerary will include meetings with:

- Senior staff, to discuss strategic fit and overall management and resourcing of the proposal
- Main collaborative link at the partner institution who will provide institutional support for the collaboration
- Learning Resource Manager or equivalent
- Student Support Manager

The approval visit will include a tour of the facilities: library and learning resource areas, student learning and social areas and key specialist resources for specific programmes requiring particular assets, for example, labs.

Typical lines of enquiry will be communicated to the partner by the GPU Servicing Officer after the pre-event meeting at DMU and ideally one week prior to the event.

After the event [EPA Phase 7]

Formal notification of outcome of the approval event

The Servicing Officer will circulate formal notification of the Outcomes report within five working days of the approval event, once the panel Chair has approved the draft. Details of the Outcomes report and any associated conditions, recommendations and RTCs should be circulated to the partnership's programme team so that work can commence in response to the conditions, recommendation or Required Technical Corrections (RTCs). The full report will follow the initial Outcomes report and should ideally be circulated within one month from the date of the event, once the panel Chair has approved the final draft.

The initial draft of the full report will be sent to the panel Chair for comments and/or amendments. The draft will then be revised, as required, and circulated promptly to the remaining panel members for comment/amendment, giving them a time to respond. The final draft will be submitted to the panel Chair for approval before it is circulated to relevant colleagues. The final report will also be submitted to UCPC for endorsement.

Circulation of final report

The final, approved report along with the signed approval form will be circulated to a number of key individuals for action within the University's systems. These include

- The relevant DMU faculty or faculties (Dean, Associate Professor (Quality), academic lead, programme team, where appropriate)
- Director of Global Partnerships Unit
- Head of DAQ
- The Principal or CEO of the partner institution
- The senior member of staff in the partner institution with strategic responsibility for Higher Education

- UCPC, acting on behalf of the Academic Quality Committee. If the Outcome is successful, the partner organisation will be added to the Collaborative Register.

Responding to conditions

In the case of EPAs it is the responsibility of the partner institution senior member of staff with strategic responsibility for Higher Education and also the faculty lead to oversee the process of meeting conditions of approval, and to ensure that the documentation in response to the conditions is submitted to the GPU Servicing Officer by the date specified in the Outcomes report. The Servicing Officer will liaise with DMU colleagues where appropriate to formally request responses to any conditions within the timescale stated.

The follow-up activity undertaken by the partner institution will include the provision of evidence to the Chair of the Approval Panel that action has been taken in response to the conditions set, as well as the preparation of a formal response to any recommendations. The documentation produced must be sent to the Servicing Officer for onward transmission to the Chair. The Chair, on behalf of the Approval Panel must confirm to the Servicing Officer that she or he is satisfied with the action taken in response to the conditions and recommendations set.

Partner Institution Collaborative Agreement (the contract)

Following the event for a partner approval, the Partner Institution Collaborative Agreement should be signed as soon as possible after approval is given.

Section 2: Monitoring collaborative provision

DMU's approach to monitoring collaborative provision

The day-to-day management of collaborative programmes and monitoring of standards is devolved to faculties, as per standard in-house provision. In order to maintain parity of standards the same processes used for monitoring in-house DMU provision are applied to collaborative provision, however greater central oversight is maintained due to the higher risks involved. In the case of the Validation Service, the Validation Service Board (VSB) retains oversight and operates in the same way as a DMU Faculty Academic Committee (FAC).

DAQ will alert faculties and partners when annual monitoring activities need to be undertaken. EP/ GPU and faculties have a role in confirming that these actions have been completed. Activities across the faculty should be monitored at PMBs and FCPCs. The different types of key quality monitoring information used annually by DMU in maintaining oversight of the academic standards of collaborative provision are:

- External examiners reports
- Programme Appraisal and Enhancement
- Student feedback
- Review of programme compositions, teaching staff CVs and Service Level Agreements
- Student Handbooks for the following academic session
- Public information checks

Collaborative partners may also have their own internal quality assurance processes. The University recognises that collaborative partners may have more than one HE partner institution with differing QA processes to adhere to. Where possible, the University tries to be flexible with its QA requirements. It is important to note however that non-standard arrangements must be approved by DAQ prior to implementation in order to ensure that adherence to DMU Quality Assurance (QA) processes, academic regulations and the QAA The revised UK Quality Code for Higher Education are not compromised. Such arrangements will be reflected in the longer term process of collaborative review. Please see Section 4 in this Guide for more information on the collaborative review process.

The University has identified a set of minimum QA requirements it expects from partners in relation to the management of collaborative provision and these are identified in the chart entitled Annual Calendar of Quality Monitoring activities for Collaborative Provision at DMU (link below), also known as the "AQM Calendar". The key activities listed in the calendar are described in greater detail in this section. All forms and templates listed in this Section can be found on the DAQ pages: [Guidance and Forms](#), under "Monitoring".

 [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#)

Cause for concern procedure

The “AQM Calendar” activities set out the University requirements to ensure that, once validated, programmes maintain acceptable quality and standards. In the event that there is a serious concern regarding the quality or standards of a validated programme this will trigger the following cause for concern procedure:

- The relevant faculty records the evidence leading to the concern, for example; highly critical external examiner report, student feedback of a serious nature, long-term failings in standards, poor student retention on a long-term basis, cohort size not sufficient to sustain quality of student experience or the partner has repeatedly failed to provide the required monitoring information when due. There may be additional reasons. This report is then forwarded to the Partnerships Manager (Quality) and EP/ GPU via the Account Manager.
- EP/ GPU contact the partner to highlight concerns and to discuss the need for an action plan. The action plan will be developed in consultation with DAQ. There is no template for this action plan as each case will be different.
- EP/ GPU, in consultation with the faculty determine a timescale for the key stages in the cause for concern process, including deadlines for an action plan. This is formally communicated to the partner by EP/ GPU, via the Account Manager.
- EP/ GPU, DAQ and the faculty consider the partner institution response to the concern and receive a copy of the partner’s improvement plan. This is either accepted or further actions are requested. This is then reported to UCPC, via CPAG.
- At this stage EP/ GPU in conjunction with the faculty and DAQ will also decide whether the cause for concern is such that the intake to the programme should be suspended until the required actions have been addressed satisfactorily; for example where the programme does not have an acceptable teaching team in place, or where academic standards are at risk. Where this is the case, the action plan will specify any requirements to support continuing students. The University will act with sensitivity so that prospective students are notified in reasonable time of any suspension.

The exact nature of the cause for concern may be such that an inspection visit to the partner institution either by external examiners, the faculty or EP/ GPU and DAQ on behalf of UCPC may be required. This may be at the early stages of the investigation of the concern and/or following remedial action by the partner institution.

If the intake to a programme is suspended, EP/ GPU will inform the partner as to the means of overturning the suspension following the completion of the required improvements. This may be through a satisfactory report from the faculty, a formal revalidation of the programme, or a delivery re-approval of the partner. There may be cases where DMU needs to arrange alternative delivery for current students.

External Examining

No award of the University is made without participation in the assessment process by at least one external examiner. External examiners are responsible to both the Vice-Chancellor as Chief Executive of the University and to the Academic Board which appoints them. More can be found on the DAQ website about [External Examining](#).

External examiners who cover collaborative provision are nominated by the host faculty in the same way as for other provision within the University. The usual appointment criteria will apply and an external examiner who will be responsible for programmes at other collaborative partners must be entirely independent to all sites and staff involved.

There are no requirements for the appointed external examiner to visit all locations although examples of work from all sites where the module is delivered should be available as part of the module sample. Examiners should be made aware of which sample is from which site to enable them to comment in their annual report appropriately.

In the annual report examiners are asked to advise on the comparability of standards and the effectiveness of assessment arrangements across sites where modules are delivered at more than one location. Examiners are asked to be specific about the locations to which the comments refer to, in order to enable appropriate action. Following receipt with DAQ, reports linked to collaborative partners will be circulated to the Principal, quality contact, and HE Coordinator, or equivalent at the partner institution. Most reports will be circulated within three working days of receipt of the report. The External examiner reports should be made available to students. It is suggested that copies should be placed on the partner VLE together with guidance to External Examining at DMU, found on the guidance and forms DAQ webpage. The partner must contribute to, or issue, a response to the External Examiner report and it is recommended that this response is also published to students. The partner should liaise with the Link Tutor. In the case of Validation Service, please see relevant paragraphs in Section 6 in this Guide.

Document templates are available on the DAQ [guidance and forms](#) webpage:

 [External Examiner report templates](#)

Programme Appraisal and Enhancement (PAE) document

From the academic session 2017-18 onwards, all partners are required to complete a Programme Appraisal and Enhancement ([CP PAE form](#)) form for delivery at the start of the 2018-19 session. This replaces the previous Programme Enhancement Plan (PEP) and is required regardless of the model of delivery. There is no need for a separate Annual Monitoring Report (AMR) as the sections within the AMR are now captured by the PAE. The PAE should be completed by the Programme Leader or Higher Education Coordinator at the partner institution, with input from the Link Tutor and External Subject Adviser (ESA) for Validation Service provision with input from EP/ GPU Account Manager, as appropriate.

The PAE is a crucial part of the university's programme monitoring process which requires programme leaders to confirm explicitly whether or not academic standards are being maintained in line with the [QAA The revised UK Quality Code for Higher Education](#).

The PAE is a live process that allows for the ongoing appraisal and evaluation of the programme. Please refer to the DAQ [CP PAE guidance notes](#) for more detailed information and guidance on completing the form, some DMU [faculty specific examples of a completed PAE](#) that might be helpful, as well as DMU's [academic standards definition](#) and [good practice guide](#). PAEs should be submitted to the Link Tutor (for faculty-owned provision) and the Quality Officer (Partnerships) in DAQ. In the

case of Validation Service provision, PAEs should be sent directly to the Quality Officer (Partnerships) in DAQ. The dates can be found on the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#) and partners should discuss with the Link Tutors the exact dates for submission in order to align with the Faculty's PMB calendar.

In the case of Validation Service (VS) provision only, the PAEs should be submitted to the Quality Officer (Partnerships) after each Programme management Board (PMB) at the partner institution. See relevant paragraphs in Section 6 for details about the purpose and function of PMBs in VS.

Timetable: The final agreed version of the report should be submitted to the Quality Officer (Partnerships). The first iteration of the PAE template for **ALL** programmes should be approved by the relevant PMB or equivalent at the partner institution, by Friday 21 September 2018. This date is set by the University for all provision, including collaborative programmes and regardless of starting dates for the programme (e.g. September, January or February). The date is set so that any immediate issues will have been identified and acted upon before the start of the academic year. The PAE submission in September 2018 for programmes with start dates in January or February 2019 will only be able to comment on a brief snapshot of the provision at that point in time but will have further commentary in later submissions during the academic session.

Ideally PMBs should be scheduled for a date in September to meet the Friday 21 September deadline. However, where a September date is not possible, the PAE version in September should be endorsed or approved by the PMB Chair and presented to the PMB at the next available opportunity.

Subsequent PMB dates at the partner institution should ideally align with the DMU faculty's PMB (or the VSB in the case of Validation Service). The partner should discuss dates with the Link Tutor (or EP for Validation Service programmes). The Quality Officer (Partnerships) will ask partners and faculties for their PMB dates before the start of the academic session. As PAEs are live documents they will be updated on a continuous basis and presented at each PMB as a standing item.

Associated actions arising from the PAEs are noted at PMBs. Associate Professors (Quality) produce a summary report of all PAEs to be reported at their respective Faculty Academic Committees (FACs). The Chair of the Validation Service Board (VSB) produces a summary report of all the PAEs within Validation Service provision. The Department of Academic Quality provides a summary report for all collaborative provision, which is presented to the UCPC. This summary then feeds into a single summary report that is submitted by DAQ to the Academic Quality Committee (AQC).

The activity until 2016-17 academic session is described below (*APU refers to the current EP and GPU teams*).

Scenario 1 - Programme runs at DMU and a collaborative partner (Faculty owned, Franchise)			
	By whom	To Whom	Follow-on Submission
Annual Monitoring Report (AMR) – <i>final version</i>	Partner	To: Partnerships Officer (Quality)	<ul style="list-style-type: none"> Partnerships Officer (Quality) records receipt and files the reports
PEP - copy	DMU Programme Leader	CC: Faculty Link Tutor APU Account Manager	<ul style="list-style-type: none"> Partnerships Officer (Quality) ensures that final versions of the AMR

			and PEP have been received by the Faculty Associate Professor (Quality)
Scenario 2 - Validation Service provision			
Annual Monitoring Report (AMR) – <i>final version</i>	Partner	To: Partnerships Officer (Quality)	<ul style="list-style-type: none"> Partnerships Officer (Quality) records receipt and files the AMR and PEP
PEP – final version		CC: External Subject Adviser (ESA) APU Account Manager	<ul style="list-style-type: none"> Partnerships Officer (Quality) ensures that final versions of the AMR and PEP have been received by the Validation Service Board (VSB)
Scenario 3 - A programme does not run at DMU but at one or several collaborative partners (Faculty owned, non- Franchise)			
Annual Monitoring Report (AMR) – final version	Partner	To: Partnerships Officer (Quality)	<ul style="list-style-type: none"> Partnerships Officer (Quality) records receipt and files the reports
PEP - copy	DMU Programme Leader completes a single PEP for the programme on behalf of all the sites, incorporating the AMRs	CC: Faculty Link Tutor APU Account Manager	<ul style="list-style-type: none"> Partnerships Officer (Quality) ensures that final versions of the AMR and PEP have been received by the Faculty Associate Professor (Quality)

The activity for 2017-18 onwards is described below.

For all programmes from 2017-18 onwards: Faculty owned (Franchise) & Validation Service provision				
	Completed by	Submitted to	Dates	Follow-on Submission
PAE – up-to-date <i>(first submission on 21 September 2018 for all programmes, irrespective of start dates)</i>	Partner <i>(Programme Leader and/ or Higher Education Coordinator)</i> <i>with support from Link Tutor and/ or EP/ GPU Account Manager, as</i>	Quality Officer (Partnerships) CC: Faculty Link Tutor and EP/ GPU Account Manager	Deadline as per Annual Quality Monitoring (AQM) calendar for collaborative provision <i>The PAE is a “live” document so you should update your PAE during the academic session, once new information becomes available. The first iteration of the PAE template for ALL programmes should be approved by the relevant PMB</i>	Quality Officer (Partnerships) records receipt and forwards the PAE to the Link Tutor and Account Manager (where applicable). Quality Officer (Partnerships) ensures that the PAE has been received by the relevant faculty Associate Professor

	<i>appropriate</i>		<i>or equivalent by the University's deadline (normally September). Subsequent dates will depend on the DMU Faculties' and the partners' PMB dates.</i>	(Quality) and uploaded onto the shared drive.
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'Management Information' for PAEs

This information is requested to quality assure the standards of the provision, and inform enhancement by identifying areas of concern that require addressing. It can be used both formally at boards/committees and informally considered at management team meetings etc. It will also play an important role in the process of collaborative review. Management information helps to compare student performance and achievement and should cover

- Module achievement
- Indicative progression and retention
- Awards achieved
- Student entry profiles (new starters) and mapped against programme performance
- Student entry profiles (progression decision)
- Student entry profiles (degree classifications)

Partners can request this information from their faculty links. Users can filter the data to retrieve student profile and performance data to suit their own requirements, for example for a particular academic session or for students studying at a specific campus. Partners may also present this information using their local management information tools and it is anticipated that this information will correspond to the data held within DMU's data/ Management Information system.

Student Feedback for PAEs

It is important to note that partners often have additional internal mechanisms for obtaining student feedback but for the purposes of assuring quality as part of this process, this sub-section deals with the minimum requirements.

At **module level**, the collaborative partner institution's own procedures for collecting and responding to student feedback should be used for students on DMU programmes. These can be modelled on the faculty's processes. Where the provision is multi-site a common module level survey should be considered across the programme locations, where practicable, with prior agreement by the Programme Management Board (PMB), confirmed by the Link Tutor or EP (for VS).

At **programme level**, on an annual basis, Link Tutors (faculty owned) or ESAs (for VS) and the partner should liaise at the start of the academic session to agree a preferred date to visit the partner and meet with students. The student feedback visit prompts sheet (see below) can be used to structure the meeting. The outcome of the visit(s) should be used to supplement the PAE. The outcome of the meeting with the students at the partner institution should be emailed to the DAQ Quality Officer (Partnerships) (using the prompts sheet below or other notes) and the EP/ GPU Account Manager, copying in the partner, as well as presented to the DMU PMB (for discussion) and DMU FCPC (for note).

For distance learning courses or part time students, the link tutor should consider a different mechanism for obtaining student feedback to ensure an all-inclusive approach, for example integrating feedback discussions at face-to-face opportunities e.g. registration days, skype meetings, or bespoke online surveys. Student feedback is captured in the PAE.

The document is available on the DAQ [guidance and forms](#) webpage:

 [Student feedback visit prompts sheet](#)

Where partners have **HE Forums/Staff Student Consultative Committees** (SSCCs) or equivalent in place these are generally attended by EP/ GPU and a member of De Montfort Student Union (DSU), where possible. The Action Logs from these meetings are held by EP/ GPU and forwarded to DAQ and DMU Programme Leaders as appropriate. The template for recording issues at SSCCs can be found below although partners may have their own version. Either version is acceptable.

The document is available on the DAQ [guidance and forms](#) webpage:

 [SSCC operational guidance and issues log](#)

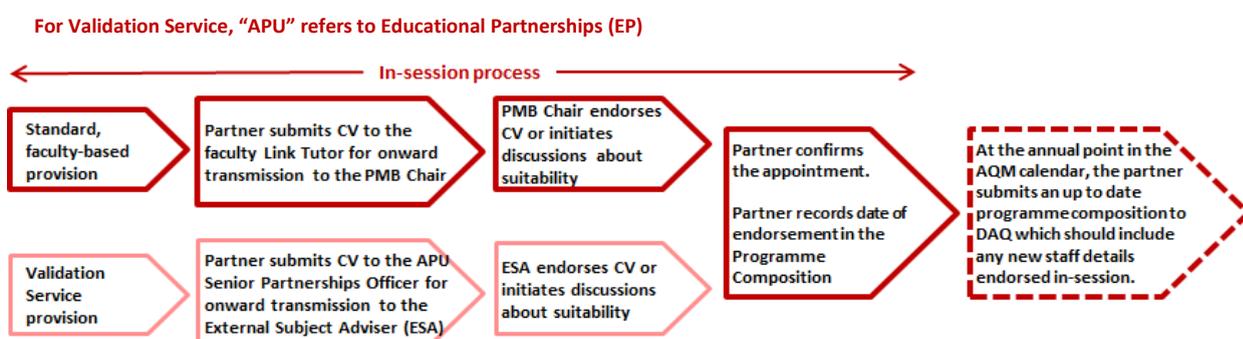
Partner programme leaders are required to comment on student feedback in the PAE, including NSS results where applicable, and any related action points. This report is then considered at the PMB, presented by the Link Tutor. The PMB Chair is responsible for ensuring that all relevant programme issues are addressed in a timely way. The EP/ GPU Account Manager should be made aware of the discussions and ensure that the partner is informed of actions.

The effectiveness of student feedback procedures will be considered during Periodic Review (see DAQ [Periodic review – quick start guide](#)) of programmes and at Collaborative Review (see section 4 in this Guide). Exceptionally, feedback of a very negative or serious nature may be taken into consideration alongside other factors to trigger a special investigation by the University into quality and standards.

Review of Programme Compositions, Staff CVs and Service Level Agreements

On an annual basis (deadline can be found on the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#)), collaborative partners are required to submit to the Quality Officer (Partnerships) the following:

- **The programme compositions.** Curriculum or module specification changes should follow the appropriate guidance in Section 3 in this Guide. Changes to programme compositions will be considered a variation to the contract. The programme compositions contain:
 - **A complete list of the intended modules for the next academic year with the names of staff teaching on each module, on a programme-by-programme basis.** Teaching staff CVs are endorsed/ approved in-session by the Link Tutor or Chair of the PMB – see process below.



When partners are appointing new staff they should forward their CVs to the faculty Link Tutor for onward transmission to the PMB Chair who will endorse the staff member or initiate discussions about suitability, before new teaching staff are appointed and before teaching commences. In the case of Validation Service, partners should send new teaching staff CVs to the EP Account Manager for onward submission to the External Subject Adviser (ESA), who should endorse the staff member before the partner can confirm the appointment. The PMB Chair/ ESA will check if the nominee has the necessary experience and skills to deliver the modules/ programme to the standard set by DMU.

Information that the Link Tutor, PMB Chair/ ESA will look for is included in the guidance on DMU expectations (see below). There is also a staff CV format guidance that partner staff can use. Partners are not required to submit the CVs in this format if the information is already contained in an existing CV (i.e. their own version). It is important however to show evidence of professional development.

Document guidance and templates are available on the [DAQ guidance and forms webpage](#):

- [Teaching teams in partner institutions – guidance on DMU expectations](#)
- [Staff CV format guidance](#) (*this is for guidance and in order to illustrate the type of information that is required in order to comment on the teaching staff's suitability. Partners may use this template or submit an existing CV if it includes the relevant information although it is important to highlight continuous academic development*)

EP/ GPU and DAQ will work with faculties and collaborative partners should queries or matters of concern be identified, in particular, where the profile of the teaching team or the proposed curriculum is at variance to that approved at validation. The Link Tutor/ EP Account Manager will communicate to the partner concerns about the suitability of teaching staff expressed by the PMB Chair or the Link Tutor/ESA, suggesting a way forward. This activity should be captured in the PAE report.

Once endorsement from the PMB Chair (or the ESA in the case of Validation Service provision) has been granted, the partner should update their programme composition with the date of staff approval. Annually, DAQ will ask for updated programme compositions and details of new teaching staff with date of approval. Please consult with the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#) for timescales.

- **Service Level Agreements (SLAs).** On an annual basis, partners are required to confirm or update to the EP/ GPU Account Manager and the Quality Officer (Partnerships), the Service Level Agreement (SLA), which forms part of the formal contract. Discussions about updates or changes to the SLA should take place with EP/ GPU, via the Account Manager, during the academic year and prior to the Annual Monitoring submission date. Please consult the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#) at DMU for submission timescales.

Document templates are available on the [DAQ guidance and forms](#) webpage:

- 📄 [Programme Composition template](#)
- 📄 [SLA template](#)

The Student Handbooks for the following academic session

Partners should discuss with the Link Tutor (faculty owned) or ESA and EP (for VS) at the appropriate time, prompted by the QO(P) (see AQM calendar), updates or changes to the Student Handbooks, in time for the next delivery and prior to the Annual Monitoring submission final draft date. Please refer to the Student Handbook guide below (incorporating Library and Learning Services guidance) for more information about what should be included. The Quality Officer (Partnerships) will forward the Student Handbook to the Link Tutor (faculty owned) or EP (for VS) for comment and final approval from the PMB Chair (faculty owned) or PAB Chair (for VS). Student Handbooks fall under public information checks- see next sub-section for additional guidance.

Document templates are available on the [DAQ guidance and forms](#) webpage:

- 📄 De Montfort University [Student handbook guide](#)

Please consult the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#) for submission timescales.

Public Information

The University's public information policy ensures effective control over the accuracy of all public information, publicity and promotional activity relating to its collaborative provision. It is important to note that universities are subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. Please refer to the Competition and Markets Authority guidance to HE providers on consumer rights legislation (March 2015) for more information at: <https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students>.

Partners should liaise with their EP/ GPU Account Manager in the first instance to ensure that all material relating to a DMU course is approved by DMU and accurately reflects the nature of the collaborative relationship, before the material is made public. The DMU logo and name must not be used without formal permission. Partners should also liaise with EP/ GPU to notify marketing departments (DMU and Partner) of potential new programmes (subject to validation).

A range of marketing communications and information covered include websites, prospectuses, signage, information sets, and the collaborative register. Checks can be made by Account Managers in EP/ GPU in consultation with the Link Tutor and the DMU Marketing where relevant. A list of information that is typically checked for accuracy is presented below for information and guidance for EP/ GPU Account Managers and partners.

Both the partner and the University are responsible for ensuring public information remains accurate on all collaborative material. Timely checks should take place via discussion between EP/ GPU and the partner, and partners must inform DMU if information becomes out of date.

The PAE will capture the evidence and confirmation that public information is accurate and that mechanisms are in place to check its accuracy.

Please consult the [Annual Quality Monitoring \(AQM\) calendar for collaborative provision](#) at DMU for submission timescales.

The document is available on the [DAQ guidance and forms](#) webpage:

 [Accuracy of collaborative partner public information](#) – Standard checks prompts list

Section 3: Making changes to collaborative provision

The processes for ensuring standards are maintained whilst making changes to collaborative provision are set out below.

Making changes to a validated programme

All changes must be reflected in the Programme Compositions, which form part of the Partner Institution Collaborative Agreement (the contract). Programme compositions are confirmed as part of the Annual Quality Monitoring process (see Section 2 in this Guidance). Staff wishing to make changes to programmes validated for delivery at a collaborative partner must discuss this with the relevant DMU faculty for support and advice, copying in the EP/ GPU Account Manager. Similarly, in the event of the faculty wishing to make changes to franchised provision, the DMU faculty Link Tutor must notify the partner(s) delivering that programme, copying in the EP/ GPU Account Manager. These changes will be reflected in the longer process of collaborative review (see Section 4) and the Annual Monitoring Report (see Section 2).

The [Guide to Curriculum Modification](#) sets out the process for making changes to programmes. Faculty owned programmes delivered at partner institutions that are considered for changes, are subject to discussion at the faculty's DARCs. All changes should have been approved by the relevant PMB and partners should be consulted if the decision for changes is taken by the faculty. For Validation Service (VS) provision, the partner's PMB also acts as a DARC for this purpose.

Examples of possible changes include:

- Changes or additions to the mode of delivery.
- Change in delivery patterns.
- Addition or removal of modules to a programme.

Where the changes are significant enough it may be determined that the programme needs to undergo formal revalidation or validation (if the changes constitute a 'new' programme) and delivery approval. In this situation arrangements for these will be organised by EP/ GPU. The [Guide to Curriculum Modification](#) outlines what types of changes are considered housekeeping and when a modification is significant enough to necessitate a revalidation event. A slight variation to the curriculum modification process has been agreed for the Leicester International Pathway College (LIPC) provision and is available separately from [Educational Partnerships](#).

Please use the following DAQ resources:

Document guides and templates are available on the DAQ [guidance and forms](#) webpage:

- ▣ [Curriculum modification – an overview](#)
- ▣ Curriculum modification – [guide](#) and [form](#)

Approval of a change of site/campus of delivery

Should a collaborative partner wish to change the site/campus of delivery of an approved programme or add a location of delivery, a team from the University will need to visit the new site before the move, to ensure that the new facilities are fit for purpose. EP/ GPU will request notification of any proposed changes to the location of delivery for the next academic session during

account management visits to partners. Outside of this request the collaborative partner should notify EP/ GPU of the move as far in advance as possible (for UK programmes - **minimum 2 months – or 1st June for September start**; for overseas programmes – **minimum 6 months**), in order that a visit can be arranged. Any new or additional sites will be subject to approval by DMU prior to teaching commencing at the new site.

The partner will need to outline the reasons for the additional or new site of delivery and formally submit to the EP/ GPU Account Manager a request in writing (by email) with the following information:

- the rationale for adding to, or changing the site for delivery.
- the proposed location with full address details.
- the programmes to be delivered at this site.
- information on learning resources.
- full list of partner staff to be located at this site.
- overview of physical resources.
- health & safety considerations.

A special visit and tour of the facilities will be conducted by the EP/ GPU Account Manager, the Link Tutor or ESA (in the case of Validation Service provision) and where applicable, an external subject specialist (this could be the External Examiner unless the faculty identify someone else for the role). The EP/ GPU Account Manager should complete the form (link below) for onward submission to the FCPC or VSB (for VS) for discussion/ endorsement. EP/ GPU must seek endorsement from UCPC before the relevant schedule within the contract is altered to include the additional site of delivery or change the main site of delivery.

Document templates are available on the [DAQ guidance and forms](#) webpage:

 [Programme site/campus of delivery visit resource checklist](#)

Approval to increase validated numbers and/ or introduce new cohorts

All programmes approved for delivery at a collaborative partner will have agreed number of cohorts and minimum and maximum validated number of students, which will be detailed in the Outcomes report of the original approval event or the latest approved Programme Compositions – whichever is the most recent. These represent the parameters for student numbers by which the programme can successfully run, bearing in mind resource capacity, the quality of the student experience and recruitment forecasts. If a collaborative partner believes they have the resources and the market demand to recruit above the validated maximum or introduce new cohorts, they must apply to DMU for approval.

DAQ will request notification of any proposed changes for the next academic session as part of the annual programme composition checks (see Section 2). A collaborative partner wishing to increase the validated student numbers (as distinct from funded numbers) on an approved programme, or increase the number of cohorts on the programme, must then submit a formal request to the University, via the EP/ GPU Account Manager, by the deadline given. This request will be forwarded by EP/ GPU to the relevant PMB for faculty owned provision or the VSB in the case of Validation Service. The request should be supported by a rationale for the change as well as written evidence

of the availability of resources to support the increased student numbers and a delivery model. For Validation Service provision, endorsements from the ESA and the External Examiner will also be required. The [Core Approval Document \(CAD\)](#) can provide suggestions for more headings.

The outcome of consideration by the PMB/ VSB will normally be one of the following:

- Approval of the increase in the validated number or introduction of new cohorts, as requested.
- Request to visit the collaborative partner, to establish that the resources are in place to support the additional numbers.
- Rejection of the request.

If the request is approved the PMB/ VSB Chair will provide written confirmation of this to the EP/ GPU Account Manager. This will be communicated by EP/ GPU to the collaborative partner and the faculty Link Tutor for faculty owned provision or ESA in the case of Validation Service provision.

If the request is for a significant increase to the validated numbers, a formal visit may be deemed necessary. In this case, the visiting team will normally consist of a subject specialist from the faculty and the EP/ GPU Account Manager.

Should a partner wish to request an increase to validated numbers or introduce new cohorts outside of the timeframe outlined above, a request should be submitted to EP/ GPU at least **two months** before recruitment is anticipated (e.g. by 1st June for September recruitment).

Programme suspension of intake

Advice on the programme suspension and closure procedure is available from EP/ GPU or DAQ. The process itself is available from the [DAQ Guidance: Programme Intake Suspension and Programme Closure Procedure](#). The EP/ GPU Account Manager should be notified immediately in the following circumstances:

- Should a collaborative partner wish to suspend intake temporarily, or close a validated programme.
- Before a faculty takes steps to suspend intake or close a collaborative programme.

If a programme is suspended with the intention to close, students will continue to be fully supported by the relevant DMU faculty until all students have completed or until the maximum registration date, as per the terms of the Partner Institution Collaborative Agreement (the contract).

If a programme remains suspended for more than three academic sessions, the validation will likely be deemed to have currency issues and a revalidation must take place before the programme can be reinstated.

Details of the suspension/closure should be recorded by EP/ GPU on the 'programme suspension and closure' form for formal notification to the UCPC.

The document is available on the DAQ [guidance and forms](#) webpage:

- 📄 [Programme suspension and closure form](#)

Section 4: Collaborative review

Following approval of a new collaborative partnership, a review will take place after 3 years of operation. Following a successful review the partner institution will be re-approved by DMU to enable the partner to continue supporting students on programmes that will lead to a DMU qualification or credit. After the first review, further reviews will generally take place at 5-yearly intervals (unless otherwise stated), reconfirming approval of the partnership and programmes. All forms and templates listed in this Section can be found on the DAQ pages: [Guidance and Forms](#).

It is important to note that the Collaborative Review is a separate event to a Periodic Review that each programme is subject to and which involves a different process that takes place separately from a Collaborative Review. Please see the [DAQ Guidance on Periodic Review](#) for more information.

Role of the Periodic Review process within collaborative provision

The DMU periodic review process provides a means for evaluating courses and subjects holistically, at least every five years. DMU courses offered at collaborative partners will be included in the scope of the review and in the case of franchised provision partners should be invited by the faculty that owns the programmes to contribute and/or take part in the review. Outcomes of the periodic review of programmes will be communicated to partners via the Link Tutor.

Where programmes delivered at collaborative partners are not included in subject groupings with DMU programmes (i.e. where there is no equivalent or related provision delivered at DMU), special arrangements will be agreed between EP/ GPU, the faculty and the partner to ensure appropriate reviews of the programme take place. This will be agreed on an individual basis. DAQ will inform the partners when the programmes are due for a review.

Rationale and scope of Collaborative Review

It is standard practice for the University to undertake regular reviews of all collaborative partnerships and programmes, both in the UK and overseas. These reviews are conducted to re-visit the strategic reasons for working in partnership, renew the due diligence process, ensure the continued satisfactory operation of collaborative arrangements and to identify and address major issues that may have arisen since the initial approval/validation events, or the previous collaborative review visit. Reviews will include the operation and delivery of all programmes within the collaborative partnership however, the process is different to that of Periodic Reviews, which involves a lot more academic rigour.

The review has two distinct stages:

- Due diligence.
- Collaborative review exercise on behalf of the UCPC.

Full academic, business and financial due diligence will be considered in order to assess the continued strategic fit, reputation and standing of collaborative partners at stage one of the process. The financial due diligence element of the process is coordinated by DAQ for collaborative review events. DAQ will initiate requests for information. The Servicing Officer (SO) will disseminate this information as appropriate (Legal and Financial Due Diligence to the Account Manager, faculty Dean and Finance as appropriate – the Account Manager is advised to seek the views of Legal) with a deadline for comments. The SO will present to the Collaborative Review panel the findings of these

checks in a summary statement. The Collaborative Review panel will not be shown any financial or commercially sensitive information and will identify key matters for consideration from the summary statement and other submitted documentation.

Where comments from due diligence checks identify high levels of risk to the continuation of the collaborative contract, the faculty Dean should be consulted and the Chair of the Panel will be informed so as to determine the next best course of action regarding the review process.

Non-internal document templates are available on the DAQ [guidance and forms](#) webpage:

Collaborative partner sends to the DAQ Servicing Officer

☰ Legal and Financial Due Diligence form ([UK](#) or [International](#))

Faculty submits to DAQ

☰ Programme market analysis form for Collaborative Reviews (*internal use only*)

The nature of the collaborative arrangements will influence the extent and focus of the review exercise, but the areas examined are likely to cover the following:

- Strategic issues that may have an impact on the collaboration – including marketing, and student recruitment, retention and progression (employment), as well as new developments within the partnership
- Status of validated programme(s), including notification of possible suspension or closure of programmes (e.g. those that have not recruited for two successive academic sessions) and discussion of arrangements for continuing students
- Continuing commitment to the Partner Institution Collaborative Agreement (the contract) – including the fulfilment of conditions and responsiveness to recommendations determined during the initial approval/validation process, as part of a previous collaborative review or as part of any intervening validations
- Relationship between the University and the collaborative partner – at both corporate and operational levels
- Management of the provision – including student administration (processes for admission, induction, etc.)
- Operation of quality assurance systems for monitoring provision - at institutional and programme level
- Staff development opportunities to support delivery
- Teaching and Learning approaches. This will include specific reference to the principles of [Universal Design for Learning \(UDL\)](#). Please visit the University's dedicated page on this '*innovative framework underpinning teaching, learning and assessment at DMU*'.
- Student guidance and support
- Learning resources to support provision
- Human resources to support provision
- Student feedback
- Student experience
- Alignment of partner and DMU processes and policies
- Identification of good practice and areas for improvement

The review is intended to be a two-way process, offering both the University and the collaborative partner an opportunity to discuss the operation of its collaborative provision and to provide feedback on areas that may require further attention. The emphasis of the review is on self-critical evaluation leading to the overall enhancement of the quality of provision, and on dialogue between all those involved. In the context of quality enhancement, it is important that examples of good practice are identified and, where appropriate, disseminated to colleagues.

Examples of good practice should be new initiatives that have been tried and worked particularly well; any established ways of working that have been modified and improved so as to be presented as examples for other partnerships to consider; innovations that have addressed specific issues successfully; and identified ways of working that have demonstrable positive outcomes.

Timing and organisation

Following initial approval of the partnership, review of the collaborative partnership at both organisational and operational/programme level will take place after **three years** of operation (**four** in the case of EPAs). If the outcome of the first collaborative review held three years after the initial collaborative partner approval is an expression of confidence in both the partnership and the provision delivered, further reviews may take place at longer intervals of up to **five years** (**six** in the case of EPAs), subject to continuing expressions of confidence and evidence from standard annual monitoring that both partnership and delivery of programmes(s) remain satisfactory.

If the outcome of the first, or any subsequent review indicates cause for concern, if there are significant changes in the collaborative partner link, issues that need addressing at operational level, or a request from the collaborative partner, a shorter interval may be recommended between this and the following review.

All reviews will be subject to a **six-month follow up** exercise, which may involve a visit by panel representatives to ascertain progress made on conditions and recommendations set at review. Where this is not possible the six-month follow-up will take place as a paper-based exercise, complemented with a meeting at DMU or the partner institution via video conference or skype.

Notification of review

A list of scheduled reviews for the forthcoming academic year will be made available to CPAG and FCPCs by DAQ at the beginning of the academic session. DAQ will liaise with collaborative partners due for review as early as possible to determine possible dates and offer briefing meetings with the partner and the faculty. DAQ will also notify central departments and the relevant faculties of those collaborative partners due for review during the session and set deadlines for the submission of documentation.

Documentation

The Collaborative Review Panel will consider completed report templates from the following groups, received by the DAQ Servicing Officer 4 weeks before the Collaborative Review date:

- Collaborative partner
- DMU faculty or faculties responsible for provision
- De Montfort Students' Union (DSU)

- DMU professional services (EP/ GPU, Library and Learning Services, Student and Academic Services (to include Admissions, Marketing and Recruitment, where applicable))
- The International Office (for overseas partners, where applicable)

In the case of **Enhanced Progression Agreements (EPAs)** only, documents will be requested by the Faculty in consultation with the EPA partner. DAQ will discuss this in more detail with the relevant Faculty and it is anticipated that the main Faculty link will lead on the completion of the forms and assist with the organisation of the event itself.

Preparation by the Collaborative Partner

The main responsibility of the collaborative partner is to produce the Partnership and Programme Evaluation Document (PPED) by the deadline given by the Quality Officer (Partnerships), covering strategic/institutional issues supplemented by individual programme appraisal reports. The PPED is the key element in the collaborative review process.

The Servicing Officer must receive this in **hard copy** (enough copies for the Collaborative Review Panel members) where possible and **electronic** copy for circulation to the panel by the deadline given, which is **usually 4 weeks in advance** of the date set for the review visit. More information about the PPED is given below.

Partnership and Programme Evaluation Document (PPED)

This is required from the partner but produced in consultation with the Account Manager and/or the faculty or faculties responsible for the provision, where appropriate. The template includes helpful prompts on how to complete each section and what information to include. It is important to remember that the Collaborative Review panel will not be familiar with the partnership and will therefore need examples and reference to various sources (e.g. specific reports or minutes). These should be appended to the report. It is also important to note that the review event will focus on the evaluation of facts and not rely on a description.

The **PPED** should report on the following issues:

- Re-introduction of the partner institution and brief history of the partnership
- Details of other partnerships and experience of programme delivery
- Comment on conditions and recommendations made at the previous Collaborative Review (if applicable) or the partner approval event
- Strategic developments and plans for improvement – addressed in a SWOT analysis – to include the management of the collaborative partnership and compliance with quality assurance requirements
- Management of HE provision - roles and responsibilities of key staff in the collaborative context, organizational/ management structure diagram
- Communication/relationship with DMU – central departments, faculties, etc. (meetings attended, issues addressed, etc.)
- Marketing and promotion (activities, website information, details of publicity used)
- Figures for student recruitment, retention and progression (study or employment) over the reporting period with commentary and analysis
- Quality assurance/improvement mechanisms, to include sub-headings, for example:
 - Evaluation of External Examiner reports and responses

- Evaluation of Annual Monitoring reports (AMRs and PEP/ PAEs, where applicable) and follow-up actions
- Student administration (admission, enrolment, examinations, etc.) and overall student support provision, for example
 - Student guidance and feedback (welfare, student reps, careers and post-graduate advice) and evaluation of personal tutoring arrangements
 - Methods of student evaluation and feedback
 - Engagement with alumni
- Staffing and staff development
- Identification of any specific lines of enquiry for the review panel to follow (e.g. effectiveness of student feedback, staff development). These may be areas considered to be good practice or areas the partner wishes to improve. The panel will be asked to take this into consideration at both the pre-meeting and the review stages.

Document templates are available on the DAQ [guidance and forms](#) webpage:

- 📄 [Partnership and Programme Evaluation Document \(PPED\) template](#)

Preparation by Faculties

At operational level, academic provision is managed by the DMU Collaborative Link Tutor and/ or the Programme Leader, who carries the main responsibility for ensuring the quality of provision on a day-to-day basis, with the responsibility for monitoring the successful operation of quality assurance systems resting with the Programme Management Board (PMB).

Where programmes are owned by more than one faculty the 'lead' faculty should be responsible for coordinating reporting arrangements. Briefings are available from DAQ.

A *Faculty report template* link can be found below. A report is required on each programme delivered, which may draw on:

- SSCC Action Plan and other student feedback visits
- Relevant PEPs/ PAEs and AMRs, where applicable

In order to bring programme re-approval into line with collaborative partner re-approval, **all** programmes should be included, and if validation has taken place within the last 12 months, the report should also confirm the fulfilment of conditions set at validation and consideration of any recommendations, and provide information about recruitment. Similarly, where provision has been subject to periodic review this should be noted in the report and reference made to the fulfilment of any essential actions.

The document is available on the DAQ [guidance and forms](#) webpage:

- 📄 [Faculty report template – collaborative review](#)

Preparation by professional services and DSU

The key central departments involved in the management of collaborative provision are also required to contribute to a report, wherever possible, covering areas such as these outlined below.

DSU

- Communication with partner staff and students
- Contact with alumni
- Areas of good practice
- Induction
- Student rep training

Library and Learning Services

- HE spend and library provision against module lists for validated programmes
- Communication - report on meetings held, areas of good practice, issues outstanding
- Staff training sessions held
- Induction processes
- Access to and use of DMU resources by partner staff and students

Educational Partnerships (EP) / Global Partnerships Unit (GPU) Account Manager

- Strategic direction of partnership, plans for developing provision, etc.
- List of all provision approved for delivery at collaborative partner and its status
- Statistical overview of recruitment trends (student numbers and FTE) across all programmes
- Communication - log of visits/meetings – issues raised regarding, for example, the SLA etc.
- Risk assessment report
- Last collaborative review and follow-up reports
- Reports of any validations that have taken place since the last collaborative review
- A commentary on action taken in relation to any conditions, RTCs and/or recommendations identified at the collaborative review and subsequent validations
- Student experience, including interaction with De Montfort Student Union (DSU)
- Student administration – effectiveness of communication, evaluation and report of any issues outstanding
- Participation in staff development coordinated by EP/ GPU

Student and Academic Services – to include DAQ, Admissions and Disability, Advice and Support

- External examiners' reports
- Any periodic review reports, etc.
- A commentary on action taken in relation to any conditions, RTCs and/or recommendations identified at the collaborative review and subsequent validations
- Communication - details of nature/level of involvement with the partner
- Areas of good practice and potential areas for enhancement

Marketing and Communications – to include Faculty based and Central directorate reports as appropriate (for overseas partners this should also combine with a report from the International Office – see below)

- External Relations Strategy, including portfolio development
- Communication - involvement, meetings, etc.

- Annual marketing plan
- Marketing and recruitment – effectiveness, events held, etc.
- Areas of good practice/issues outstanding (including any recommendations for enhancement)

International Office (overseas partners)

- Communication - details of nature of involvement with partner, areas of good practice and any issues outstanding
- Annual marketing plan
- Marketing and recruitment – effectiveness, events held, etc.
- Areas of good practice/issues outstanding (including any recommendations for enhancement)

The document is available on the DAQ [guidance and forms](#) webpage:

- 📄 [Professional services template](#)

Panel composition

The Review Panel will be appointed by the University as follows:

- Chair (senior academic outside of the proposing faculty or member of Executive Board)
- Department of Academic Quality (DAQ) Representative Where a DAQ representative is not available, DAQ will assist by nominating an Associate Professor (Quality) who must be from outside the owning faculty. The Approval Panel will not be quorate without a DAQ rep.
- *External Panel Member (EPM)
- Student or De Montfort Students' Union representative
- DAQ Servicing Officer
- Library and Learning Services representative - to provide comments on the “Library and Learning Services requirements for new programme(s)” form and attend the pre-event meeting. It is not necessary to attend the event.

Other panel members may be co-opted if required.

*As the role of the External Panel Member will focus on the collaborative arrangements as a whole he/she should have knowledge and experience of collaborative activities first and foremost as well as subject expertise. External panel members are subject to an approval process, as described in the EPM nomination form. EPM fees are subject to tax but expenses are not.

Document templates are available on the DAQ [guidance and forms](#) webpage:

- 📄 [External panel member nomination form](#) for collaborative provision
- 📄 [External panel member claim form](#)

Pre-event meeting – held at DMU

For all collaborative review events, a pre-event meeting will take place at the University to enable the panel to discuss issues arising from the documentation in advance of the review and request any further information or clarification that might be helpful on the day. The meeting will take place

approximately two weeks prior to the review and will be informed by panel members' initial comments on documentation. Representatives from central departments and faculties will be required to be in attendance as appropriate but as a minimum this should include the Associate Professor (Quality), the Link Tutor(s) and the EP/ GPU Account Manager.

For overseas visits, the panel may also receive a full briefing on the customs and social and political climate of the country to be visited (International Office representative and/or Faculty Heads of International Office to provide)

Review visit

Lines of enquiry will be communicated to the partner by the DAQ Servicing Officer after the pre-event meeting, at least one week prior to the event. The review visit will include a tour of facilities and meetings with:

- Senior staff, to discuss strategic and management issues
- Main collaborative link at the partner institution who provides institutional support for the collaboration
- Teaching staff, to discuss operational issues relating to particular programmes
- Learning Resource Manager or equivalent
- Student Support Manager
- Students (representatives from those studying on current DMU programmes) and alumni

Overseas visits require bespoke arrangements to take account of travel arrangements etc. In all cases the itinerary will be agreed in consultation with partners and approved by the Chair of the review panel.

Outcomes of collaborative review

At the end of the review event the Chair will give verbal feedback to the partner on the following:

- The recommendations that the review panel will make to the Vice-Chancellor and UCPC concerning the operation of the collaborative contract
- Any conditions or recommendations to be addressed concerning the continued operation of the collaborative partnership (with deadlines for action) and/or re-approval of programmes offered
- A concise summary of the key findings of the day

As a result of issues raised in preparation for the review, during the review itself, or for other reasons, it may be recommended that a Periodic Review or a full re-validation of a particular programme takes place. In this case the process set out in the [DAQ Guide to Validation](#) or the [Guide to periodic review](#) will apply. In the case where serious concerns about the partnership itself arises, further discussions will take place at DMU to evaluate the reasons for the situation and compose proposals for DMU Executive Board to consider. This will be a joint project involving the partner, the EP/ GPU Account Manager, the faculty and DAQ, led by EP/ GPU.

A successful collaborative review will result in negotiations between EP/ GPU and the partner for the renewal of the Partner Institution Collaborative Agreement (the contract), updated as necessary, and with a list of programmes currently validated for delivery, for a period of up to five years.

After the event

Formal notification of outcome of validation

The Servicing Officer will circulate formal notification of the Outcomes report, normally within five working days of the Collaborative Review event, once the panel Chair has approved the draft, so that work can commence in response to the conditions and recommendations. The full report will follow the initial Outcomes report and should normally be circulated within one month from the date of the event, once the panel Chair has approved the final draft.

The initial draft of the full report will be sent to the panel Chair for comments and/or amendments. It will also be sent to the partner for comment on factual accuracy. The draft will then be revised, as required, and circulated promptly to the remaining panel members and the partner for comment/amendment, factual/technical inaccuracies, giving them a deadline by which to respond.

Circulation of final report

The final, approved report will be circulated to UCPC as well as a number of key individuals for action within the University's systems. These include:

- The relevant DMU faculty or faculties (Dean, Associate Professor (Quality), Link Tutor, programme team, where appropriate)
- Educational Partnerships Manager for UK partnerships, or the Director of Global Partnerships Unit (GPU) for international partnerships
- Head of DAQ
- Partnerships Manager (Quality)
- The EP/ GPU Account Manager
- The Principal or CEO of the partner institution
- The senior member of staff in the partner institution with strategic responsibility for Higher Education
- Other relevant stakeholders – e.g. the Marketing and Communications department, Library and Learning Services

Responding to conditions

It is the responsibility of the partner institution senior member of staff with strategic responsibility for Higher Education to oversee the process of meeting conditions of approval, and to ensure that the documentation in response to the conditions is submitted to the Servicing Officer by the date specified in the Outcomes report. The Servicing Officer will also liaise with DMU colleagues (i.e. faculty, library and learning services and central services) to formally request responses to any conditions within the timescale stated.

The documentation produced must be sent to the Servicing Officer for onward transmission by the stated deadline to the Chair of the Collaborative Review panel. The Chair, on behalf of the panel must confirm to the Servicing Officer that she or he is satisfied with the action taken in response to the conditions set, and what actions are necessary if conditions are not met or are severely delayed.

Partner Institution Collaborative Agreement (the contract)

Following the event for a collaborative partnership review, EP/ GPU will discuss the Partner Institution Collaborative Agreement before it is renewed.

Six month follow up

A six-month follow-up exercise, which may involve a visit to the collaborative partner by representatives of the review panel, will result in a report to UCPC on progress made. For long distance partners a paper-based exercise will normally be undertaken supplemented by a meeting conducted by videoconference or Skype as appropriate. An executive summary of progress on conditions and recommendations should be completed by partners (in consultation with the faculty and EP/ GPU) prior to the six month review. Failure to meet the conditions within the time stated may lead to discussions within DMU (EP/ GPU, faculty and DAQ) to consider options and recommendations for Executive Board to consider, including the possibility to suspend provision or terminate.

The document is available on the DAQ [guidance and forms](#) webpage:

 [Six month follow up report](#)

Section 5: Closure of collaborative partnerships

For information on the closure of **programmes** please refer to Section 3: Making changes to collaborative provision.

Decision taken by DMU to formally close a partnership

The University may decide to end a formal partnership for a variety of reasons (e.g. ongoing quality issues, lack of strategic fit, ongoing poor recruitment). In such cases this will be carried out in line with the terms of the collaborative contract. EP/ GPU will have oversight of the process, liaising with Deans and Associate Deans (Academic/ International) in the relevant faculties. A recommendation to terminate the partnership will be submitted to the Executive Board by EP/ GPU, in liaison with the Faculty for consideration.

Executive Board

A proposal to withdraw from a collaborative partnership will be submitted to the Executive Board by EP/ GPU which will outline the rationale for the proposal and a proposed exit strategy. If Executive Board approval is granted, management of the exit strategy will be monitored by the UCPC.

The Executive Board decision will trigger information requests from EP/ GPU to the faculty(ies) regarding cohort numbers and likely completion and maximum registration dates, including retake opportunities. As soon as possible after the Executive Board decision there should be a face to face meeting to confirm the decision with the collaborative partner at PVC/Principal level, or exceptionally, nominees at a senior level.

Formal notification of closure

A formal letter, signed by the Vice Chancellor or nominee, will be sent to the partner institution confirming the decision to terminate the partnership. This document will make reference to the end date of the partnership, according to appropriate notice periods.

As soon as possible and within 2-3 weeks after the formal notification, there should be a face to face meeting with the collaborative partner at PVC/Principal level, or exceptionally, nominees at a senior level to confirm the implications of the decision. A DSU student representative should also be present at the meeting and student representatives at the partner institution from the programmes affected by the closure will also be invited to attend.

The meeting will:

- Confirm the effective date at which the contract, and therefore the partnership, will end
- Clarify and confirm the mutual obligations of the partner and the University
- Confirm the final recruitment point
- Confirm that both partner institutions will agree on the wording for communication of the decision to all internal and external stakeholders and the date to amend marketing communications
- Confirm a joint commitment to provide all enrolled students with every opportunity to complete the award as validated and that the partner institution will maintain appropriate

academic standards for students remaining on the course until the maximum registration date

- Confirm that both partners will cooperate to ensure that existing students are notified in writing as soon as possible (and before Easter of the following academic year) and advised of the ending of the Partnership, assuring them that the quality of the provision will not be affected as a result and advising on suitable course alternatives where possible
- Confirm commitment by DMU to share intellectual property rights where the partner institution wishes to validate existing DMU provision with a new awarding higher education institution. This will depend on IP ownership, as specified in the most recent programme composition.

The meeting will result in a formal record, signed by both parties.

Following the meeting, an Exit Strategy Plan (see template below, found in the [DAQ Guidance and Forms](#)) will be produced by EP/ GPU and noted at FCPC and UCPC, together with a summary briefing of the face-to-face meeting. Exit Strategy Plans should be tailored to suit the partner's needs and circumstances.

Once the end date has been reached it will be noted at UCPC and the partner institution will be removed from the Collaborative Register.

EP/ GPU, DAQ and UCPC via normal QA processes for liaison and review, for example Annual Quality Monitoring, will oversee the closure of the partnership. These arrangements will ensure that existing students on validated programme(s) continue to receive the same level of delivery and support as before.

The document is available on the [DAQ guidance and forms](#) webpage:

 [Exit Strategy Plan template](#)

Decision taken by a partner institution to formally close the partnership with DMU

Partner institutions will have their own internal procedures for closing a partnership. In such cases partner institutions **must** comply with the terms set out in the Partners Institution Collaborative Agreement, which includes ensuring any remaining students are able to complete their studies up to the maximum registration date. Partners are advised to liaise with EP/ GPU and ensure the rationale for the closure is fully communicated to DMU in a timely manner and continue to work with DMU openly and transparently until all students have completed.

Partners are advised to liaise with EP/ GPU via their Account Manager and the relevant faculties via the Link Tutor to ensure that the rationale is fully communicated to DMU.

Once formal notification has been received from the partner, the steps described in “Formal notification of closure” above should be implemented to ensure that the work with DMU continues to operate openly and transparently until all students have reached the end of their studies or their maximum registration period under the partnership.

Section 6: Validation Service

Definition of Validation Service collaborative provision

Collaborative activity within the University's current framework for collaborative provision (CP) is categorised into three elements according to activity type and risk. A definitive list of the taxonomy of CP models can be found on the [DAQ website](#) and in Appendix A.

Validation Service falls in the "Academic Partnerships" category and is defined as follows:

Validation Service provision is where the University does not have provision in the same cognate area or where there is related provision but the Faculty(ies) concerned do not wish to collaborate but the University is still willing to validate. Programmes do not form part of Faculty academic provision, but are delivered and assessed in UK collaborating institutions. Educational Partnerships (EP) has responsibility to oversee the effectiveness of the operation of the validated provision. Planning, validation and review (including quality assurance and improvement) activity is also managed centrally by EP.

It is therefore different from faculty owned provision because programmes that are DMU faculty owned form part of the faculty's overall academic provision but are delivered in collaborating institutions, including those overseas. Faculties lead such initiatives and also have overall responsibility for monitoring the operation, effectiveness and quality of such provision.

In Validation Service provision, the partner institution has delegated responsibility for all aspects of programme management and assessment processes however, because the University must not devolve its ultimate responsibility for standards and awards, the Programme Assessment Board (PAB) is chaired by a senior member of DMU staff. All External Examiners (EE) and External Subject Advisers (ESA) associated with Validation Service provision are under contract with DMU.

Unlike faculty owned provision, where the relevant faculty is responsible for the administration of partner programmes, for Validation Service it is Educational Partnerships (EP), in the form of University Wide Learning (UWL) that takes on this responsibility.

Quality assurance processes at the partner institution must mirror those of the University and programmes are subject to DMU academic regulations unless the partner institution has sought approval at validation to work within their own regulations. Exceptionally where this is the case however, the partner's regulations must still closely mirror DMU's.

For example, mark descriptors may be developed by the partner institution but must align to DMU's generic descriptors as published in the [DMU Scheme and Regulations](#). Programmes will be validated and monitored with reference to the framework offered by the Academic Infrastructure including the higher education credit framework. A useful overview of curriculum structures and regulations can be found on the DAQ website page [Quick start guides](#) and the live link to [Curriculum structure and regulations](#).

The normal position is that students registered on a programme within the Validation Service will be subject to the [DMU Student Regulations](#), except that in the case of minor offences the disciplinary rules and procedures in force in the partner institution will apply. Bad academic practice and

academic offences will be managed with reference to the standards and criteria established in the DMU Student Regulations and any offence that could potentially lead to exclusion will be referred to the University to be dealt with under its regulations. The University tariff for academic offences applies and for the purposes of validated provision the University will allocate an appropriate Academic Practice Officer (APO) from the existing panel of APOs. APOs are also assigned at each partner for both faculty owned and Validation Service collaborative provision. EP are happy to provide partners with more information about the role of the APOs.

The introduction of the Validation Service model allows the University to validate an award where it has no cognate academic expertise or where a Faculty do not wish to collaborate. This approach has allowed broader developments in academic disciplines which either do not exist at the University or, do exist, but would preclude the exact duplication of an existing award.

Processes associated with Validation Service

This Guide to Managing Collaborative Provision covers all aspects of collaborative provision and often refers to associated guides that explain a particular process in more detail, for example Periodic Review. As Validation Service is part of normal collaborative Provision activity, it is included in the normal processes and they are therefore not repeated in this section.

Quality assurance processes and their associated guides are led by the Department of Academic Quality (DAQ) with the support of faculty Associate Professors (Quality). Quality management is implemented by the faculty Associate Dean (Academic) along with all local learning and teaching matters. Much of this activity is managed through key committees, implemented via guidance, policies and strategies. For more information on the work of DAQ, please refer to the main [DAQ webpage](#).

In order to ensure that guidance, forms and processes are streamlined, please refer to Section 1 within this Guide for information on the approval of new collaborative partners and provision, Section 2 for the ongoing monitoring of collaborative provision, Section 3 for changes to the provision, Section 4 for the subsequent review of collaborative partners and provision and Section 5 for the suspension/closure of collaborative programmes/partnerships. Where there are distinct differences for Validation Service provision, these will be listed in this section here under clear headings.

What Section 6 covers

Briefly, the content of this section is as follows:

- DMU support and key external quality assurance input
 - DMU support and key contacts
 - External Examiners (EEs)
 - External Subject Advisers (ESAs)
- Validation Service Governance Structure Overview
 - Validation Service Board (VSB)
 - Programme Management Boards (PMBs)
 - Programme Assessment Boards (PABs) and Pre-Assessment Boards
 - Academic Guidance
- Collaborative Provision (CP) processes, with reference to Sections in this Guide and any deviation from existing guidance

DMU support and key external quality assurance input

DMU support and key contacts

It will be the responsibility of a member of Educational Partnerships (EP) to act as an Account Manager to effectively report information from the partner to DMU and communicate information on developments at DMU through established strategic planning channels. This responsibility will include ensuring that partner institutions are aware of the University's expectations, including:

- admission of students
- examination regulations
- operation of programme management boards
- responses to monitoring information including external examiner reports
- the role of the External Subject Adviser (ESA), including appointment and reporting

The EP Account Manager will provide support, advice and guidance on:

- procedures for reporting curriculum modifications to the University
- preparation and modification of subject and module templates
- the operation of assessment processes within the partner institution

All DMU partners, whether offering Faculty based or Validation Service provision, are supported by central sources of information to maintain consistency and quality. If there is any doubt about who can help, please make contact with EP (ep@dmu.ac.uk) and they will answer or signpost your query to the relevant team or individual.

The following table includes details of those involved with the Validation Service within EP

Role	Contact Information	Contact For...
Educational Partnerships (EP)		
Partnerships Manager	Bobby Upple bobby.upple@dmu.ac.uk	Enquiries from new partners or serious concerns about current provision
Senior Partnerships Officer	Paul Overton POverton@dmu.ac.uk	Operational and management queries of Validation Service Provision
Partnerships Officer	Samuel Johnson samuel.johnson@dmu.ac.uk	Operational and management queries of Validation Service Provision
Partnerships Officer	Fay Kelham faymkelham@dmu.ac.uk	Operational and management queries of Validation Service Provision
Data Support Officer	Gemma Keats Gemma.keats@dmu.ac.uk	Data Support
Data Support Officer	Louisa Kozielicka Louisa.kozielicka@dmu.ac.uk	Data Support

Department of Academic Quality (DAQ)		
Partnerships Manager (Quality)	Andrew Thompson Andrew.thompson@dmu.ac.uk	QA processes
Senior Quality Officer (Partnerships)	Kathryn Butler kathryn.butler@dmu.ac.uk	QA processes and Annual Quality Monitoring
Quality Officer (Partnerships)	Kiera Cornish kiera.cornish@dmu.ac.uk	Annual Quality Monitoring
Quality Officer (Partnerships)	Bally Dhalu bdhalu@dmu.ac.uk	Annual Quality Monitoring

Key external quality assurance input

There are two key external participants to support partners in the quality assurance processes; the External Examiner (EE) and the External Subject Adviser (ESA).

External Examiners (EEs)

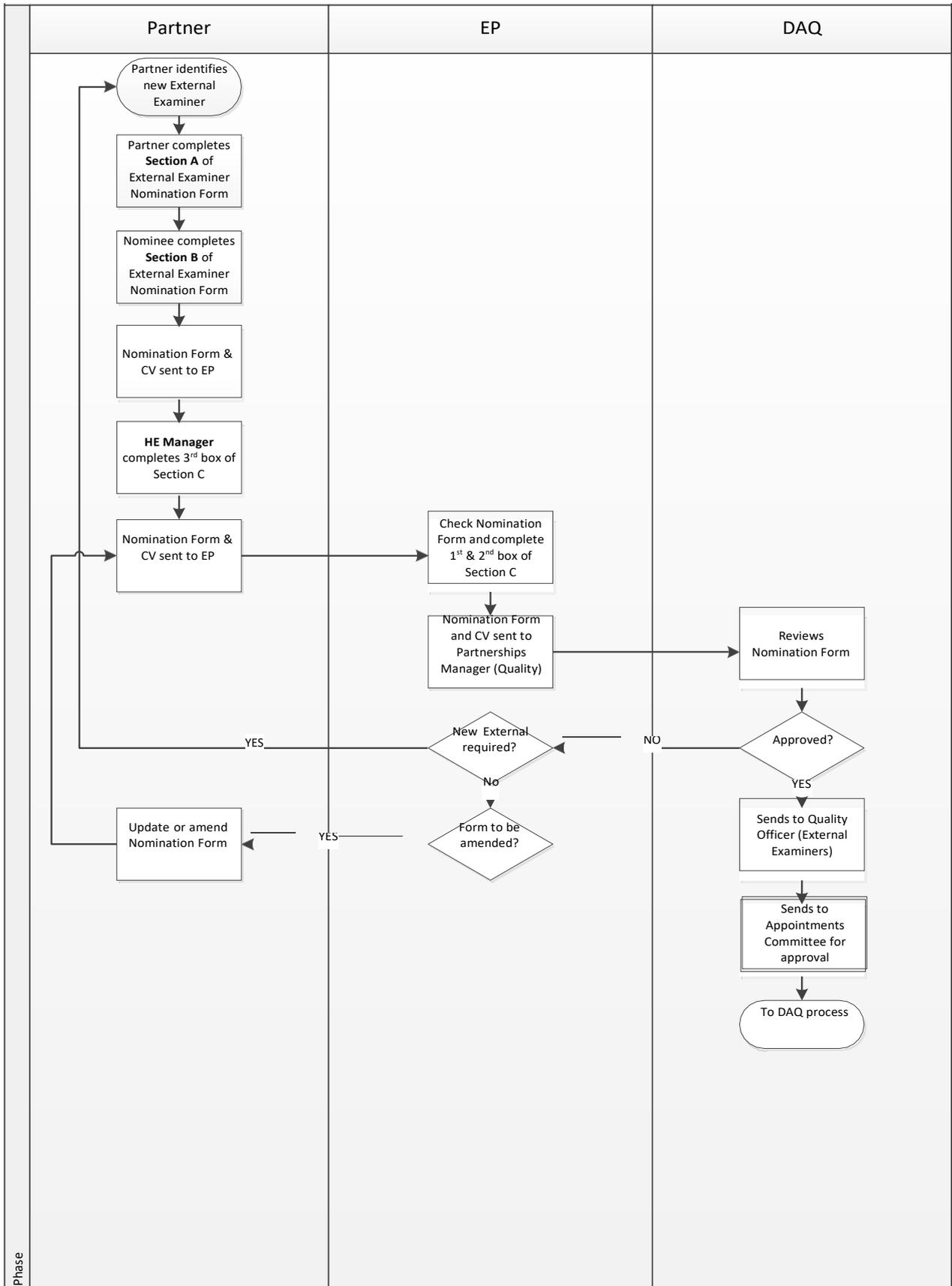
Validation Service provision is subject to the normal Quality Assurance processes, which include input from External Examiners, who act as independent and impartial advisers for each validated programme, providing informed comment on the standards set and student achievement in relation to those standards. No postgraduate award, degree or intermediate award of De Montfort University (DMU) shall be awarded without at least one External Examiner participating in the assessment process. External Examiners are appointed to serve on assessment boards with responsibility for programmes, covering the full range of duties for which the board is responsible. For more information and the full Guide, including the role's responsibilities and nomination forms, please refer to the Department of Academic Quality (DAQ) webpage on [External Examining](#).

External Examiner reports will be considered by the Academic Quality Committee (AQC). The External Examiner is normally nominated by the partner institution however their contract is with DMU. All External Examiners are authorised by AQC. The nominations for External Examiners should be made at the time that the proposal is put forward to DMU for validation and will be subject to the successful validation outcomes. Replacement EEs should be in post 6 months before the start of the new academic session or delivery of the programme.

Upon receipt of the External Examiners annual report (normally in the late summer), DAQ will circulate it to all stakeholders, including the partner and the partner institution will be required to formally respond to the points raised within it following discussion at the next Programme Management Board (PMB) at the partner institution (see paragraph on PMBs later in this section). External Examiners will receive an initial response letter to their report within four weeks of it being received by EP. Following discussions at the next PMB, External Examiners will receive a full response from the partner, and EP where applicable, within two weeks of the PMB meeting at which the report was discussed. This process will be monitored and captured as part of the [Annual Quality Monitoring \(AQM\)](#).

External Examiner nomination process for Validation Service

Because Validation Service provision is not linked to an academic faculty at DMU the nomination process differs slightly and is represented below as follows:



External Subject Advisers (ESAs)

The role of the External Subject Adviser (ESA) is unique to Validation Service provision. Please see an overview on the live link: External subject adviser – [quick start guide](#).

The primary purpose of the ESA is to take an overview of the curriculum and advise the Academic Quality Committee (AQC), via the Validation Service Board (VSB), and the partner institution, regarding the relevance, appropriateness and currency of the curriculum and review the resources available to students on the programme, including staff CV's. See paragraphs on ESAs for more details later in this section.

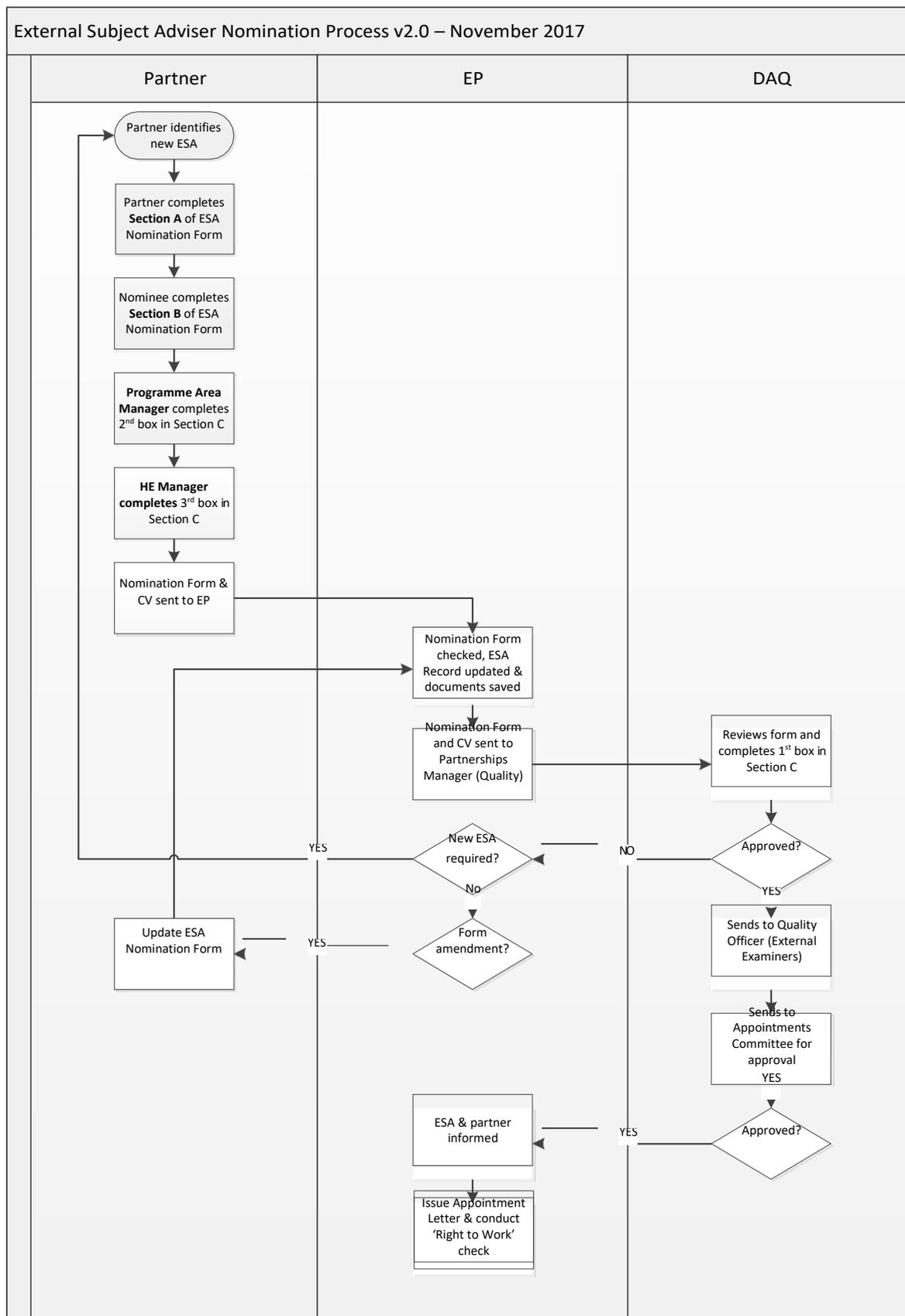
The ESA is nominated by the partner institution and authorised by the ESA Appointments Committee, on behalf of the University Collaborative Provision Committee (UCPC). The employment contract is with DMU. The ESA will submit a formal report to EP at the end of the academic year.

The document is available on the DAQ [guidance and forms](#) webpage:

 External Subject Adviser – [nomination process](#) | [nomination form](#)

External Subject Adviser (ESA) nomination process for Validation Service

The ESA nomination process is as follows (see also live link: External subject adviser – [nomination process](#)):



Role

Main tasks:

- Take an overview of the curriculum and advise the University and its partner(s), regarding the relevance, appropriateness and currency of the curriculum
- Advise the University and its partner(s) on the appropriateness of proposals for curriculum modifications and developments and approve any curriculum modifications
- Provide an expert view on subject content in partner produced publicity material
- Review the resources available to students on the programme and advise on their appropriateness
- Review the Programme Appraisal and Enhancement (PAE) report and advise the University and its partner (s) accordingly
- Advise the University on the appropriateness of staff CVs when they are received from the Collaborative Partner(s)
- Attend at least one Programme Management Board (PMB) in each academic year
- Meet with EP and Department of Academic Quality (DAQ) bi-annually for one-to-one discussions and development opportunities.

Areas not under the role of the ESA

It is important to note that the ESA has no remit to comment or evaluate the assessment of students on the course(s), or on the overall standards of the award. This is the role of the External Examiner, who carries this out on behalf of DMU. If potential conflict arises with the role of the ESA, the ESA is recommended to consult the EP Account Manager.

The External Subject Adviser annual report

The ESA reports to AQC, via the VSB, on the provision via an annual report. The report is structured to cover the areas listed above and ESAs are asked to complete all sections where possible.

The deadline for the report is communicated annually by EP and is detailed on the External Subject adviser – [annual report](#). The ESA will receive an electronic acknowledgment of receipt of the report from EP. ESAs will receive an initial response letter to their report within four weeks of it being received by the EP. Following discussions at the next Programme Management Board (PMB) at the partner institution, ESAs will receive a full response from the partner, and EP where applicable, within two weeks of the PMB at which the report was discussed.

Payment of the annual report fee (£400), and responsible expenses, will be made following receipt of the annual report by EP and on completion of a claim form. In addition, any ESAs who are an ESA for additional programmes will receive an additional £200 for each additional annual report submitted. Fees are subject to tax but expenses are not.

The documents are available on the DAQ [guidance and forms](#) webpage:

- External Subject Adviser – [annual report](#)
- External Subject Adviser – [fee information](#) | [claim form](#)

The External Subject Adviser visit report

ESAs are asked to visit their partner institution at least once a year but can be paid for a maximum of three visits per year. These visits allow ESAs to meet with the programme team, students and attendance at PMBs.

Payment of the visit report fee (£90), and responsible expenses, will be made following receipt of the visit report by EP and on completion of a claim form. Fees are subject to tax but expenses are not.

The documents are available on the DAQ [guidance and forms](#) webpage:

- External Subject Adviser – [visit report proforma](#)
- External Subject Adviser – [fee information](#) | [claim form](#)

Validations and Revalidations

ESAs who are involved in the development of **new** programmes will be asked to complete a validation report and attend the partner approval/validation event. The fee for the ESA is £450 for their report and attendance at the event, subject to tax.

ESAs who are involved in the revalidation of **existing** programmes will be asked to complete a revalidation report and attended the revalidation event. The fee for ESAs is £150 for their report and attendance at the event, subject to tax.

The documents are available on the DAQ [guidance and forms](#) webpage:

- External Subject Adviser – [Validation and Revalidation report](#)
- External Subject Adviser – [fee information](#) | [claim form](#)

How to deal with concerns over provision

If during the course of the academic session, the ESA becomes concerned over an aspect of the programme management that would have an impact on the quality of the provision, the following guidance is provided:

If it is deemed a **minor** matter, the ESA is recommended to liaise with staff at the partner institution to discuss the issue directly in a constructive and supporting manner, with the aim of agreeing actions to be taken. If the partner does not agree with the issue and the ESA believes the issue could evolve into a more serious matter without appropriate action being taken then they are advised at this point to contact EP.

If it is deemed a **major** matter (e.g. immediate threat to the student experience), the ESA is recommended to liaise with EP prior to taking the matter to the partner.

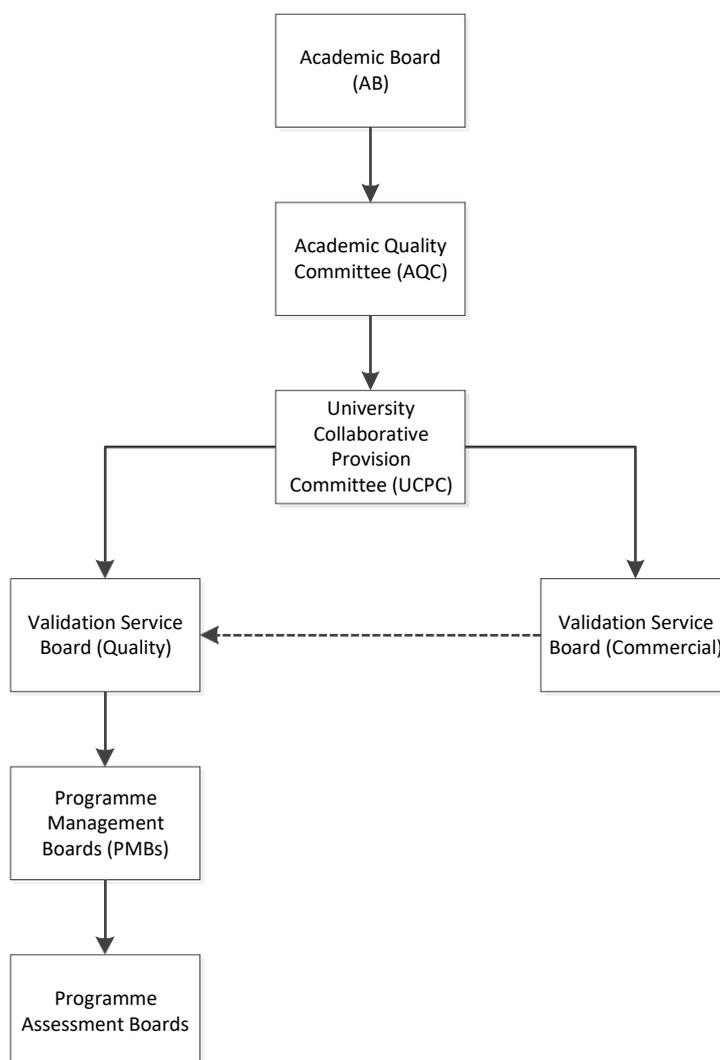
The decision over whether an issue is minor or major rests solely with the perspective of the ESA; however the following questions may help with the decision:

- Is the issue going to affect the ability of the students to complete their studies to the best of their ability?
- Does the issue contravene the regulations governing the programme (this may be DMU regulations or the partner's own regulations, established at validation)?

EP will, where appropriate, raise any ESA concerns with the Head of Academic Quality.

Validation Service Governance Structure Overview

The structure below shows how the Validation Service governance should work. Please note that for some partners there may be additional governance, please contact EP for further information.



Validation Service Board (VSB) Quality

Scope and purpose of the committee (subject to annual review)

The Validation Service Board (VSB) (Quality) is responsible to the University Collaborative Provision Committee (UCP) and for the functions set out below.

The VSB (Quality) is responsible for ensuring the quality and standards of all Validation Service provision and also for monitoring and reviewing Validation Service activity. It is responsible for considering policy change and its effect upon the operation of the Validation Service. Processes for the management of Validation Service provision are agreed at the VSB (Quality) and fed back to partners through their PMBs.

The VSB (Quality) will receive the minutes of all Validation Service Programme Management Boards (PMBs) held at partner institutions (these boards may be titled differently at partner institutions but

should align with the DMU faculty PMB Terms of Reference in their function) and the minutes from the Validation Service Board (Commercial).

Terms of reference (subject to annual review)

Working within University rules, regulations and protocols, the VSB is responsible for:

1. Considering issues of academic direction, strategy and policy for the Validation Service.
2. Receiving and considering reports and recommendations on wider academic issues, policies and procedures from Academic Board and its standing committees. Making recommendations to these bodies and raising issues for debate as appropriate.
3. Taking oversight of, monitoring and reviewing academic development and approval of curriculum modification processes.
4. Considering requests to suspend intake, close taught programmes or terminate partnerships, following the DMU programme suspension and closure process and the Guidance to Managing Collaborative Provision.
5. Monitoring and reviewing approved Validation Service academic provision in accordance with University quality management processes, to include annual monitoring reports, External Examiner reports and External Subject Adviser reports.
6. Monitoring and reviewing the academic provision and student achievement and progression.
7. Monitoring and reviewing student recruitment and retention.
8. Monitoring and reviewing student feedback and student feedback arrangements.
9. Receiving proposals for new activity.

Membership

Chair	DMU Head of Quality (or representative)
Deputy Chair	DMU Partnerships Manager (Quality)
Educational Partnerships	Educational Partnerships Manager
TECH Faculty representative	Faculty Associate Professor (Quality) or nominee
HLS Faculty representative	Faculty Associate Professor (Quality) or nominee
BAL Faculty representative	Faculty Associate Professor (Quality) or nominee
ADH Faculty representative	Faculty Associate Professor (Quality) or nominee
UWL Faculty representative/ Educational Partnerships (EP) Account Manager(s) for Validation Service	Educational Partnerships Manager Validation Service Account Manager(s)
Student representative	DMU student
Servicing Officer	DAQ Quality Officer (Partnerships)

Attendance at meetings

Other staff may be invited to attend meetings where business relevant to them is to be discussed, subject to the prior approval of the Chair.

Quorum

Quorum is 50% of the current appointed membership, minus one.

Meeting schedule

The VSB meets three times each calendar year

Submission of papers

Members are required to adhere to the paper and submission guidelines, which are published by the servicing officer. Individual papers may be subject to amendment by the servicing officer. Papers for consideration at the meeting are required to be submitted to the servicing officer no later than seven working days in advance of the next meeting.

Circulation of papers

The agenda and papers for VSB meetings will normally be circulated to members no later than five working days ahead of each meeting.

Sub-committees:

Programme Management Boards (PMBs) at partner institutions.

Approval and revision

This constitution will be reviewed and re-approved by the committee at its first meeting of every academic year, or sooner, if significant amendments are required.

Validation Service Board (VSB) Commercial Constitution

Scope and purpose of committee (subject to annual review)

The Validation Service Board (VSB) (Commercial) is responsible to the University Collaborative Provision Committee (UCPC) and for the functions set out below.

The VSB (Commercial) is responsible for monitoring and reviewing Validation Service activity in terms of recruitment, achievement, and retention and progression. It is responsible for considering policy change and its effect upon the operation of the Validation Service.

The VSB (Commercial) will receive the minutes from the Validation Service Board (Quality).

Terms of reference (subject to annual review)

Working within University rules, regulations and protocols, the VSB is responsible for:

1. Considering issues of academic direction, strategy and policy for the Validation Service.
2. Referring issues or recommendations which have strategic, resource, planning or management implications to the University Collaborative Provision Committees (UCPC). Considering issued referred to it by the UCPC.
3. Monitoring and reviewing Validation Service student recruitment, achievement, retention progression and income.
4. Considering requests to suspend intake, close taught programmes or terminate partnerships, following the DMU programme suspension and closure process and the Guidance to Managing Collaborative Provision.
5. Receiving proposals for new academic developments and discussing these prior to submission to UCPC.
6. Monitoring strategic growth of the Validation Service and implementing plans to support this further where necessary.

Membership

Chair	Educational Partnerships Manager
Strategic Planning Services representative	Director of Strategic Planning, Strategic Planning Services
Finance representative	Finance Partner, Finance
UWL representative/ Account Manager(s) for Validation Service	Partnerships Officer
UWL representative/ Account Manager(s) for Validation Service	Partnerships Officer
Academic representative	Director of Teaching and Learning

Attendance at meetings

Other staff may be invited to attend meetings where business relevant to them is to be discussed, subject to the prior approval of the Chair.

Quorum

Quorum is 50% of the current appointed membership, plus one.

Servicing and support

Servicing and support will be provided by Educational Partnerships.

Meeting Schedule

The VSB (Commercial) meets three - four times each calendar year.

Submission of papers

Members are required to adhere to the paper and submission guidelines, which are published by the servicing officer. Individual papers may be subject to amendment by the servicing officer. Papers for consideration at the meeting are required to be submitted to the servicing officer no later than seven working days in advance of the next meeting.

Circulation of papers

The agenda and papers for VSB meetings will normally be circulated to members no later than five working days ahead of each meeting.

Sub-committees

There are no sub-committees of the VSB.

Approval and revision

This constitution will be reviewed and re-approved by the committee at its first meeting of every academic year, or sooner, if significant amendments are required.

Programme Management Boards (PMBs) for Validation Service provision

Each programme will be managed by a Programme Management Board (PMB) held at the partner institution, mirroring DMU's arrangements for programme management. The PMB has the responsibility for the overall academic management, development and quality assurance of the programme/subject area. In the case of Validation Service provision, the PMBs also operate as the DMU equivalent of the Development and Review Committee (DARC), where curriculum modifications or new developments are considered. For more information on the function of DARCs, please refer to the DAQ guidance on [making modifications to programmes and modules](#).

PMB Purpose

PMBs are established by the partner subject to the approval of the VSB. They have the formal status of standing committees of the VSB and are subject to such standing orders as are determined by the University Collaborative Provision Committee (UCPC). It is the responsibility of VSB annually to approve the membership for each management board and to determine that each board is properly constituted, with a Chair, Deputy Chair and External Subject Adviser(s). Whilst External Examiners are not required to attend PMBs they should receive all minutes and papers.

The PMB has the responsibility for reviewing student progression and feedback at programme and module level, reviewing the appointment of external examiners and ensuring arrangements are in place for the election of student representatives. At the start of each session the programme board should receive Module Evaluation Plans (MEPs) and agree the areas of focus for the year. These are then recorded in a Programme Appraisal and Enhancement (PAE) document for transmission to the VSB. The PMB reviews and monitors recruitment activity.

Some partners may have a slightly different constitution as outlined below. Please contact EP for further details.

Programme Management Board (PMB) Constitution

Scope and purpose of committee (subject to annual review)

The University Wide Learning (UWL) Programme Management Board (PMB) is a sub-committee of the Validation Service Board (VSB).

Its purpose is to oversee the management of programmes under the Faculty of UWL.

Terms of Reference (subject to annual review)

Working within University rules, regulations and protocols, each PMB is responsible for:

1. Agreeing, at the start of the academic session, the focus for the year ahead by producing a Programme Appraisal and Enhancement (PAE) document. The PAE should be considered at every PMB as a standing item and forwarded to the DAQ Quality Officer (Partnerships) at DMU for onward submission to the VSB for consideration.
2. Reviewing progress on the DMU Annual Quality Monitoring calendar.

3. Ensuring that student feedback is a regular standing item on each agenda. Feedback may be reported by Student Representatives, through the Staff Student Consultative Committees (SSCC) Action Log and through the written evaluations of programmes and modules.
4. Reviewing and monitoring recruitment information to note whether recruitment targets are met and to analyse the entry profiles of new students.
5. Monitoring retention, progression and achievement data from the previous session including figures for each programme. Where module pass rates fall short of anticipated levels as set by DMU, the programme board should receive reports of any evaluations and consider improvement measures.
6. Quality assurance of the assessment process, determination and oversight of the administration of marking of modules, consideration of statistics which allow comparisons to be made both within and between modules, analysis of progression and award data, consequent adjustments to assessments rules and practices and learning and teaching strategies.
7. Considering External Examiner reports along with any proposed necessary actions for a formal response to the External Examiner(s). These reports should be circulated fully with Student Representatives.
8. Reporting on early notifications of new programme developments to be submitted to the VSB for note. Programme boards should also receive feedback from the VSB and monitor and support preparation for new programme validation.
9. Receiving and commenting on External Subject Adviser's (or Link Tutors) annual reports along with any necessary actions for a formal response to the External Subject Adviser(s) (or Link Tutor(s)).
10. Approving curriculum modifications once endorsed by External Subject Advisers (or Link Tutors) and External Examiners.
11. Approving Student Enhancement Fund Applications.
12. Receipt and consideration of reports on academic offences conducted within the programme/subject area.
13. Arrangement and management of consultation and debate among all teaching staff within the programme/subject area.
14. The development and implementation of learning, teaching and assessment strategies within the programme/subject area.
15. The planning, design, implementation and management of all aspects of the curriculum within the programme/subject area.

Membership

The committee consists of the following members:

- HE Manager (or equivalent) (Chair)
- Head of Study/Quality (or equivalent) (Deputy Chair)
- DMU Partnerships Officer (or representative)
- External Subject Adviser(s)

- Programme Leaders
- Student Representatives
- HE Coordinator (or equivalent) (Servicing Officer)
- Library and Learning Services (or equivalent)

If a member of the PMB is aware of any potential conflict of interest, for example being related to or a close friend of a student under consideration, this must be declared and recorded in the minutes of the meeting, and the member of the board will not take part in any discussion covering the areas or student(s) concerned. At the discretion of the Chair the member concerned may be permitted to remain in attendance for the duration of these discussions and invited to respond to queries of a factual nature relating to them.

On an annual basis, membership will be confirmed by the Chair to the Validation Service Board (VSB) and the University Collaborative Provision Committee (UCPC) and is subject to any requested audit by the DMU People and Organisational Development directorate in order that an anonymous analysis of equality participation may be undertaken, as part of the university's equality obligations.

Attendance at meetings

Other offices, staff, student representatives and external visitors may be invited to attend meetings where business relevant to them is to be discussed, subject to the prior approval of the Chair.

Members may not send deputies to attend on their behalf, unless prior approval has been granted by the Chair.

Quorum

A quorum is 50% -1. The actual number is based on headcount of full members rather than individual roles to reflect the fact that several members perform dual roles.

Decision making and approval process

In the event that meetings are not quorate, decisions may be approved by email, for ratification at the next scheduled meeting. Hereby, papers shall be circulated by means of silent procedure; proposals shall be deemed to be approved at the end of the period laid down by the Secretary, except where a PMB member objects.

Decisions will be owned by all members of PMB.

Members are expected to carry out any actions assigned to them in a reasonable time period and update the secretary as appropriate. The secretary will record all actions arising from PMB meetings and will, as appropriate, request updates from PMB members.

Servicing and support

Servicing and support will be provided by the collaborative partner who also Chairs the PMB.

Meeting Schedule

Meetings will be held at the collaborative partner.

The number and dates of each PAB will be agreed and confirmed to all members at the start of the academic year by Educational Partnerships.

Submission of papers

Members are required to adhere to the paper and submission guidelines, which are published by the secretary. Individual papers may be subject to amendment by the secretary. Papers for consideration at the meeting are required to be submitted to the secretary no later than seven working days in advance of the next meeting.

Circulation of papers

The agenda and papers for PMB meetings will normally be circulated to members no later than five working days ahead of each meeting by the partner institution.

Sub-committees

The following are sub-committees reporting to the committee:

- Programme Assessment Boards

The committee will receive, for note, the confirmed minutes of each sub-committee meeting.

Approval and revision

This constitution will be reviewed and re-approved by the committee at its first meeting of every academic year, or sooner, if significant amendments are required.

Programme Assessment Boards (PAB)

PAB purpose

Assessment boards are established by partner institutions, subject to the approval of the AQC. They have the formal status of standing committees of AQC and are subject to such standing orders as are determined by the University's Academic Board. It is the responsibility of DAQ and EP (via the delegated authority of AQC to the Validation Service Board (VSB)) annually to approve the membership for each assessment board and to determine that each assessment board is properly constituted, with a Chair, Deputy Chair and External Examiner(s).

The assessment board has the responsibility for awarding marks at module level, reviewing student performance at module and programme level, making decisions in relation to student progression between levels of study and recommending awards and degree classifications in all programmes leading to named awards which are allocated to the assessment board.

Programme Assessment Board constitution

Scope and purpose of committee

The University Wide Learning (UWL) Programme Assessment Board (PAB) is a sub-committee of the Programme Management Board (PMB).

Its purpose is to ratify marks, progression decisions and awards for UWL students.

Terms of reference

Working within University rules, regulations and protocols, each PAB is responsible for:

1. Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, work experience programmes (where intrinsic to studies), schedules for submission of assessed work etc.
2. The assessment of modules for which the board has responsibility and determining of module marks.
3. Arrangements for the retrieval of failure.
4. The application of University and programme regulations relating to progression and eligibility for reassessment.
5. Reviewing, checking and approving assessment profiles leading to named awards and determining awards and degree classification for confirmation by the Director of Student and Academic Services.
6. Ensuring compliance with professional, statutory and regulatory body requirements, where appropriate.
7. Making decisions regarding the suspension or termination of registration of students who do not meet progression or award requirements.

Membership

The committee consists of the following members:

- DMU Associate Professor (Quality)/Senior Academic Representative (Chair)
- DMU Associate Professor (Quality)/Senior Academic Representative (Deputy Chair)
- DMU Partnerships Manager or nominee Officer
- External Examiner(s)
- HE Coordinator (or equivalent)
- Programme Leaders

In attendance:

- DMU Partnerships Officer (Secretary)
- Representative of the Executive Director of Student and Academic Services (SAAS)

If a member of the PAB is aware of any potential conflict of interest, for example being related to or a close friend of a student under consideration, this must be declared and recorded in the minutes of the meeting, and the member of the board will not take part in any discussion covering the areas or student(s) concerned. At the discretion of the Chair the member concerned may be permitted to remain in attendance for the duration of these discussions and invited to respond to queries of a factual nature relating to them.

On an annual basis, membership will be confirmed by the Chair to the Validation Service Board (VSB) and the University Collaborative Provision Committee (UCPC) and is subject to any requested audit by the DMU People and Organisational Development directorate in order that an anonymous analysis of equality participation may be undertaken, as part of the university's equality obligations.

Attendance at meetings

Other offices, staff, student representatives and external visitors may be invited to attend meetings where business relevant to them is to be discussed, subject to the prior approval of the Chair.

Members may not send deputies to attend on their behalf, unless prior approval has been granted by the Chair.

Quorum

To effect a quorum the following must be present:

Either the Chair **or** Deputy Chair

and either the Programme Leader(s) for the programme(s) under consideration **or** their nominees

and either the HE Coordinator (or equivalent) or nominee

and in attendance the Servicing Officer **and** the Executive Director of Student and Academic Services **or** their nominee.

Decision making and approval process

In the event that meetings are not quorate, decisions may be approved by Chair's action and noted at the next scheduled meeting.

Decisions will be owned by all members of PAB.

Members are expected to carry out any actions assigned to them in a reasonable time period and update the secretary as appropriate. The secretary will record all actions arising from PAB meetings and will, as appropriate, request updates from PAB members.

Servicing and support

Servicing and support will be provided by Educational Partnerships (EP), DMU.

Meeting schedule

For UK partners meetings will normally be held at DMU. For overseas partners meetings will normally be held at the partner institution. Where PABs are held overseas attendance will normally be required by the Chair and External Examiner with other members of the PAB participating via Skype.

The number and dates of each PAB will be agreed and confirmed to all members at the start of the academic year by Educational Partnerships.

Submission of papers

Members are required to adhere to the paper and submission guidelines, which are published by the secretary. Individual papers may be subject to amendment by the secretary. Papers for consideration at the meeting are required to be submitted to the secretary no later than seven working days in advance of the next meeting.

Circulation of papers

The agenda and papers for PAB meetings will normally be circulated to members no later than five working days ahead of each meeting. The single tier assessment report (STAR) sheet and any other information relating to individual students will be tabled at the meeting.

Sub-committees

The PAB does not have any sub-committees.

Approval and revision

This constitution will be reviewed and re-approved by the committee at its first meeting of every academic year, or sooner, if significant amendments are required.

Pre Assessment Board

Each Programme Assessment Board will have a Pre-Assessment Board which is an informal meeting, without a constitution, whereby marks and progression decisions can be discussed with the partner

and Chair of the PAB. A Pre-Assessment Board is an opportunity for marks to be checked and confirmed prior to be ratified at the formal PAB.

Academic Guidance

Arrangements for personal tutors, academic guidance and support, PDP and induction and learning support will be determined by the partner institution and approved at validation.

Collaborative Provision (CP) processes

Sections 1-5 in this Guide cover the main processes that Collaborative Provision (CP) is affected by. Where other processes are imbedded within this Guide (for example Periodic Review or Curriculum Modification), there are referenced with live links to the relevant guidance. This is to ensure that processes and guidance are streamlined and that there is appropriate version control. As Validation Service provision is normal Collaborative Provision business, each of the main processes listed below will have a reference to the relevant Section in this Guide (for example, Section 2 – Monitoring Collaborative Provision) but where there are distinct differences, these are highlighted in the paragraphs below.

The processes are:

- Approval of new collaborative partnerships and programmes
- Monitoring Collaborative Provision
- Making Changes to Collaborative Provision
- Collaborative Review
- Closure of collaborative partnerships

Approval of new collaborative partnerships and programmes

The partner approval process is covered in Section 1 in this Guide. This includes a detailed description of the documentation required at each stage and the entire approval process, including the constitution of approval panels and their role. Please refer to Section 1 in the first instance.

The University applies a risk-based approach to partnerships to ensure that the appropriate level of scrutiny is given to each proposal, recognising that not all proposals are the same. At its most basic level this recognises that adding a new pathway to an existing programme requires a different approach from the introduction of a whole new subject or the approval of a new programme to run at a new partner institution by staff not employed by the University.

Validation service

As the Validation Service deals with non-devolved provision the validation of a programme at a new partner institution will often occur alongside approval of the partnership itself. For these reasons the documentary requirements, validation panel and validation event requirements are determined by Educational Partnerships (EP), in conjunction with the Department of Academic Quality (DAQ), for each individual proposal.

Initial Enquiry

The partner institution approves outline programme proposal, using its own programme planning committees/procedures to ensure that developments meets the strategic aims of the institution in relation to Higher Education. New proposals should be in line with the strategic intentions set out between the University and partner institution.

The partner institution's senior member of staff with strategic responsibility for HE approaches the University via EP with a proposal for which they seek partner approval and programme validation, and for which it is not obvious that collaboration with a faculty can occur. The EP Manager will review the proposal to ascertain if there is scope for collaboration with a faculty or whether it should

be considered as a Validation Service application. If there is scope for collaboration with a faculty then the relevant faculty will be contacted.

Internal Endorsement

If the EP Manager feels that the proposal should be considered under Validation Service then they will seek endorsement from the Dean of each Faculty (Phase 1a in the diagram [Process for approving new partnership proposals](#)). This ensures that the faculties are aware of the proposal and that it does not conflict with any future developments.

Appointment of External Subject Adviser (ESA)

For new Validation Service programmes an ESA should be nominated by the partner to support them in developing the curriculum and in preparing the necessary documentation. The ESA will be required to submit a validation report which will form part of the documentation for the validation event.

Section 1 in this Guide contains further information on the role of the ESA in validations. It is advisable to work closely with the ESA when preparing documents in anticipation of a validation event and follow the relevant guidance cross-referred in Section 1.

Approval process

All documentation should be:

- Accurate – proof-read the documentation and make sure that any special arrangements are clearly identified and noted.
- Clear – include page numbers, content lists and clear signposting. Perhaps consider colour coding or numbering each individual document. This will assist panel members when considering and cross-referencing the submission.
- Timely – A deadline for submission of the documentation will be identified by the Servicing Officer for the event, once the validation has been scheduled. The panel should have good time to read through the documentation thoroughly before the event.

Documentary requirements for programme approval

Section 1 in this Guide lists the documents required for the approval event. Please refer to Section 1, *'Timescales from event preparation through to Approval event in Phase 4'*, pp.12-20 in the first instance. Further information below is provided as additional support for partners in the Validation Service model.

Whilst all De Montfort University (DMU) validations are based on the same principles there may be some variations according to the type of validation being held, e.g. revalidation, or validation linked to PSRB (re)accreditation. The documentary requirements for the main variations are detailed below.

Prior to submission, the documentation must be approved by the senior member of staff at the partner institution with strategic responsibility for Higher Education. Written confirmation of such approval must be submitted to Educational Partnerships by email at the time of submission.

Core Approval Document (CAD)

The Core Approval Document (CAD), described in detail in Section 1, is the presentation of the proposed programme(s) to the validation panel. Please refer to the [Core Approval Document \(CAD\)](#) (live link also found on the DAQ [“Guidance and forms” webpage](#)) and Section 1 about the best way to present the document and ensure that it answers all the prompts in the core guidelines against which judgements are made.

The [DAQ Guide to Validation](#) deals specifically with programme validations and contains useful sections (*in Section 5 ‘Common shortfalls and protocols for dealing with weak submissions’ and in Section 6 ‘How judgements are made’*) about common shortfalls to documentation and partners are advised to read that as additional information.

It is worth noting that in addition to the information required with reference to [Teaching teams in partner institutions – guidance on DMU expectations](#) found in the Core Approval Document (CAD) table of contents, in the case of Validation Service provision the following should also be taken into account when putting the CAD together:

- **Quality Indicators – individual academic C.V.**

All lecturers should have the ability, depth of knowledge and expertise to teach at the appointed level. As a general guide, new academic appointments for staff who will contribute to teaching on a DMU award in a partner institution should align with the lecturer role profile as a minimum. Not all of the attributes listed need to be present in the job description and person specification. In addition, to support development in others staff should have the capacity to act as a mentor to academic colleagues.

The University recognises that teams may have aspirations to develop HE provision, but may be starting from relatively low baseline of previous experience of teaching and assessing at HE level. Such teams will need to demonstrate a commitment to CPD and partner institutions will need to show a genuine time commitment to support this. Partners should contact EP for further information and hold a discussion about the possibility of CPD opportunities.

- **Quality Indicators – Programme Co-ordinator**

In addition to the above, a Programme Co-ordinator should have the following attributes and capacity

- To take on responsibility for resource management for a programme.
 - To implement quality management procedures and resolve problems affecting the delivery of the programme.
 - To provide academic leadership to those working within the programme.
 - Programme co-ordinator has previous experience of programme management or is being closely mentored.
 - Programme co-ordinator has HE level teaching experience.
- **Quality Indicators – Individual practitioner C.V.**
 - Possess sufficient breadth or depth of specialist knowledge in the discipline to work within an established programme.
 - Has the capacity to teach in a variety of settings.

- Is able to identify learning needs of students.
- Has the capacity to develop learning and teaching materials, with guidance.
- Have experience of assessing HE level work, or capacity to develop with guidance.

In summary.....

From experience, the characteristics of a teaching team which are most likely to provide a good quality learning experience will include:

- Low staff turnover
- Programme leader with previous experience of managing academic provision
- Balance between full and part-time staff
- Key individuals not under undue pressure from other commitments
- Team members who are up to speed with the subject

Student Handbook

The student handbooks are a key source of information for students and are subject to the annual quality monitoring process. It is a key document at approval stage and forms the basis on which the approval panel reaches a judgement about the nature and quality of the programme and/ or student experience. Partners are advised to work closely with the ESA and EP, who in turn will consult with DAQ, as appropriate. There is specific guidance for the content and presentation of the Student Handbooks – see below – although it is expected that the format of the Handbook will reflect the “personality” of the partner organisation and will be appropriate for students.

De Montfort University [Programme handbook guidance](#) | [template](#)

Work based, Distance Learning and Foundation Degrees

For programmes where the learning may be work based or based on a distance learning model there may be additional factors that the panel may wish to consider. These are detailed in the table below.

Type of Provision	Focus of panel scrutiny
<p>Distance learning and Enhanced Learning through Technology (ELT)</p> <p><i>Reference should be made to the QAA The revised UK Quality Code for Higher Education</i></p>	<ul style="list-style-type: none"> – Access to open learning centres – Provision of learning support including study skills – Arrangements for tutorial support – Assessments methods and procedures – Arrangements for the submission of assignments – Monitoring and feedback on academic progress – Opportunities for peer group interaction – Procedures for ensuring the student needs and capabilities are appropriate at entry to the programme – Information to students about the programme is clear and expectations are communicated – Use of technology and study material is appropriate for the subject and enables students to meet the programme outcomes – Provision is given for updating materials – Programme material is designed to support individual study

<p>Work Based Learning</p>	<ul style="list-style-type: none"> – Roles and responsibilities of all parties including provision of a learner agreement – Provision of training for work based mentors and assessors, as appropriate – Staff profiling and staff development – Learning resources – Personal tutorial support – Learning support facilities for students – Curriculum design and delivery to ensure work based learning includes knowledge and understanding to justify the award of credits – Learning, teaching and assessment strategies – Quality assurance and enhancement procedures – Market research and characteristics of the student intake
<p>Foundation Degree</p>	<p>Employer Involvement</p> <ul style="list-style-type: none"> – Helps to design and regularly review the programmes – Achieve recognition from employers and professional bodies. – Works with both local organisations and national sectoral bodies to establish demand for Foundation Degree programmes <p>Skills and Knowledge Development</p> <ul style="list-style-type: none"> – Technical and work specific skills , relevant to the sector and underpinned by rigorous and broad based academic learning – Key skills in communication, team working, problem solving, application of numeracy, use of Information technology and improving own learning and performance – Generic skills e.g. Reasoning and work process management – Recorded by transcript, validated by the awarding HEI and underpinned by a personal development plan <p>Application of Skills in the Workplace</p> <ul style="list-style-type: none"> – Students must demonstrate (as appropriate) their skills in work relevant to the area of study – Work experience should be sufficient to develop an understanding of the world of work and be validated, assessed and recorded. – The awarding HEIs should award credits with exemption given to those with relevant work experience <p>Credit accumulation and transfer</p> <ul style="list-style-type: none"> – Foundation degrees will attract a maximum of 240 credits (see approved Appendix C) – Appropriate prior and work based learning through the award of credits <p>Progression: Within work and/or to an Honours Degree</p> <ul style="list-style-type: none"> – There must be guaranteed articulation arrangements with at least one honours degree programme – Programmes must clearly state subsequent arrangements for progression to honours degrees and to professional qualifications or higher level NVQ – For students wishing to progress to a full Honours Degree the time

	taken to complete work based learning should not normally exceed 1.3 years for a full time equivalent (FTE) student
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Periodic Review

Where there is Professional Statutory or Regulatory Body (PSRB) accreditation or significant changes made to a programme, a revalidation event will be necessary in order to ensure its continued fitness for purpose.

Normally, programmes under Validation Service are subject to Periodic Review, which typically take place every 6 years. Please refer to the [Periodic review – quick start guide](#) and the [Guide to periodic review](#). DAQ will alert the partners, via the Account Manager, in advance of the Periodic Review event.

It is important to note a Revalidation or a Periodic Review event are different to that of a Collaborative Review. A Collaborative Review takes place every three or five years and its purpose is to re-visit the strategic reasons for working in partnership, renew the due diligence process, ensure the continued satisfactory operation of collaborative arrangements and to identify and address major issues that may have arisen since the initial approval/validation events, or the previous collaborative review visit. Reviews will include all programmes delivered through the collaborative partnership, however, the process is different to that of Periodic Reviews, which involves a lot more academic rigour. Section 4 in this Guide describes the Collaborative Review in more detail.

Monitoring Collaborative Provision

Section 2 in this Guide covers all aspects of the Annual Quality Monitoring schedule. Please refer to Section 2 in the first instance for details on student level feedback at programme level; programme compositions; student handbook updates, programme appraisal and enhancement (PAE) reports, public information checks; and responses to External Examiner reports. Partners are advised to liaise with the ESA for the completion of the Programme Appraisal and Enhancement (PAE) document. Note that the Quality Officer (Partnerships) will ask for the partner’s PMB dates for the forthcoming academic session before the academic session begins.

Students are at the heart of all quality assurance processes and their views are gathered as part of the Annual Quality Monitoring Calendar’s QA activities. Arrangements for election of student representatives will be determined by the partner institution and approved at validation. EP will facilitate annual meetings with students in partner institutions and report to the AQC on an annual basis. The External Subject Adviser will attend the annual student feedback meetings with EP.

Making changes to collaborative provision

Section 3 in this Guide covers processes for ensuring that standards are maintained whilst making changes to collaborative provision, including a change in the location of delivery and the closure of programmes. Please refer to Section 3 in the first instance, where you will also find cross-reference to other relevant existing DAQ [guidance on curriculum modification](#).

Specifically for Validation Service provision, as regards curriculum modifications, should the changes be substantive the partner should consult with EP for advice on whether these would lead to a revalidation event. The EP Account Manager will seek further advice and guidance from the Head of DAQ and should a revalidation be necessary, both the ESA and the External Examiner must endorse

the proposed changes. The ESA is advised to attend the event to support the partner. In all curriculum changes proposals the ESA must be consulted and supportive of the changes, contributing to the completion of the Curriculum Modification form.

It is imperative that partners follow the relevant guidance cross-referenced in Section 3 and pay close attention to the consultation stage.

Collaborative Review

Section 4 in this Guide covers the Collaborative Review process. Please refer to Section 4 in the first instance. The scope of the Collaborative Review covers the operation of the Validation Service alongside any standard faculty-based provision. The Collaborative Review panel will not scrutinise all programmes at the level of their individual subject content, delivery and standards. This is part of the Periodic Review process.

Closure of Collaborative Partnerships

Section 5 in this Guide covers exits from collaborative partnerships. This section does not cover programme closures. This process is covered in Section 3 in this Guide.

Section 7: Forms

The forms, templates, prompts and guidance for each Section are listed here for easy reference. Non-internal document templates can be found in the DAQ [“Guidance and Forms”](#) webpage.

Guide Section 1: Approval of new collaborative partnerships and programmes

- ▣ Teaching teams in partner institutions – guidance on DMU expectations
- ▣ Briefing paper for new prospective partners
- ▣ Legal and Financial Due Diligence form (UK)
- ▣ Legal and Financial Due Diligence form (International)
- ▣ Partner institution teaching staff CVs (*no DMU template*)
- ▣ Statement by the partner of their experience of delivering programmes at HE level (*an email will suffice*)
- ▣ Proposed programme market analysis form (*internal use only, source: EP/ GPU*)
- ▣ DMU balance scorecard (*internal use only, source: EP/ GPU*)
- ▣ Faculty Evaluation of Proposal (FEP) (*internal use only, source: EP/ GPU or DAQ*)
- ▣ Programme site/ campus of delivery visit resource checklist
- ▣ Executive Board Submission (EBSUB) (internal use, source: EP/ GPU or DAQ)
- ▣ Partner Overview Document (POD)
- ▣ New programme planning form
- ▣ Fast-track request form
- ▣ Core Approval Document (CAD) table of contents
- ▣ (EPA) Institutional Visit Report & EP/ GPU Instruction Form for Recruitment Partnerships (Source: EP/ GPU)
- ▣ EPA Operational plan (of delivery by DMU staff) – to be completed by the faculty (internal use only, source: DAQ)
- ▣ Enhanced Progression Agreement (EPA) Approval document (internal use only, source: DAQ)
- ▣ External panel member nomination form
- ▣ External panel members claim form
- ▣ Typical lines of enquiry example for Approval Event
- ▣ Six month follow up report – Executive Summary
- ▣ SLA template
- ▣ Diagram 1: Process for approving new partnership proposals
- ▣ Diagram 3: Process for approving new EPA proposals

Guide Section 2: Monitoring Collaborative Provision

- ▣ Annual Calendar of Quality Monitoring activities for Collaborative Provision
- ▣ External Examiner report template
- ▣ Programme Appraisal and Enhancement (PAE) guidance and form
- ▣ Student feedback visit prompts sheet
- ▣ SSCC operational guidance and issues log
- ▣ Teaching teams in partner institutions – guidance on DMU expectations
- ▣ Staff CV format guidance
- ▣ Programme Composition template
- ▣ SLA template
- ▣ Student Handbook guide
- ▣ Accuracy of collaborative partner public information - Standard Checks Prompts list

Guide Section 3: Making changes to collaborative provision

- ▣ Curriculum modification form
- ▣ Programme site/ campus of delivery visit resource checklist
- ▣ Programme suspension and closure form

Guide Section 4: Collaborative review

- ▣ Legal and Financial Due Diligence form (UK)
- ▣ Legal and Financial Due Diligence form (International)
- ▣ Programme market analysis form for Collaborative Reviews (internal use only)
- ▣ Partnership and Programme Evaluation Document (PPED)
- ▣ Faculty report template – collaborative review
- ▣ Professional services template – collaborative review
- ▣ External panel member nomination form
- ▣ External panel member claim form
- ▣ Six month follow up report

Guide Section 5: Closure of collaborative partnerships

- ▣ Exit Strategy Plan template

Guide Section 6: Validation Service

- ▣ External Subject Adviser nomination process and nomination form
- ▣ External Subject Adviser annual report
- ▣ External Subject Adviser validation and revalidation report
- ▣ External Subject Adviser visit report proforma
- ▣ External Subject Adviser fee information
- ▣ External Subject Adviser claim form

Section 8: Roles and responsibilities in the management of collaborative provision

Key DMU colleagues engaged in the management of collaborative provision

DMU Account Manager

The DMU Account Manager is a member of the Educational Partnerships (EP) for UK partners or the Global Partnerships Unit (GPU) for international partners. The Account Manager is assigned to partners to create and maintain a long term relationship and support the partner in non-academic matters as well as partner development plans and opportunities. The Account Manager is the central point of contact for the University and works closely with the Link Tutor(s) or External Subject Adviser (in the case of Validation Service provision within EP). More detailed information about the role of the Account Manager can be provided by EP and GPU.

DMU Link Tutor

Link Tutors are members of academic staff within one of the four faculties at De Montfort University (DMU), appointed to partners to act as the main academic link between the University and the collaborative partner institution where a DMU programme is being delivered. Link Tutors have an important role in maintaining and developing the relationship with the partner institution and their students, as well as assuring the quality of the provision via key monitoring activities. Please read the [Collaborative link tutor role profile](#) and the [Collaborative link tutor handbook](#) for more details about the role.

DMU External Subject Adviser (ESA) – for Validation Service provision

An External Subject Adviser (sometimes referred to as an ESA) is an individual associated with Validation Service provision, primarily to provide the University with a source of independent subject specific expertise. ESAs are subject experts with appropriate academic expertise who meet a set of appointment criteria. In rare cases individuals with industry expertise can also be considered as ESAs although a second ESA with academic experience would be appointed alongside them. ESAs are appointed for a term of four years. Visit the External subject adviser – [quick start guide](#) for more information.

Faculty Committees and Boards with responsibility for collaborative provision planning and quality assurance

For more and full details about DMU's academic quality committees, please visit the relevant DAQ page on [Committees](#).

Faculty Academic Committee (FAC)

FAC take responsibility for quality and standards at faculty level by,

1. Considering issues of academic direction, strategy and policy for the Faculty. Receiving and considering reports and recommendations on academic issues, policies and procedures from Academic Board and its standing committees. Making recommendations to these bodies and raising issues for debate.

2. Taking oversight of, monitoring and reviewing academic development and approval and curriculum modification processes under the University's devolved academic approval scheme (reporting directly to AQC).
3. Monitoring and reviewing approved academic provision in accordance with University quality management processes (reporting directly to AQSC and the Higher Degrees Committee as appropriate). As a consequence of monitoring academic quality and standards the FAC shall promote improvements and initiate specific action to remedy identified shortcomings.
4. Taking oversight of the operation of the Faculty's academic provision delivered in collaborating institutions or at remote (including overseas) locations, reporting directly to AQC.
5. Referring issues or recommendations which have Faculty strategic, resource, planning or management implications to the Faculty Executive. Considering issues referred to it by the Faculty Executive.
6. Commissioning work from its sub-committees, overseeing their work and considering reports and recommendations from them.
7. By means of its PMBs, Postgraduate Boards and its Research Committee, monitoring and reviewing the academic provision of the Faculty, determining student achievement and progression and making recommendations for granting University awards to students as appropriate.
8. Taking oversight of the student experience in the Faculty, for example by monitoring and reviewing the operation of personal tutor functions and student feedback arrangements.

Faculty Collaborative Provision Committee (FCPC)

This is a sub-committee of FAC and has a focus on monitoring the quality of collaborative provision. FCPC meet at least three times each session. The terms of reference may vary to reflect local faculty differences, but all share the same core remit as follows:

1. To note all new proposals for collaborative provision and ensure that such proposals are consistent with the aims and objectives of the Faculty Strategic Plan (note: international proposals to receive recommendations from Faculty International Committee)
2. To make recommendations to the Faculty Academic Committee (FAC) in respect of new proposals.
3. To make recommendations to the Faculty Academic Committee.
4. To overview, monitor and evaluate programme operations delivered away from the Faculty locations through, for example, annual reports, monitoring reports, student feedback, external examiner reports and HE forum minutes.
5. To report to the Faculty Academic Committee on issues relating to quality in collaborative provision.
6. To oversee Faculty international collaborative provision
7. To record and monitor the status of existing and proposed Erasmus/Exchange agreements.
8. To record and monitor the status of existing and proposed progression/enhanced progression agreements.
9. To review and update the collaborative register in accordance with agreed collaborative definitions.

DMU Programme Management Board (PMB)/ Subject Academic Committee (SAC)

The PMB/ SAC reports to the FAC on the development, planning, design and implementation of the academic subject; learning, teaching and assessment strategies; and quality assurance/assessment processes. It manages the relationships with relevant partner institutions, external examiners and students. The PMB takes ownership of a new programme idea or proposal and begins the planning and approval process. If the proposal is likely to be developed, the PMB forwards a detailed proposal to the faculty's Development and Review Committee (DARC). More details on the remit and function of the PMB can be found on the DAQ [Guide to Validation](#).

Where delivery falls in the Validation Service model, the functions of the PMB and DARC fall within the partner's PMB or alternatively termed, Curriculum Management Board (CMB). See Section 6 for more details.

Development and Review Committee (DARC)

The Development and Review Committee (DARC) is a sub-committee of the Faculty Academic Committee (FAC). Its key role is to consider new programme developments and modifications to programmes and modules. More details about the remit and function of the DARC can be found on the DAQ [Guide to Validation](#). Where delivery falls in the Validation Service model, the functions of the DARC fall within the partner's PMB or alternatively termed, Curriculum Management Board (CMB). See Section 6 for more details.

Validation Service Board (VSB)

There are two elements of the VSB: A quality assurance and a commercial aspect and it is therefore split into two committees: the VSB (Commercial) and the VSB (Quality), each with its own Terms of Reference.

The Validation Service Board (VSB) (Quality) is responsible to the University Collaborative Provision Committee (UCPC) and for ensuring the quality and standards of all Validation Service provision.

It is responsible for considering policy change and its effect upon the operation of the Validation Service. Processes for the management of Validation Service provision are agreed at the VSB (Quality) and fed back to partners through their programme management boards (PMBs).

The VSB (Commercial) is responsible for monitoring and reviewing Validation Service activity in terms of recruitment, achievement, and retention and progression. It is also responsible for considering policy change and its effect upon the operation of the Validation Service.

The VSB (Quality) will receive the minutes of all Validation Service programme management boards (PMBs) and the minutes from the Validation Service Board (Commercial).

See Section 6 for more details on the VSB.

University Committees with responsibility for collaborative provision planning and quality assurance

University Collaborative Provision Committee (UCPC)

The UCPC is a sub-committee of the AQC and is responsible for advising AQC and Executive Board on the development and implementation of strategies and policies relating to collaborative provision.

The Terms of Reference are reviewed annually but the responsibilities are broadly as follows:

1. To maintain oversight of academic collaborations
2. To receive annually the Collaborative Register
3. To maintain and update as appropriate the university's definitions of collaborative provision
4. To receive and endorse the outcomes of collaborative validation events, new partner approval events and collaborative reviews
5. To maintain and enhance the quality and standards of collaborative provision
6. To maintain an overview of student mobility and recruitment partnerships
7. To provide opportunities to share good practice in relation to academic partnerships.
8. To consider and advise upon the management of collaborations, including the student experience
9. Receive the minutes of the Faculty Collaborative Provision Committees and/or relevant committees relating to collaborative provision

Academic Quality Committee (AQC)

The Academic Quality Committee (AQC) is responsible to Academic Board for overseeing, developing and, where appropriate, implementing agreed policies for maintaining and enhancing the quality and standards of the provision for which the University has academic authority, including collaborative provision.

Appendix A – Partnership models of activity and quality assurance requirements

Collaborative provision leads to an award, or to specific credit towards an award, of DMU delivered and/or supported and/or assessed through an arrangement with a partner organisation

In determining which provision falls within the scope of collaborative provision, the critical factor is whether the achievement of the learning outcomes for the module or programme are dependent on the arrangement made with the other delivery or support organisation(s).

[QAA The revised UK Quality Code for Higher Education](#)

Academic Partnerships								
Model	Definition	Risk	Quality Assurance Requirements					Professional Service Contact
			Due Diligence	Validation/ Partner Approval	Annual Monitoring	Review	Contract	
Faculty based Collaborative Provision	Faculty-based collaborative provision is where the University and the partner institution both have provision in the same cognate area, or where a faculty wishes to develop a new discipline with a partner. Programmes form part of the Faculty's academic provision but are delivered and assessed in collaborating institutions, including overseas locations. Faculty-owned collaborative provision includes a franchise of a DMU programme, such as FD Working With Young People and Young People's Services , or a programme which is developed and delivered by the partner and not in DMU, such as FD Photography and Video . Faculties normally lead such initiatives and have responsibility to monitor the operation and effectiveness of the Faculty based provision.	High	Yes	Yes	Yes	Yes	Yes	EP/ GPU

Joint Award	Joint award is an arrangement under which two or more awarding institutions together provide programmes leading to a single award made jointly by both, or all, participants. (Current DMU example is <u>MA Management Law and Humanities of Sport</u>)	High	Yes	Yes	Yes	Yes	Yes	EP/ GPU
Dual Award	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.	High	Yes	Yes	Yes	Yes	Yes	EP/ GPU

Model	Definition	Risk	Due Diligence	Validation/ Partner Approval	Annual Monitoring	Review	Contract	Professional Service Contact
Validation Service	Validation Service provision is where the University does not have provision in the same cognate area or where there is related provision but the Faculty(ies) concerned do not wish to collaborate but the University is still willing to validate. Programmes do not form part of Faculty academic provision, but are delivered and assessed in UK collaborating institutions. Educational Partnerships (EP) have responsibility to oversee the effectiveness of the operation of the validated provision. Planning, validation and review (including quality assurance and improvement) activity is also managed centrally by EP.	High	Yes	Yes	Yes	Yes	Yes	EP
Modules delivered in collaboration	Students have the opportunity to study for individual modules at another institution, and to bring back credits which contribute to a DMU award. These arrangements normally operate where there is sector agreement to benefit from economies of scale for the delivery of specialist clinical subjects. (For example, Cardiology and Respiratory Physiology specialist option modules.)	High/ Medium	Yes	Yes	Yes	Yes	Yes	EP/ GPU

Supported Distance Learning	Supported Distance Learning (SDL) involves use of a partner institution's premises and facilities to provide academic, technical or pastoral support to students by staff employed by the partner institution. The partner is not involved in teaching or assessing students in SDL models. In cases where the achievement of the learning outcomes for the module and/or programme is dependent on the involvement of partners in teaching or assessment of distance learning this is classed as faculty based collaborative provision or validation service.	High/ Medium	Yes	Yes	Yes	Yes	Yes	EP/ GPU
Accreditation	Accreditation involves DMU mapping a partner's curriculum to assure the level and quality of the award. These arrangements are usually documented formally but do not constitute a DMU award upon exit. The accreditation process ensures that certification practices are acceptable, typically meaning that they are competent to test and certify third parties alongside employing appropriate quality assurance mechanisms.	Medium /Low	Yes	No	No	Yes	Yes	EP/ GPU

Recruitment Partnerships								
Model	Definition	Risk	Quality Assurance Requirements					Professional Service Contact
			Due Diligence	Validation/ Partner Approval	Annual Monitoring	Review	Contract	
Enhanced Progression Agreement	An EPA is an arrangement where a specific partner institution programme is recognised as appropriate for entry with advanced standing to DMU programmes. The syllabus is recognised as equivalent to part of the DMU programme. Enhanced Progression Agreements differ from Progression Agreements in that the university contributes to the partner institution	Medium	Yes	Yes	Yes	Yes	Yes	GPU

	<p>programme, usually in the form of a proportion of formal teaching input to the programme or modules, consequently partner institution students and staff may have access to certain DMU resources.</p> <p>Upon completion of the partner institution element of the programme, each student's application is considered on an individual basis for direct entry, and there is no guaranteed progression. In entering into an EPA. it is important to note that the university does not underwrite the quality of the programme or modules at the partner institution, but contributes towards it through teaching input.</p>							
Progression Agreements	<p>Provision within a Progression Agreement with a specific institution is recognised as appropriate for entry with advanced standing to certain DMU programmes. The syllabus is recognised as equivalent to part of the DMU programme. Each student's application is considered on an individual basis for direct entry, there is no guaranteed progression route. Provision within a progression agreement is part of an external award and is not validated by the University. In entering into a progression agreement, the University does not underwrite the quality of the external award, but has verified that the curriculum and standards will prepare students for entry with advanced standing. Students may gain credit as part of APL.</p>	Low	Yes	No	No	No	Yes	GPU

Model	Definition	Risk	Due Diligence	Validation/ Partner Approval	Annual Monitoring	Review	Contract	Professional Service Contact
Articulation Agreement	An articulation agreement is where the University approves all, or part of, an external award from another institution as providing specific credits towards a specified De Montfort University programme. Guaranteed entry to DMU with advanced standing will be granted to applicants who demonstrate appropriate successful achievement on the external programme. In entering into an articulation agreement, the University does not underwrite the quality of the external award, but has verified that the curriculum and standards will prepare students for entry with advanced standing. Articulation is different to a progression agreement because the individual learners achievement is not considered (as the articulation agreement extends to a whole group of students) provided they are successful.	Low	Yes	No	No	No	Yes	GPU
Memorandum of Understanding (MOU)	A MOU is a document describing a bilateral or multilateral agreement between two or more partner institutions. It expresses a convergence of will between the parties, indicating an intended common line of action. It is often used in cases where parties do not imply a legal commitment.	Low	Yes	No	No	No	Yes	GPU
Letter of Recognition (LOR)	Letter of Recognition” (LoR) is to recognise that students from specified institutions with specified academic backgrounds are eligible to progress onto specified DMU programmes. International Office (IO) is the owner of LoR and should centrally manage all requests and review process.	Low	Yes	No	No	No	Yes	IO

Student Mobility Partnerships								
			Quality Assurance Requirements					
Model	Definition	Risk	Due Diligence	Validation/ Partner Approval	Annual Monitoring	Review	Contract	Professional Service Contact
Erasmus +	Erasmus+ is the EU's flagship education and training programme. Each year more than 230,000 students study abroad or take part in placements in enterprises within Europe. Erasmus+ also promotes transnational cooperation projects amongst universities and enterprises. Study placements are reciprocal and are based on the principle of credit transfer. Erasmus+ also offers opportunities for staff mobility to both teaching and professional services staff.	Low	Yes	No	No	No	Yes	AD(I)
International Exchange	International Exchange offers students the opportunity to study outside Europe. Study is on a reciprocal basis. Attachment may be to standard or bespoke programmes and results in credit transfer.	Low	Yes	No	No	No	Yes	AD(I)
Study Abroad	Study abroad offers students the opportunity to study abroad a non-reciprocal fee-paying basis. Attachment may be to standard or bespoke programmes and results in credit transfer.	Low	Yes	No	No	No	Yes	AD(I)

Key

- EP: Educational Partnerships
- GPU: Global Partnerships Unit
- AD(I): Associate Dean (International)
- IO: International Office

Appendix B - Glossary

APC	Academic Planning Committee
APL	Accredited Prior Learning
APO	Academic Practice Officer
AQC	Academic Quality Committee
CMB	Curriculum Management Board (PMB equivalent for VS)
CMA	Competition and Markets Authority
CPAG	Collaborative Provision Advisory Group (reports to UCPC)
CV	Curriculum Vitae
DAQ	Department of Academic Quality
DARC	Faculty Development and Review Committee
DMU	De Montfort University
DSU	De Montfort Student Union
EB	Executive Board
EP	Educational Partnerships
EPM	External Panel Member
ESA	External Subject Adviser (applicable to Validation Service provision)
FAC	Faculty Academic Committee
FCPC	Faculty Collaborative Provision Committee
FDL	Flexible and distributed learning (includes e-learning)
FE	Further Education
FIC	Faculty International Committee
GPU	Global Partnerships Unit
HE	Higher Education
HEI	Higher Education Institution
HR	Human Resources
IPM	Internal Panel Member (Academic representative from outside the owning faculty)
ISC	International Strategy Committee
ISG	International Strategy Group
NSS	National Student Survey
OPAC	On-line Public Access Catalogue (in library resources list)
PAE	Programme Appraisal and Enhancement document
PAB	Programme Assessment Board
PMB	Programme Management Board
PPED	Partnership and Programme Evaluation Document
PVC	Pro-Vice Chancellor
QA	Quality Assurance
QAA	Quality Assurance Agency
RTCs	Required Technical Requirements
SAC	Subject Academic Committee (ADH faculty)
SPS	Strategic Planning Services
SSCC	Staff Student Consultative Committee
SWOT	Strengths, Weaknesses, Opportunities, Threats
UCAS	Universities and Colleges Admissions Service
UCPC	University Collaborative Provision Committee
UDL	Universal Design for Learning
VLE	Virtual Learning Environment
VS	Validation Service