

Academic Partnerships

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Appendix: 'A Guide to Partnership Approval' (for publication in December 2018)

1. Introduction

Edge Hill University develops academic partnerships with a wide range of third-party organisations, from UK-based employers, colleges and awarding bodies to overseas higher education providers, for the delivery of modules or programmes leading to the award of University credit or qualifications, or the provision of learning opportunities including student work placements, international exchanges and arrangements for entry with advanced standing (articulation). The University's procedures for managing the academic standards and quality of its academic partnerships are consistent with the following Expectations of the *UK Quality Code for Higher Education* (March 2018)¹:

"Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them."

"Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them."

Faculties develop academic partnerships in line with University strategy² and ensure that planning proposals receive the required Faculty scrutiny, supported by due diligence and a business case as appropriate to the type (Category) of partnership being considered. The following pages describe processes for the approval, monitoring and review of different types of academic partnership.

2. Edge Hill University Taxonomy of Academic Partnerships

Academic partnership entails the delegation of certain activities normally conducted by the University to another organisation, most notably teaching, assessment and student support, although in all cases Edge Hill as the awarding body is ultimately responsible for academic standards and the quality of student learning opportunities. The following Categories of academic partnership have been established for which different approval, monitoring and review processes have been developed to mitigate the associated levels of risk:

¹ <http://www.qaa.ac.uk/en/Publications/Documents/Revised-UK-Quality-Code-for-Higher-Education.pdf>.

² Including the Curriculum Strategy <https://www.edgehill.ac.uk/documents/files/curriculum-strategy-2014-2020.pdf> and International Strategy <https://www.edgehill.ac.uk/documents/files/international-strategy-1.pdf>.

Category		Sub-category		Risk level (Low, Medium, High; Variable)	Period of Approval (renewable)
A	Placements and Study Abroad	A1	School-based training and other placements (ex. clinical) (UK)	L	Up to 3 years per provider
		A2	Study Abroad and work placements (Erasmus)	L	In accordance with Erasmus contracts
		A3	Study Abroad and work placements (Overseas)	M	1 year
		A4	Clinical placements (UK)	V	Ongoing but subject to 2-yearly review
B	Outreach Learning Venues	B1	Outreach Learning Venues (UK)	L	1 year
		B2	School-Centred Initial Teacher Training (SCITT) venues	L	1 year
		B3	Outreach Learning Venues (Overseas)	L	1 year
C	Outreach Supported Learning Centres	C1	Outreach Supported Learning Centres: Education providers (UK)	M	5 years
		C2	Outreach Supported Learning Centres: Non-education providers (UK)	M	5 years
		C3	Outreach Supported Learning Centres (Overseas)	M	5 years
D	Credit-rating		M	5 years	
E	Articulations	E1	Qualification recognition	M	5 years
		E2	Qualification recognition with progression	M	5 years
F	Delivery with a third party³	F1	Franchise (single modules)	M	5 years
		F2	Co-delivery	M	5 years
		F3	Franchise (whole programmes)	H	5 years
		F4	Validation	H	5 years
School Direct				H	5 years
Higher and Degree Apprenticeships				H	5 years

³ Modules or programmes delivered under a **franchise** arrangement are developed by the University for delivery wholly by a partner organisation. Modules or programmes within a **co-delivery** arrangement are developed by the University for joint delivery by the University and a partner organisation. Modules or programmes within a **validation** arrangement are developed and delivered wholly by a partner organisation leading to the award of EHU credit and/or qualifications.

3. Approval, Monitoring and Review

Academic partnerships are subject to robust approval, review and monitoring processes, aligned with processes related to standard delivery provision across the University.

Approval

These processes are differentiated by the category of partnerships, to ensure a proportionate approach to the approval of new partnership provision; please refer to the relevant category section below for guidance⁴.

Monitoring

Most academic partnerships (excluding category A), are subject to the standard academic partnership annual monitoring processes, as described in Chapter 3⁵ of this Handbook. An overview of the monitoring of academic partnerships is produced annually by the Academic Quality and Development Unit (AQDU) and received by the Academic Quality Enhancement Committee⁶, providing Institutional oversight and the opportunity to identify any actions required to support academic partnerships.

Review

All academic partnerships receive a period of approval (please see the table in section two) and this is monitored within a central database. Any new provision added to an existing partner normally aligns with the period of approval. The scale of each review is dependent on the category of academic partnership and associated risk; please see the relevant section below.

A. Placements and Study Abroad

A	Placements and Study Abroad	A1	School-based training, clinical and other placements (ex-clinical) (UK)
		A2	Study Abroad and work placements (Erasmus)
		A3	Study Abroad and work placements (Overseas)
		A4	Clinical placements (UK)

This category covers placements and Study Abroad, including sandwich years and student exchanges (Erasmus). Here the University delegates to a partner organisation limited responsibility for student learning and assessment for which Faculties hold significant responsibilities.

⁴ Additional guidance on the initial approval process and associated templates can be found on the Academic Partnerships WIKI page.

⁵ <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

⁶ At its March/ April meeting.

Requirements for the academic approval, monitoring and review of placement settings are described in [Chapter 7](#)⁷ of this Handbook. Guidance for the approval, monitoring and review of Study Abroad opportunities, including Erasmus exchanges, is contained in [Chapter 6](#)⁸ of the Handbook. In each case, Faculties develop processes that meet Institutional requirements and are articulated in Faculty Academic Quality Statements⁹. Faculties maintain and publish¹⁰ lists of approved placement settings while the International Office retains a list of student exchange partners.

B. Outreach Learning Venues

B	Outreach Learning Venues	B1	Outreach Learning Venues (UK)
		B2	School-Centred Initial Teacher Training (UK)
		B3	Outreach Learning Venues (Overseas)

In this category all teaching, assessment and student support are provided by Edge Hill University staff and the responsibility of the external venue provider is limited to the supply of teaching accommodation, including basic IT and display equipment (Note: where more extensive use of learning resources is required an Outreach Supported Learning arrangement may be more appropriate - see 'Category C', below).

APPROVAL - Faculties complete an Application for Category B Venue Approval¹¹, accompanied by a business case¹² and audit¹³ of the venue's facilities, including health and safety, for consideration by the University's Academic Planning Committee (APC) which approves it to proceed to Faculty approval using the process described in the Faculty Academic Quality Statement. A Venue/ Room Hire Agreement¹⁴ is produced and signed by the PVC Dean of Faculty (or their nominee), the duration of which is normally 1 year. All learning venues must have been approved prior to the start of a programme or module's delivery, and details of venues and associated agreements are retained by the Faculty.

MONITORING, REVIEW & RE-APPROVAL – Annual monitoring and periodic review of programmes delivered at outreach learning venues is undertaken using the processes described in [Chapter 3](#)¹⁵ of this Handbook. Academic liaison between the University and venue provider is managed by the EHU Programme Leader. Venues are subject to review and re-approval using processes described in Faculty Academic Quality Statements.

⁷ <https://www.edgehill.ac.uk/documents/files/07-experiential-and-employer-based-learning.pdf>.

⁸ <https://www.edgehill.ac.uk/documents/files/06-quality-assurance-of-teaching-learning-and-assessment.pdf>.

⁹ See Quality Management Handbook Chapter 1 <https://www.edgehill.ac.uk/documents/files/01-the-quality-strategy-management-of-quality-and-standards.pdf>.

¹⁰ <https://www.edgehill.ac.uk/aqdu/collaborativeprovision/collaborative-provision-register/>.

¹¹ Template available on the Academic Partnerships WIKI page (EHU staff login required).

¹² See 'A Guide to Partnership Approval' (Appendix).

¹³ Via site visit and/ or desk-based review as determined by the Faculty.

¹⁴ Template available on the Academic Partnerships WIKI page (EHU staff login required).

¹⁵ <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

C. Outreach Supported Learning Centres

C	Outreach Supported Learning Centres	C1	Outreach Supported Learning Centres: Education providers (UK)
		C2	Outreach Supported Learning Centres: Non-education providers (UK)
		C3	Outreach Supported Learning Centres (Overseas)

In this category University staff conduct all teaching and assessment while the partner organisation provides the venue, learning resources and some support services subject to individual negotiation (in respect of Category C3, this may include in-country support for Edge Hill programmes delivered via Blended or Distance Learning).

INITIAL APPROVAL

For initial approval, Faculties (with support from other colleagues in the Institution) complete the following documentation:

- Academic Partnership Proposal¹⁶
- Due Diligence Report
- Business Case (including exit strategy)

These are submitted to the Deputy Vice-Chancellor for approval (via the APC secretary). Following this approval, the Academic Partnership Proposal is submitted to the Academic Planning Committee (APC). New programmes require associated Applications for Development Consent¹⁷ to be submitted to APC.

DELIVERY APPROVAL

Following APC, the approval process continues, comprising Institutional validation by the Validation and Audit Sub-Committee Standing Panel and final approval by the Academic Quality Enhancement Committee (AQEC). Contract documentation will be drawn up by Faculties with support from other colleagues in the Institution, including a Delivery Plan (see below).

For new programmes 2-Stage Institutional Validation (Curriculum and Delivery Approval), as described in Chapter 4 of this Handbook, will apply, while existing validated programmes require Stage 2 Delivery Approval only. Standard validation documentation requirements apply, with the addition of:

- (For an existing validated programme) Updated Programme Specification and Part B Development and Delivery document reflecting delivery at the partner organisation;

¹⁶ Template available on the Academic Partnerships WIKI page (EHU staff login required).

¹⁷ See also Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

- A **Partner Audit Document**¹⁸, completed by the proposing Faculty, including audit of the partner's IT facilities and learning resources¹⁹;
- A programme **Delivery Plan**²⁰, completed jointly by the University and partner organisation and detailing individual and shared responsibilities for the programme's operation and quality assurance.

Final approval of category C provision is via panel recommendation to AQEC (validation report) and contingent on the signing of a formal Contract²¹ between the University and partner organisation. Where the proposed partner is new to the University, programme delivery approval also confers Institutional partner approval for the standard period of five years; where the partner is already approved for the delivery of other Edge Hill programmes, programme delivery approval is coterminous with the existing period of partner approval. Details of category C partners and programmes are held on the University's academic partnerships database and published in the Academic Partnerships Register²².

MONITORING, REVIEW & RE-APPROVAL

Annual monitoring and periodic review of programmes delivered at outreach supported learning centres is undertaken using processes described in Chapter 3²³ of this Handbook.

Academic liaison between the University and the outreach supported learning centre is provided by the EHU Programme Leader. Assessment is subject to standard internal moderation procedures and an external examiner is appointed to provision at FHEQ level 5 and above²⁴.

Faculties are required to review partnerships during the final year of the approval period; a decision on whether to continue the partnership will not be made until the final year review has been completed. If the outcome of the review is to propose to continue the partnership, a new planning proposal and detailed business case must be submitted to Directorate and APC. Faculties should not confirm continuation of the partnership until formal approval has been given.

Re-approval processes mirror those for original approval but are informed by additional evidence arising from the operation of the partnership, including:

- Annual Monitoring Reports;
- External examiners' reports; and
- Any additional due diligence undertaken.

¹⁸ Template available on the Academic Partnerships WIKI page (EHU staff login required).

¹⁹ Via site visit and/ or desk-based review as determined by the Faculty.

²⁰ Template available on the Academic Partnerships WIKI page (EHU staff login required).

²¹ See 'A Guide to Partnership Approval' (Appendix).

²² <https://www.edgehill.ac.uk/aqdu>.

²³ <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

²⁴ Note: where a programme is being delivered on multiple sites, external examiners differentiate clearly between delivery centres and student cohorts.

If a partner is approved, further academic provision may be added but is subject to the programme approval process described above. Further academic provision may only be approved in this way if it is Category C provision or lower (category A or B).

If a Faculty is proposing further academic provision with an approved partner, and the proposed provision is in a higher category than that for which the partner is already approved – for example, adding Category D credit-rated provision or a Category F franchise to a Category C-approved partner - then the approval process applicable to the relevant category must take place. Where possible, we will try to avoid unnecessary duplication of enquiries already completed, for example it may not be necessary to repeat a full due diligence exercise.

Any change to the approved location(s) of delivery requires additional venue or outreach supported learning centre approval, as appropriate.

D. Credit Rating

D	Credit-rating
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This category, which typically covers short courses hosted by UK-based employers or non-educational training organisations, enables their recognition for the award of Edge Hill University academic credit.

INITIAL APPROVAL – For initial approval, Faculties (with support from other colleagues in the institution) complete the following documentation:

- Academic Partnership Proposal²⁵
- Due Diligence Report
- Business Case (including exit strategy)

These are submitted to the Deputy Vice-Chancellor for approval (via the APC secretary); following this approval, the Academic Partnership Proposal is submitted to the Academic Planning Committee (APC).

DELIVERY APPROVAL - Validation is via the Faculty Module Approval process described in the Faculty Academic Quality Statement, supported by the following documentation:

- Partner’s course materials (in their original format) describing the course aims, learning objectives, indicative content and teaching strategy.
- A Credit Rating Coversheet²⁶, completed jointly by the host department and partner, detailing:
 - The FHEQ level and credit volume to be assigned;
 - Intended Learning Outcomes and assessment strategy (mapped by ILOs).

²⁵ Template available on the Academic Partnerships WIKI page (EHU staff login required).

²⁶ Template available on the Academic Partnerships WIKI page (EHU staff login required).

- Supporting external examiner comments (level 5 and above).

Final approval of Category D provision is via a recommendation (report or minutes) to Faculty Board or the appropriate Faculty committee.

MONITORING, REVIEW & RE-APPROVAL – Departments appoint an **Academic Link Tutor** who provides advice and support to the partner with specific attention to EHU processes for student enrolment and assessment. The Link Tutor produces an Annual Monitoring Report (AMR)²⁷ that reflects on the partnership in the context of student attainment and confirms that teaching and assessment by the partner remain consistent with the validated Intended Learning Outcomes. Assessment is subject to internal moderation by the host University department and an external examiner is appointed to provision at level 5 and above. AMR reports, informed by external examiners' reports, are received for approval by the responsible Faculty and, subsequently, by AQEC. Five-yearly re-approval follows the process and documentation requirement for Faculty Module Approval. Details of Category D partners and provision are held on the University's academic partnerships database and published in the University's Academic Partnerships Register²⁸.

E. Articulations

E	Articulations	E1	Qualification recognition
		E2	Qualification recognition with progression

Articulation arrangements are non-binding, non-exclusive agreements with other educational institutions or awarding bodies, including overseas, whose programmes or qualifications are recognised for entry to an EHU programme after the normal start-point ('entry with advanced standing'). Articulation arrangements are based on credit exemption²⁹, as distinct from the importation of another organisation's credit or the award of EHU credit. Category E1 articulations provide recognition of credit from an awarding body, whereas category E2 articulations recognise another organisation's qualification but also include a progression agreement for the organisation's students; for example, students with a diploma of an overseas higher education provider may articulate into the final year of an EHU degree in a so-called '2 + 1' arrangement.

APPROVAL – For initial approval, Faculties (with support from other colleagues in the Institution) complete the following documentation:

- Academic Partnership Proposal³⁰
- Due Diligence Report (see below)
- Business Case

²⁷ Template available on the Academic Partnerships WIKI page (EHU staff login required).

²⁸ <https://www.edgehill.ac.uk/aqdu>.

²⁹ See Academic Regulations s. C7.4.

³⁰ Template available on the Academic Partnerships WIKI page (EHU staff login required).

These are submitted to the Deputy Vice-Chancellor for approval (via the APC secretary); following this approval, the Academic Partnership Proposal is submitted to the Academic Planning Committee (APC).

In so far as an articulation arrangement recognises another awarding body or education provider's qualification for advanced entry, and no EHU programme is being delivered or credit awarded, due diligence is likely to focus upon:

- any relevant regulation governing the external programme or qualification, typically Ofqual or the Scottish Qualifications Authority for UK-based awarding bodies, or national regulators of overseas providers;
- how the awarding body meets its regulator's requirements, particularly in relation to processes for marking and moderation including independent (external) verification³¹ of assessment.
- (For category E2) The financial, legal and reputational standing of the organisation with which the University seeks to enter into a progression agreement.

Academic approval of the articulation route is via the Articulations Approval Panel³² of the University's Validation and Audit Sub-Committee Standing Panel and supported by the following documentation:

- Curriculum 'mapping'³³ of the awarding body's programme/ qualification to the stage of the EHU programme at which entry is sought, e.g. direct entry to level 6 of an undergraduate Honours degree, clearly stating the level and volume of EHU credit to be exempted along with any additional 'bridging' arrangement to support students' progression .

Final approval of Category E arrangements is via a panel recommendation to AQEC (validation report) and is preceded by the signing of the appropriate contract documentation.

MONITORING, REVIEW & RE-APPROVAL - Departments appoint an **Academic Link Tutor** who maintains communication with the awarding body to ensure that any changes to its qualification are notified for attention and, where necessary, further re-mapping and re-approval. The Link Tutor produces an Annual Monitoring Report³⁴, approved by the responsible Faculty and subsequently by AQEC, which reflects on the continued appropriateness of the articulation route in the context of progressing students' attainment and any reports of external verifiers. An AMR is produced, even where no students have articulated to provide confirmation of the route's continued appropriateness and viability. Five-yearly re-approval of articulation arrangements is via the approval process described above. Details of Category E articulation arrangements are held on the University's academic partnerships database and published in the Academic Partnerships Register.

³¹ UK awarding bodies appoint external verifiers (moderators) to review marking and internal moderation undertaken in delivery centres, typically further education or private colleges.

³² Because no credit-bearing EHU provision is being validated the standard requirement for an independent external panel member is waived.

³³ Template available on the Academic Partnerships WIKI page (EHU staff login required).

³⁴ Template available on the Academic Partnerships WIKI page (EHU staff login required).

F. Delivery with a third party

F	Delivery with a third party	F1	Franchise of a single EHU module for delivery by a third party
		F2	Co-delivery of an EHU programme by a third party and the University
		F3	Franchise of a whole EHU programme for delivery by a third party
		F4	Validation and delivery of a third party's programme leading to an EHU award

In this category, another educational organisation is approved to deliver EHU modules or programmes under a **franchise or co-delivery** arrangement, or brings forward its own provision for **validation** leading to the award of an EHU qualification or credit. While significant responsibilities for managing academic standards and the quality of teaching, assessment and student support are delegated to the delivery organisation, ultimate responsibility for both remains with the University as awarding body.

INITIAL APPROVAL – For initial approval, Faculties (with support from other colleagues in the Institution) complete the following documentation:

- Academic Partnership Proposal³⁵
- Due Diligence Report
- Business Case (including exit strategy)

These are submitted to the Deputy Vice-Chancellor for approval (via the APC secretary). Following this approval, the Academic Partnership Proposal is submitted to the Academic Planning Committee (APC). New programmes require associated Applications for Development Consent³⁶ to APC.

DELIVERY APPROVAL - Following APC the approval process continues, comprising Institutional validation by the Validation and Audit Sub-Committee Standing Panel and final approval by the Academic Quality Enhancement Committee (AQEC). Contract documentation will be drawn up by Faculties with support from other colleagues in the Institution, including a Delivery Plan for submission to the validation panel (see below).

For new programmes a 2-Stage Institutional Validation (Curriculum and Delivery Approval) as described in Chapter 4 of this Handbook will apply, while existing validated programmes require Stage 2 Delivery Approval only. Standard validation documentation requirements apply, with the addition of:

- (For an existing validated programme) Updated Programme Specification and Part B Development and Delivery document reflecting delivery at the partner organisation;

³⁵ Template available on the Academic Partnerships WIKI page (EHU staff login required).

³⁶ See also Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

- A **Partner Audit Document**³⁷, completed by the proposing Faculty, including audit of the partner's IT facilities and learning resources³⁸;
- A programme **Delivery Plan**³⁹, completed jointly by the University and partner organisation and detailing individual and shared responsibilities for the programme's operation and quality assurance.
- CVs of partner organisation teaching staff mapped to the EHU curriculum (modules) to be delivered.

Final approval of Category F provision is via panel recommendation to AQEC (validation report) and contingent on the signing of a formal Contract⁴⁰ between the University and partner organisation. Where the proposed partner is new to the University, programme delivery approval also confers Institutional partner approval for the standard period of five years; where the partner is already approved for the delivery of other Edge Hill programmes, programme delivery approval is coterminous with the existing period of partner approval. Details of Category F partners and programmes are held on the University's academic partnerships database and published in the Academic Partnerships Register⁴¹. Once approved as a partner, additional provision may be added using the process for programme approval described above however any change to the location(s) of delivery will require separate approval using processes for venue or outreach supported learning centre approval, as appropriate.

MONITORING, REVIEW & RE-APPROVAL – The hosting University department appoints an **Academic Liaison Tutor** who visits the partner organisation regularly (annually for overseas partners) and serves as a 'critical friend' to teaching staff, providing advice and support on:

- Programme admission, enrolment and induction.
- Teaching and assessment, including the operation of marking, internal moderation, external examiners and assessment boards.
- Production of programme and module handbooks, and coursework briefs.
- Student consultation and feedback, including completion of Module Evaluation Questionnaires and operation of Programme Boards and Student-Staff Consultative Fora
- Learning resources including access to EHU Learning Services, library and VLE as negotiated with the partner.
- Academic, pastoral and other student support including access to EHU Student Services and Students' Union as negotiated with the partner.
- Staff scholarly activity and professional development to support programme delivery including access to EHU CPD and higher qualifications.

³⁷ Template available on the Academic Partnerships WIKI page (EHU staff login required).

³⁸ Via site visit and/ or desk-based review as determined by the Faculty.

³⁹ Template available on the Academic Partnerships WIKI page (EHU staff login required).

⁴⁰ See 'A Guide to Partnership Approval' (Appendix).

⁴¹ <https://www.edgehill.ac.uk/aqdu>.

In addition to a Liaison Tutor the Faculty appoints an **Internal Verifier**⁴² with appropriate subject expertise who visits the partner at least twice a year (once for overseas provision) and contributes to the Annual Monitoring Report on whether:

- The curriculum is being delivered as per the validated programme specification.
- Teaching and learning practices of the partner are appropriate to the subject, level and student numbers.
- Assessment and moderation procedures are as agreed at validation, and the standard of student work is commensurate with the award/ level of credit being considered.
- Learning resources are as agreed at validation and appropriate to the curriculum being delivered, as well as to student numbers.
- The profile and quality of teaching staff remain appropriate to delivery of the provision, and any staff development needs are being identified and met.
- Local quality assurance mechanisms are operating in accordance with University requirements to assure and enhance the quality and standards of the provision.

An external examiner is appointed for programmes at FHEQ level 5 and above who may visit partner organisations on request and/ or on a schedule agreed with the hosting department, e.g. annually for overseas provision. Where a programme is being delivered by/ with multiple partner organisations, external examiners clearly differentiate between delivery centres and student cohorts.

Liaison Tutors and Internal Verifiers work with Programme Leaders to complete an Annual Monitoring Report⁴³ for approval by the responsible Faculty and, subsequently, by AQEC. Annual monitoring is supported by a review of the programme Delivery Plan and current teaching staff arrangements and response to any specific comments of external examiners. Liaison Tutors periodically monitor partners' programme publicity and alert EHU Corporate Communications to any breaches of University policy on publicly-available information (see also 'Published Information', below).

While the five-yearly Periodic Review⁴⁴ of the hosting University department considers the performance (standards) of programmes as part of continuing **curriculum approval**, they are also subject to individual review and **delivery re-approval** on a separate five-year cycle. Where a programme does not recruit its first cohort within 2 years of the intended start date, or recruitment has been suspended for two consecutive cycles, (re-)commencement of delivery is subject to a formal review by the host Faculty of the Programme Specification and Delivery Plan to identify any changes that may affect delivery, particularly in relation to staffing and resources.

⁴² Who may be the EHU Programme Leader where the programme is (co-)delivered by the Faculty, e.g. Faculty of Health and Social Care. Based on the size and type of provision Faculties may occasionally combine the functions of Academic Liaison Tutor and Internal Verifier within a single role of **Partnership Liaison Tutor**. Where the necessary discipline expertise for internal verification is unavailable within the University, an external **Subject Expert Verifier** is appointed and remunerated by the Faculty who undertakes all internal verification duties on behalf of the University/ Faculty during their term of appointment.

⁴³ Template available on the Academic Partnerships WIKI page (EHU staff login required).

⁴⁴ See Quality Management Handbook Chapter 3 <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

All approvals are for a standard period of 5 years and reviewed by Faculties during their final year before any decision is taken on continuation which will require a fresh planning proposal with business case to Directorate and APC. Re-approval processes are as for original approval and are additionally supported by evidence from the partnership's operation to date, for example reports of annual monitoring and review, external examiners and any additional due diligence that has been undertaken.

School Direct

In this category the University works with a third party School Direct Hub to deliver PGCE with Qualified Teacher Status (QTS) programmes, with the partner responsible for those parts of the programme that have direct relation to QTS and professional practice. Approval, monitoring and review broadly follow the processes for Category F provision described above, with Hub approval covering all participating schools which complete a spreadsheet containing details of teaching staff's roles, length of service, qualifications and experience in lieu of individual CVs. Academic liaison between the University and School Direct Hub is provided by the EHU Programme Leader.

Higher and Degree Apprenticeships

Processes for the approval of new proposals broadly follow those for Category F as outlined elsewhere in this Chapter. Specific information on the approval, monitoring and review of Higher and Degree Apprenticeship programmes is contained in Chapter 7⁴⁵ of this Handbook.

4. 'Registered Tutor Status'

Staff of partner organisations involved in the teaching and assessment of Category F provision are required to meet subject-specific threshold criteria in respect of their academic and/ or professional qualifications and experience. Academic staff are expected to be qualified to at least the same FHEQ level as (and normally higher than) the provision they are teaching, and to possess or be working towards relevant teaching qualifications and/ or Higher Education Academy Fellowship (D2 and above). Other staff who support learning and assessment, for example mentors in practice, have relevant professional qualifications and experience including any mandatory PSRB registration. Non-native speakers of English are required to evidence English language proficiency, for example through previous qualifications or having met UK Tier 2 visa requirements, or (for tutors based overseas) during internal verifier visits or via Skype interview. While there is no blanket requirement for partner staff to be research-active, some engagement with research and/ or scholarly activity is expected in order to support HE programme design and delivery, as follows:

⁴⁵ <https://www.edgehill.ac.uk/documents/files/07-experiential-and-employer-based-learning.pdf>.

- At FHEQ levels 4 & 5: Teachers will have relevant knowledge of, and maintain a close and professional understanding of, current developments in subject-related scholarship that inform curriculum design and directly enhance their teaching. For vocational qualifications such as Foundation Degrees this may involve an employer-driven focus although scholarly activity should not be limited to professional skills updating or other non-subject related professional development. Examples may include:
 - Familiarity with current subject-based and/or pedagogic research literature;
 - Engagement with Quality Assurance Agency (QAA) subject benchmark statements;
 - Engagement with relevant professional body standards (where applicable).

- At FHEQ levels 6 & 7: Teachers will have relevant knowledge of, and maintain a close and professional understanding of, current developments in subject-related research and advanced scholarship that inform curriculum design and directly enhance their teaching. While not every teacher will engage in original research, teams engaged in delivery at levels 6 & 7 should be able to evidence some scholarly outputs that generate and disseminate academic knowledge and understanding. Examples are as at levels 4 and 5 above and may additionally include:
 - Membership of academic subject associations;
 - Membership of professional bodies;
 - Contributions to publications and/or conferences.

Once approved, individual teaching staff acquire **University Registered Tutor Status** which affords the following entitlements:

- Access to EHU library resources, including electronic resources (subject to licensing permissions).
- Entitlement to fee remission in respect of part-time postgraduate programmes offered at EHU under the terms of the Discretionary Staff Fee Remission Scheme in force in any given academic year.
- Access to Staff Development events delivered through EHU's Centre for Learning and Teaching (CLT) including a free place at the annual SOLSTICE & CLT Conference.
- Opportunity to access Edge Hill's accredited Postgraduate Certificate in Teaching and Learning in Higher Education (PGCTHE) subject to meeting the following eligibility criteria:
 - Staff must be on a permanent contract of employment with an EHU Category F academic partner;
 - Staff must have taught for a minimum of 12 months and be teaching currently on an approved EHU programme under a Category F academic partnership agreement;
 - Staff must be able to commit to attending taught sessions at EHU for a period of 18 months.

Partner organisations notify any proposed changes of staffing, accompanied by CVs, for approval by the responsible Faculty and submit an **Annual Staffing Return**⁴⁶ to confirm that all teaching staff have current Registered Tutor Status.

⁴⁶ Template available on the Academic Partnerships WIKI page (EHU staff login required).

5. Partnerships information

The University keeps a record of the names, types and locations of all current partner organisations and the provision for which they are approved. Responsibility for maintaining these records resides with the following Institutional stakeholders:

- Category A1/ A4 placement providers⁴⁷ – Faculties
- Category A2/ A3 Study Abroad/ Erasmus exchanges – International Office
- Category B outreach learning venues – Faculties
- Category C-F & Higher and Degree Apprenticeships⁴⁸ – Academic Quality & Development Unit
- School Direct – Faculty of Education.

In accordance with the University's Public Information Policy⁴⁹ all publicity relating to academic partnerships, most notably any material produced and published by partner organisations, must be checked and approved by Corporate Communications prior to publication to ensure its completeness, accuracy and reliability, and compliance with EHU's corporate identity. Liaison Tutors periodically monitor partners' publicity (websites), and the University will require immediate withdrawal of any information that does not conform to its requirements; only in limited circumstances is publication in a foreign language permitted which in all cases must be originated in English and made available to the University for translation. Partnerships and programmes may not be advertised prior to initial approval by the Directorate and APC and should be clearly labelled 'Subject to Validation' until their final approval.

Students of partner organisations in receipt of EHU awards receive credit transcripts and/ or qualification certificates on completion of their studies. Transcripts contain the name and location of the partner teaching institution which is signposted by a generic statement in the student's certificate. Transcripts of students completing EHU awards to which entry was gained via Category E articulation denote the source of 'credit exemption', i.e. the external qualification or programme of study by which advanced entry was obtained.

As part of ongoing compliance with the Data Protection Act 2018 and the EU General Data Protection Regulation 2016/679 (GDPR), the University's standard partnership contracts and agreements will include standard clauses on data sharing. These clauses will cover sharing of staff and student personal data between the University and its partner organisations, data retention and destruction.

⁴⁷ Also published at <https://www.edgehill.ac.uk/aqdu>.

⁴⁸ Ibid.

⁴⁹ <https://www.edgehill.ac.uk/documents/files/public-information-policy.pdf>.

6. Closure of Academic Partnerships and Programmes

Termination of academic partnerships complies with:

- the terms and conditions of the relevant partnership contract;⁵⁰
- adheres to Office for Students' Conditions of Registration related to student protection⁵¹; and
- must be conducted in accordance with the provisions in the University's Student Protection Plan;

Programme closure⁵² normally entails the cessation of recruitment while current students are supported to completion of their studies during a defined 'teach-out' period. Where the partnership provision leads directly⁵³ to the award of a qualification or credit, the responsible Faculty submits a formal closure proposal to AQEC that includes a negotiated Exit Plan⁵⁴ demonstrating how it will preserve the continuity of study for affected students and how it will ensure those students continue to receive a high-quality learning experience. In its closure proposal and Exit Plan the Faculty must also include:

- consideration of the Student Protection Plan;
- whether the circumstances of the proposed closure will trigger the implementation of the Student Protection Plan - if the Student Protection Plan is triggered, then the Faculty must provide details of how it will be implemented, including relevant time frames and student communication plans; and
- an assessment of the likelihood of the Refunds and Compensation Policy being triggered.

Following approval by AQEC, closure decisions and associated exit arrangements are confirmed in writing to partner organisations by the Directorate (PVC External Relations) and to affected students by the Programme Leader. Faculties must keep copies of all written communications about the closure sent to partner organisations and affected students.

⁵⁰ See 'A Guide to Partnership Approval' (Appendix).

⁵¹ <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/initial-and-general-ongoing-conditions-of-registration/>, see also 'Higher education course changes and closures: statement of good practice' (HEFCE et al, 2015) <https://www.guildhe.ac.uk/wp-content/uploads/2015/11/Statement-of-good-practice-Nov15.pdf>.

⁵² For a full description of the programme closure process see Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

⁵³ This would typically exclude Category A placements and exchanges, Category B learning venues and Category E articulation arrangements.

⁵⁴ Template available on the Academic Partnerships WIKI page (EHU staff login required).